

The Implementation of Transformational Leadership to Improve School Quality

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Abstract—This study purposes to find out the implementation of transformational leadership behaviors that school principals demonstrate at schools during their administrative practices on daily basis to quality of school improvement. This study conducted in Mutiara Insani Kindergarten School Purwakarta and used a qualitative research with descriptive case study as research method. To obtain the data, the researcher employed in depth interview to the school principal as method of data collection. The results showed that the principal's transformational leadership approach is able to create a change and to improve the quality of school. The conclusion of this research is the theory and practice can convey that a transformational leadership with those dimensions owned properly exercised will provide a positive influence in order to realize and maintaining the school quality.

Keywords—*principal, school quality, transformational leadership*

I. INTRODUCTION

Education is something that is needed by every human being. Thus, education has always been the focus of public attention regarding the atmosphere of life and the conditions of life at this time, as well as regarding investment and living conditions in the future. Therefore, education always requires efforts to improve the quality of education optimally in line with the increasing labor and guidance of community life [1]. Quality education is reflected in the achievements achieved by the school at any given time. Therefore, the school as an organization in which elements both individually and in groups are gathered to carry out cooperative relationships in achieving goals. The elements in question are human resources consisting of the principal, teachers, staff, students and parents of students. The principal of this school is as someone who is given the task to lead the school and as the person responsible for the achievement of school goals. Therefore, the quality of school principal leadership greatly affects school success [2].

Talking about the principal is always related to leadership. Leadership style is a set of characteristics used by the association to influence subordinates so that organizational

goals are achieved or it can also be said that the leadership style is a pattern of behavior and strategies that are liked and often applied by a leader [3]. Transformational leadership is an effective leadership style to create a culture that can help achieve organizational goals. According to Bass and Aviola, transformational leadership is the process of influencing transformational in a one-way process, which means that leaders transform followers. According to the opinion of Bass and Aviola there are four components of transformational leadership; 1). Idealized influence; 2). Inspirational motivation; 3). Intellectual motivation; and 4). Individualized consideration [4]. Therefore, it is clear that a leader is followed by his subordinates because they believe in their leader in what they want to achieve well and clearly. They choose to follow their leader because he is able to explore what they unconsciously have become their dreams. A leader can convince followers to achieve what they are based on their goals. In addition, a transformational leader is able to produce a change or transformation in those they lead, himself, and the system or community in which they are located [5].

Based on the explanation above, the authors formulate a research problem regarding how the implementation of transformational leadership styles in improving the quality of schools in Mutiara Insani kindergarten Purwakarta. The purpose of this study is to determine how the principal implementation of transformational leadership in school daily administration practices to improve school quality. From the goals that have been formulated, the results of this study are expected to be able to provide benefits in the world of education and also to the wider community, especially in the field of education. In addition, this research is expected to be able to provide examples of transformational leadership styles to be applied in the implementation of management in school institutions so as to improve the quality of existing human resources.

II. RESEARCH METHODS

Qualitative research with a descriptive case study approach is used as the research method to reveal how the

implementation of transformational leadership in improving school quality. To obtain the data, the researcher employed in-depth interviews as a method of data collection to the principals of Mutiara Insani Kindergarten. The interview data were analyzed using interactive data analysis model adapted from Miles and Huberman. There are several steps in this analysis; the first is data collection, in this research script of interview become a source to obtain the data; then data reduction, in this phase, the writer electing the data needed based on the focus of the study; the third phase is data display, in order to comprehend the data easily, the writer reduced the data and presented in a systematic written form; the last is drawing a conclusion, the writer reported the data in a way which can convince the reader of the merit and validity of the analysis.

III. RESULTS AND DISCUSSION

This chapter describes the result of data collection and data analysis based on the four dimensions of transformational leadership according to Bass and Aviola, namely; 1). Idealized influence; 2). Inspirational motivation; 3). Intellectual motivation; and 4). Individualized consideration.

A. Idealized Influence

Charismatic idealized influence as a dimension of transformational leadership will have a positive effect on improving the quality of schools Idealized influence [6]. From the data that has been obtained, it is known that the principal of Mutiara Insani kindergarten in leading the school has values that are fought for. In her leadership, the principal has built confidence and credibility between the principal, teachers, and employees. This credibility is by being a role model from the principal. In addition, the principal always tries to be fair with teachers and employees. The principal also always strives to match what is said with what is done. For their subordinates, the principal knows their character well, with a large number of teachers and employees makes the characteristics and character possessed by each individual are different, because of this the case the principal handles problems in different ways. For example, there is an additional task for each teacher, the principal tried to condition these tasks according to the abilities possessed by each individual. It has done in order to alleviate the additional tasks given besides teaching. It is found in this statement from the principal during the interview;

“I usually like this, because every teacher has a different character, so I also handle it differently, except for the information, I usually equate all information. But when every time I handle an additional assignment, from that additional assignment I choose which one is in accordance with my teacher's passion so that it doesn't become a burden for my teacher to do the additional task besides teaching.” [Citation of principal’s interview]

From the interview quote above, it can be seen that the principal is trying to continue the process she said to be committed to realizing the vision of the school, this is also in

accordance with the researcher's observation data, which shows that the principal gives the best assignment for the teachers and employees.

Besides, to build confidence in teachers and employees, the leader provides opportunities to express opinions and to take part in school assignments and responsibilities. By giving this credibility, a close relationship between the principal, teachers, employees and parents of students is created. The relationship that is built is not just a relationship between superiors and subordinates, but also as friends, friends who walk together to achieve school goals and self-achievement.

Based on the description of the research findings above, I present a table regarding the findings of the research that has been carried out, as follows:

TABLE I. INDICATORS AND RESEARCH FINDINGS OF TRANSFORMATIONAL LEADERSHIP IN IDEALIZED INFLUENCE DIMENSIONS

| Dimension | Indicators | Research findings | |
|---------------------|---------------------------|--|---|
| Idealized influence | a. Respect from followers | a. Give emphasis to credibility | |
| | b. Credibility | b. Shows important values | |
| | c. Become a role model | | Give emphasis to the importance of goals and commitment to the vision |
| | | | c. Appreciate followers |
| | | d. Developed a relation between the leader and followers | |

From this table, we can see that the Mutiara Insani kindergarten's principle has fulfilled the indicators of idealizing influence on transformational leadership in order to maximize the role of leaders in schools. Therefore, the leader is expected to be a good example that can be followed by his followers, so that it will generate respect and trust in the leader.

B. Inspirational Motivation

Inspirational motivation carried out by the principal is the skill to use utterance that can stimulate enthusiasm and inspiration for all components of the educational organization [7]. In order to improve school quality, the principal encourages the followers to always fight together. The principal motivates others to have high commitment and enthusiasm for work. Furthermore, the principal provides the values of togetherness, a sense of belonging, and builds the good name of the school [8]. Teachers and staff are invited to work not only to fulfill finances but also to instill strong religious knowledge. Religious knowledge in here means is working for worship. Principals often instill work with sincerity, trust, and gratitude. With this method, the principal hopes that her school can work as well as possible because if we do it sincerely, Allah SWT will repay our good deeds. These spiritual activities are certainly well received by teachers and school employees.

“You should be grateful that I give you additional assignments, in this world there is no coincidence, I choose you, and it means that God has made a predestined relationship, so if we are given a job then we do it well. Because if we do our best in Surah al-Baqarah, then those who pray for him are syahadah, fortune can come from anywhere.” [Citation of principal’s interview]

Besides that, the principal figure as a motivator is shown in the implementation of routine briefings. In the briefing, not only in discussing problem-solving but also the principal always delivered inspirational sentences and encouraged teachers to always improve their performance. Because of the strong relationship between leaders and followers, they often chat about whether it's school problems or individual problems. From this explanation, it can be concluded that in improving teacher performance, both input, process, output, and school outcome requires motivation and inspiration from the principal, because with the motivation of the principal is able to develop the spirit of teachers performance so that teachers must change from time to time to follow developments there in order to achieve the goals that have been set.

TABLE II. INDICATORS AND RESEARCH FINDINGS OF TRANSFORMATIONAL LEADERSHIP INSPIRATIONAL MOTIVATION DIMENSIONS

| Dimensions | Indicators | Research Findings |
|--------------------------|---------------------------------------|---|
| Inspirational motivation | a. Motivator | developing religious knowledge |
| | goals decision | a. Giving inspirations |
| | | Supporting followers to achieve their dreams. |
| | b. Make a conversation without limits | |

With the various data presented, the leader as a motivator has fulfilled the indicators in an effort to improve school quality.

C. Individualized Consideration

The leadership carried out by the principal in increasing the professionalism of teachers in Mutiara Insani kindergarten is by paying attention to the individual needs of her followers. The individual attention paid by the principal makes teachers and staff feel valued and recognized by the principal. The needs of them in a school are not only in the form of jobs and wages given by the principal [9]. Teachers and staff need individual attention given to them by the principal. Giving attention will make them feel comfortable. As well as that, in order for the learning atmosphere to be comfortable, the principal also improves the welfare of them.

“Incidentally, yesterday my teacher passed on to bachelor degree and then graduated, I might give my appreciation personally or maybe celebrate together with our friends” [Citation of principal’s interview]

“I also pay attention to the little things that sometimes just give them such as socks, key chains, brooches, or something like that. So whether there is me or not me

beside them, they are doing their best.” [Citation of principal’s interview]

From these statements, the principal tried to pay attention to her teachers and staff. With this attention, the principal hopes that there will be a sense of mutual love for each other. With welfare being considered, they can work comfortably. And if they can work comfortably, the classroom atmosphere will be comfortable and the children will be able to learn comfortably too. With a comfortable learning atmosphere, children will be more easily directed and can achieve optimal performance. The principal is able to capture and accommodate the aspirations and needs of teachers, employees, and students. One of the needs of teachers and staff is an appreciation for their dedication to the school. Here I present a table regarding the indicators and findings of the research that has been carried out, as follows:

TABLE III. INDICATORS AND RESEARCH FINDINGS OF TRANSFORMATIONAL LEADERSHIP INDIVIDUAL CONSIDERATION DIMENSION

| Dimension | Indicators | Research findings |
|--------------------------|----------------------------------|--------------------------------------|
| Individual consideration | Career development | a. Fulfill followers needed |
| | Creating a good work environment | Give personal attention to followers |
| | Relationships with followers | a. Educating followers |
| | | Able to treat others as individuals |

From this table, we can see that the principal has fulfill the individual consideration indicators of transformational leadership in helping maximize the role of the leader in the school. Therefore, the diversity of interests, talents, abilities, characters, etc. in each follower must be known in detail by the leader so that he can treat them as an individual [10].

D. Intellectual Stimulation

Principals with the intellectual stimulation dimension are leaders who practice innovations. In school organizations, a principal needs the ability to develop the ideas she had and the ideas of the school community [8]. Developing ideas is one of the efforts to bring an improvement to the school because basically developing ideas that are in accordance with the rules that apply in schools will lead to improving the quality of education. The principal in an effort to improve the quality of education requires criticism and suggestions from teachers and staff. Criticism and suggestions are kinds of developing ideas that are owned by teachers and staff. Therefore, it requires a positive response to these criticisms and suggestions. It is intended that they participate in efforts to achieve quality education.

Having good relations between stakeholders does not mean having arbitrary rules. The trust that the principal gives to his subordinates is responsible. Therefore the principal always holds evaluation and supervision meetings to see the level of failure and success of a work program. Evaluation and supervision are not only carried out by the principal of the

subordinates, but among teachers and employees also have a performance appraisal which is carried out every year three times to conduct evaluations. From the performance appraisal is made objectively for mutual progress. The principal also said that every time there was an additional task that needed to be done, he chose a teacher and employee or a team according to their respective intellectual abilities. For example, assignments related to parents of students will be given to teachers and employees who are good at public relations.

Based on the description of the research findings above, I present a table regarding the findings of the research that has been carried out, as follows:

TABLE IV. INDICATORS AND RESEARCH FINDINGS OF TRANSFORMATIONAL LEADERSHIP INTELLECTUAL STIMULATION DIMENSION

| Dimension | Indicators | Research findings |
|--------------------------|-------------------|---|
| Intellectual stimulation | a. Creative idea | Encourage followers to be creative |
| | b. Problem solver | Provide challenges and questions to stimulate followers to always look for new ways of doing a task Eliminates the reluctance of followers to come up with ideas in solving problems |

Based on the table above, it can be concluded that the principal is able to stimulate her followers to come up with new ideas, and also let them become problem solvers who provide new innovations under her guidance. The performance of teachers in organizations can be improved if there is a match between work and skills, as well as the placement of teachers in their field of work. Teachers who get assignments according to their academic qualifications will find it easier to improve their competence [2].

IV. CONCLUSION

Based on the findings about the implementation of the principal's transformational leadership in improving the quality of the Mutiara Insani kindergarten in Purwakarta, it can be concluded that several things, there are; 1). Individualized influence, the leadership of the principal is carried out by building teacher commitment to the assigned task, emphasizing the importance of school goals and vision commitment, 2). Inspirational motivation, leadership of the principal is carried out by inspiring communication, giving encouragement to improve competence by ensuring that the teacher's job In practicing that knowledge not only for world affairs but also for provision in the hereafter, 3). intellectual stimulation, the leadership of the principal is carried out with an open attitude towards criticism and suggestions from subordinates, then in decision making involves all school members before finally

being discussed with all of them to be agreed together 4). Individualized consideration, the principal is carried out by paying attention and caring to the needs of the teacher, accommodating aspirations, and giving awards and giving rewards to teachers who reach achievement.

The implication of this study is about the theory and practice can convey that a transformational leadership with those dimensions owned properly exercised will provide a positive influence in order to realize and maintaining the school quality.

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