

## IMPLEMENTATION OF SCHOOL PRINCIPLES' TRANSFORMATIVE LEADERSHIP IN IMPROVING SCHOOL MANAGEMENT PROFESSIONALITY

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**Abstract:** This study aims to determine the transformative leadership of school principals in improving school-based management at Alkhairaat Elementary School, Palu, Central Sulawesi. This research qualitative uses methods put forward by Bogdan and Taylor. Data analysis techniques use Miles and Huberman's qualitative data analysis. The results of the study are the transformative leadership model of the principal applied at SD Alkhairaat Palu, which adopts the theoretical leadership model from Bass and Avolio with four concepts of individual influence, inspirational motivation, intellectual stimulation and individual attention. The principal's leadership in improving the professionalism of school management is to optimize the professionalism of educators including planning, organizing, coordinating and controlling.

**Keywords:** transformative leadership, management, school

### Introduction

In this era of change, leadership is very important in guiding the improvement of educational development. Leadership is the driving mode of an institution or organization. The quality of leadership determines the direction of success of the institution or organization. So a leader must anticipate, manage and move the wheels of the organization quickly and precisely (Hakim, 2022). Therefore, a leader not only makes decisions but is also the key to the success of an institution or organization.

The success of a school institution is largely determined by the performance of all school members, one of which is the teaching staff. The quality of the performance of educators in educating students greatly determines the progress of a nation's education. Various analyzes and research results show the role and tactics of educators in ensuring the success of education in the country, including the success of school principals. The school principal must describe his abilities in professional competence for the development of operational tasks in the school environment. Transformative leaders must lead human resources leading to increased learning acceptance, as well as the development of a shared vision, distribution of leadership, and the creation of an organizational culture which is very important in institutional restructuring schemes (Addin et al., 2020). The transformative leadership style is believed to be an effective style for providing better changes to an educational institution, this style is also able to provide changes to school members including one individual educator so that they perform in teaching in a better direction. If this leadership style is applied in the world of education, it can have a good impact on all school systems. A leader is said to be a transformational style if he can change the situation, change what is usually done, talk about noble goals, has a reference value of freedom, justice and equality. Transformational leaders will make subordinates see that the goals to be achieved are more than just their personal interests.

The characteristics of the transformative leadership model according to Bass & Avolio include idealized influence or charismatic, inspirational motivation, intellectual stimulation, and individualized consideration. The four characteristics of this transformational leadership model, often known as "the four i's", namely: First, Idealized influence, namely the principal is an ideal figure who can be used as a role model for teachers and employees, trusted, respected and able to make the best decisions for the benefit of school. Second, Inspirational motivation, namely the principal can motivate all teachers and employees to have a commitment to the vision of the organization and support team spirit in achieving educational goals in schools. Third, Intellectual stimulation, namely that the principal can foster creativity and innovation among teachers and staff by developing critical thinking and problem solving to make the school a better direction. Fourth, Individualized consideration, namely the principal can act as a trainer and advisor for teachers and staff (Prayoga et al., 2019).

Schools as an integral part in the process of developing quality human resources wholly must have good quality education. The development of the quality of education will continue to be carried out both by the government and various schools as the main providers of education in an effort to meet the needs and demands of the community for the quality of education, as well as a response to the rapid changes in life in today's era of globalization. With a series of expectations, the quality of education graduates can compete in fulfilling the work needs of market share and providing welfare for families and the surrounding community. Various facts about the low quality of madrasas are influenced by various factors, one of which is education management. Therefore, educational institutions need to think about what are the important things that must be managed properly. So that mismanagement does not occur, in the sense that it is not spread over special small things that are not substantive and even tend to have a less positive impact on quality improvement efforts. Transformational style leadership within Islamic educational institutions must provide enthusiasm and encourage the realization of quality and quality institutions. (Transformative et al., n.d.)

Various studies conducted by academics on transformative leadership such as Northouse in his book "Leadership: Theory and Practice" suggest various approaches to leadership, namely the naturalistic approach, situational approach theory, and leadership theory. In addition, Setiawan et al's study in their book Transformative Leadership: Illustrations in the field of educational organizations states the urgency of transformative leadership with types, behaviors and leadership typologies carried out by a leader in an educational organization.

This study aims to determine the transformative leadership paradigm of school principals in increasing the professionalism of school management at SD Alkhairaat 1 Palu, Central Sulawesi.

## Methods

This study uses a qualitative method proposed by Bogdan and Taylor (Taylor, 1975). namely a research method that produces descriptive data in the form of written and spoken words from people who are observed. The qualitative method emphasizes the meaning interpreted in the form of descriptive data obtained from informants through interviews and document sources. Interviews were conducted with informants, namely school principals, deputy principals and teaching staff in a semi-structured form. The interviewer asks questions to get

Direct, complete and in-depth informants about the principal's leadership in increasing the professionalism of school management.

Non-participant observation techniques are used in direct observation at SD Alkhairaat Palu about phenomena or events related to policy making and implementation of school leadership to components in improving school management professionalism. The data source was obtained using primary data obtained at SD Alkhairaat Palu. This is related to the principal's policy data regarding increasing the professionalism of school management.

Data from interviews, observations and documents were analyzed using data reduction, data display, and data verification techniques proposed by Milles and Huberman (Milles, 2005). Data analysis techniques are the process of understanding the meaning of a series of data that have been described in obtaining the results of school principals' transformative leadership research in increasing the professionalism of school management in Alkhairaat Elementary School, Palu, Central Sulawesi.

## Discussion

The concept of transformational leadership contains a successful leader who must build the commitment of his followers to consciously build organizational values, develop organizational vision, make changes, and seek new breakthroughs to increase organizational productivity. transformational leadership, leaders display idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation (Komsiyah, 2017).

### a. Ideal Influence

Ideal influence is the behavior of a leader who has the respect and confidence of the people he leads. By looking at the work abilities of subordinates in accordance with the main tasks and functions possessed by educators at SD Alkhairaat Palu. The principal in treating educators or subordinates in terms of work gives freedom in accordance with the duties and functions they have but does not get out of their main duties and responsibilities.

### b. Inspirational Motivation

Motivation Inspiration is behavior in a way that motivates and inspires those around them by giving meaning and a challenge to work. The principal of SD Alkhairaat Palu provides motivation and challenges his subordinates to continue to update their knowledge to support the completion of their tasks. As one form of motivation, by directing teaching staff to take part in the Ministry of Education and Culture's program, namely driving teachers, and the teacher professional education program (PPG).

### c. Intellectual Stimulation

Intellectual stimulation is new ideas and problem solutions creatively collected from followers, including in the process of solving problems and finding solutions. The principal of SD Alkhairaat Palu really hopes that his subordinates will be interactive in developing technological movements in carrying out learning process activities in the 4.0 era.

### d. Individual Attention

Individual consideration is a leader who is able to solve problems, understand needs and respect subordinates based on needs and pay attention to the needs of subordinates by holding work meetings. The Principal of SD Alkhairaat Palu in overcoming problems that exist at school is carried out by holding work meetings or meetings to discuss obstacles or problems that occur during the implementation of activities carried out by teachers or subordinates.

## The Principal's Strategy in Increasing the Professionalism of SD Alkhairaat Palu School Management

Optimization efforts in increasing the professionalism of school management are carried out by school principals with a transformative leadership approach. Transformative leadership carried out by the principal includes planning, organizing, activating, and supervising efforts to achieve the goals set by using the potential that exists in the school. The management function is a basic element that cannot be separated from the management process as a reference in carrying out activities to achieve goals. As for the elements of management, there are several stages, namely first, planning (planning), determining everything that will be needed in the future to achieve the

goal. Second, organizing (organizing), a process carried out to determine, classify, form patterns and systems of group cooperation to achieve goals. Third, implementation (actuating), an action and effort undertaken to achieve planning objectives in order to achieve goals. Fourth, evaluation (controlling), something that is done to ensure that all activities are carried out according to the predetermined plan. Some of these stages can be explained as follows.

a. Planning or Planning

The principal's initial step in carrying out transformative leadership requires preparing a vision and mission. In delivering the madrasah quality program in accordance with the vision, mission and objectives of SD Alkhairaat Palu school.

Vision

Realizing the Qur'anic generation, smart, skilled and care for the environment

Mission

1. Organizing a study garden.
2. Developing religious culture through religious activities.
3. Actualizing akhlakul karimah at school, at home, and in society.
4. Fostering the spirit of competent students.
5. Guiding students to think critically.

School Goals

1. Train students to be accustomed and disciplined in carrying out fardhu and sunnah dhuha prayers;
2. Develop an effective learning process to achieve a good level of student competency
3. Facilitating students to develop their talents and interests in the arts and sports, science so that they can achieve achievements at the city and provincial levels
4. Train and encourage students to develop talents.
5. Make the school a tourist school

The vision, mission, and goals that have been determined are then socialized by describing the programs that will be the target, improving the quality of learning, developing character both in intra-curricular and extra-curricular activities, as well as conveying the duties and obligations of each party.

b. Organizing or Organizing

At this stage the principal conveys in the school's internal meeting related to: 1) Organizational structure along with explaining the duties and functions that must be carried out by each education actor; 2) The school principal forms a community of guardians of students through the WhatsApp group; 3) Give full duties and authority to each personnel in accordance with their fields and duties, both educators and employees so that they can be more professional in serving, in line with the association of student guardians and school committees; and 4) Delegating authority.

c. Leading or Leaders

The school principal communicates high expectations for the school's quality culture according to the school's vision, mission and goals to the school community, such as: 1) Inviting all school members and parents to jointly develop a school quality program; 2) Become a resource person for internal school training to improve educator competence professionally; 3) Directing the principal's program as approved by the Deputy Head of Student Affairs; 4) The head of the madrasa always invites and encourages parents and committees to help raise funds, ideas and so on to realize the quality of the madrasa; 5) The head of the madrasa actively participates in every participating activity so that the madrasa residents become more motivated, enthusiastic, and

committed to realizing the madrasa program; and 6) Directing educators to carry out innovative learning,

d. Monitoring or Supervision

The principal oversees the activities that have been programmed by delegating authority according to his duties and functions whether they are appropriate or not, by carrying out a checklist in a special book. and evaluate activities every six months with the entire school community.

e. Evaluated

The principal evaluates every month at the regular madrasah meeting held in the fourth week, where this routine meeting discusses the achievements of the program, both those that have been fulfilled and those that have not been implemented by teachers and education management implementers at the madrasa, and seek solutions together with the madrasa community before being enacted. new policy. In addition, the head of the madrasa also gives rewards to those who have successfully carried out their duties professionally. The steps taken were that each teacher was asked to convey the problems experienced during the learning process, the deputy head of student affairs was also asked to convey related to the percentage of child discipline, as well as the homeroom teacher and counseling teacher.

### Conclusion and Recommendations

Based on the results of data processing from this study, the researchers concluded that the transformative leadership of the school principal in improving school-based management at SD Alkhairaat 1 hammer is as follows: 1) the type of transformative leadership applied by the principal of SD Alkhairaat 1 hammer is the concept of Bass and Avolio's leadership, namely providing individual influence, inspirational motivation, intellectual stimulation and individual attention to educators or subordinates. 2) transformative leadership of the principal of SD Alkhairaat 1 hammer in optimizing the professionalism of school management including planning, organizing, coordinating and controlling. Transformative leadership behavior in carrying out these skills plays an important role in improving school quality. Transformative leadership attitudes provide positive behavior and support the implementation of better principal management to achieve success.

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