

Research Article

Implementation of Transformational Leadership Principal (Study of Multisitus in SDIT Qurrata A'yun and MI Ibnu Atha'illah Hulu Sungai Selatan District)

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ABSTRACT

This research describes the strategies of transformations applied by principals as their efforts to realize the vision of the school mission. There are four focuses raised in this study, namely: (1) Principal's strategy in implementing a mission vision; (2) Principal strategies in providing inspiring motivation; (3) Principal strategies in developing creative ideas; and (4) Principal strategies in giving individual attention. The research approach used is a qualitative type of multi-cases study. Data collection through participant observation techniques, in-depth interviews, and documentation were then analyzed by individual case analysis and cross-case analysis. While checking data validity using internal validation, external validation, reliability, and objectivity. The results showed that the principal: (1) implemented the mission vision through the strategy of preparing vision and mission based on mutual agreement, building commitment, giving trust in a way of involving, providing an example, open, and daring to make decisions; (2) provide verbal and nonverbal motivation; (3) develop creative ideas through discussion forums, teach and guide school residents, and provide good service to the community; (4) paying individual attention by helping and assisting in the task, giving punishment by polite, respecting opinions, and providing rewards for achievement and achievement. It is recommended primarily for the principal to consider alternative transformational leadership styles because the theoretical and practice of transformational leadership effectively moved school resources in realizing vision and mission.

Keywords: Leadership, transformational, principal

Introduction

The principal is impossible to work alone in achieving a mission vision without the

support of all stakeholders. Whereas in each existing resource there is a potential that if it is developed giving birth to large carrying

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capacity for the progress of the school. This is because the resource factors, especially humans influence service quality, along with the other situational factors (Androniceanu et al., 2020). Meanwhile, education or training is an important factor in the adaptation of human resources (Naros & Simionescu, 2019). Management in managing human resources whose decisions relate to policies and practices that jointly form work relationships and are intended to achieve certain goals (Boselie et al., 2021). Based on the social context (Cooke et al., 2020). The key to the success of human resources is in managers (Navio-Marco et al., 2019). In school usually, this position is held by the principal. Therefore, impunity is a crucial thing so that the organization can work and function effectively (Gemeda & Lee, 2020).

The development of leaders can be interpreted as the expansion of a person's ability to be effective in carrying out their leadership roles and leadership processes (Kjellstrom et al., 2020). One type of leadership is transformational which makes its subordinates motivated and committed to contributing to the common interest (Den Hartog, 2019). Leaders are needed with transformational leadership when work provides more burden and when work becomes more important (Khan et al., 2020). Meanwhile, the definition of transformational leadership is the ability of a leader in working to transform optimally organizational resources to achieve meaningful goals following the target (Danim, 2006). Therefore, the principal's expertise in transforming the aim is needed so that school residents know, understand, support, then participate in each process of achieving the goal.

Transformational leadership is one form of a good management system because the implementation is very promoting teamwork

by activating and increasing the potential or competence owned by each resource. Competence can be interpreted as capabilities and readiness (Glaesser, 2019) of daily education practices or day after day (Austin, 2019). In connection with education, competency discourse and its majority issues are important (Tahirsylaj & Sundberg, 2020). The trick is to transform positive things into school HR. As stated that the principal if it can form a positive thing, will have an impact on the success of the organization he leads (Pasovska & Miceski, 2018). This opinion shows so much the effect of transformational leadership principles on the success of the vision of the mission carried out. This shows the role of school leaders has become very important (Neeleman, 2019) with the same vision with efforts to convey values and goals through a Bernas and effective way (Kantabutra, 2020).

Transformational leaders have distinctive attitudes and behavior, among them always calling for great ideals and high moral values such as the success of achievement, togetherness, and humanity to raise awareness of school residents. As conveyed by Burns (Setiawan & Muhith, 2013), transformational leadership is a process in which leaders and subordinates are involved in the process of increasing morale and higher motivation. That is, indications of implementing transformational leadership well with no reciprocal efforts and supporting each other between principals and citizens, not only one party dominated. According to Anwar and Idochi (2004) can be done by empowering through the division of tasks proportionally to all school residents so that cooperation and tasks can run effectively and efficiently. Effective leadership is a key to determining the success of an organization (Madanchian et al., 2017). Meanwhile, efficiency is also

important to do everything right (Johnes et al., 2017).

Transformational leadership is also characterized by leader behavior that motivates an effort to influence and foster awareness of its members. In addition, job satisfaction and commitment showed a willingness to cooperate (Tagliabue et al., 2020). As mentioned that transformational leadership requires action to motivate subordinates to be willing to work for a large goal that is considered to exceed the personal interests of the leader at the time (Efendi, 2015; Beltran-Martin & Bou-Llusar, 2018; Hay, 2006; Odumedu & Ogbonna, 2013).

Bass also mentioned that the transformational leader was he who took action to raise his members' awareness about what was right and what was important, to increase the motivation maturity of their coworkers, and encourage them to exceed their interest to achieve the benefit of the group, organization or community (Raihani, 2010). This is because the force of associations is related to certain goals that become the self-regulation of coworkers and affect work performance (Steinmann et al., 2018). Meanwhile, this motivation is a psychological construction to describe a mechanism where individuals and groups choose certain behavior and maintain it (McInerney, 2019).

So, it can be said to be transformational principals when he applies strategies, techniques, or policies that make the citizens conscious, moved, motivated, and inspired to follow the positive goals he stipulated. The strategy is considered to be something carried out by the organization and not something that organizations have (Brorstrom, 2020). Meanwhile, strategies can also be interpreted as high-level plans to achieve one goal or more in conditions of uncertainty (Barad, 2018). On the other hand, policies should be made from local knowledge, an in-depth

understanding of the perspective of the perpetrators, and the need to formulate the policy (Vesely, 2020). This policy capacity has opened various new roads for the Academic field (Mukherjee & Bali, 2019). Leaders who teach strategies can increase the confidence of learners to innovate (Soleas, 2020). Incentive policies can also affect motivation (Itri et al., 2019).

The next strategy that must be owned by transformational leaders is to become a change agent because it is very closely related to the transformation that occurs in an educational organization. For example, related women leaders will become agents of change that prioritize gender equality in the organization (van Hek & van der Lippe, 2019) even though the agent of change is more often invisible (Tann, 2021). In this case, the bass suggests that the task of a transformational leader is to pioneer change, provide motivation and inspiration to subordinate individuals to be creative and innovative, and build solid teamwork, bring renewal in the work ethic that is management performance, courageously and responsible leadership, and control organizations (UPI, 2012).

More than that, Sergioivanni mentioned the most important thing that must be in a transformational leader is exemplary. The exemplary has an important role in daily life (Korsgaard, 2019). The principal must be an example, giving the best image of him, and becoming a role model. Transformational principals lead more with treatments and actions that can be emulated than limited instructions. Because, according to Sergioivanni the value upheld by the leader is the most important of everything (UPI, 2012). These personal values refer to trust, principles, and ideas that are important for the lives of many people (Lee & Kawachi, 2019). It is in harmony with the understanding that education is a social

process, education is growth, and education is not preparation for life but life itself (Leal-Rodriguez & Albort-Morant, 2019).

The characteristics of the next transformational leadership model are leadership greatly putting forward the level of trust in the leader. This belief makes it possible to determine goals, make decisions, and maneuver or take actions in certain situations (Seitz & Angel, 2020). So that leaders always try to make strategies and policies that are made to increase trust from subordinates. As mentioned that transformational leadership models can inspire and encourage creativity and motivation to work better in achieving organizational goals, it can increase subordinate trust in leaders and can make subordinates willing to accept changes to organizational progress (Yue Men & Ferguson, 2019).

The initial observation at SDIT Qurrata A'yun and MI Ibnu Atha'illah showed the behavior of leaders who leaned toward transformational leadership because they could see some school principals belonging to four dimensions of transformational leadership.

The Head of SDIT Qurrata A'yun has a vision of a clear, persistent, and diligent mission, and strongly believes in each program implemented. The principal always gives trust and involves teachers and staff in each program starting from planning, implementation, to evaluation. The principal also tries to empower the potential and competence possessed by teachers and employees and supports support and enthusiasm in improving the quality of education. The principal always provides creative ideas in every problem and the challenges faced and also provides opportunity space for teachers and staff in developing creativity and innovation.

Individual attention and groups also did not escape in order to foster the harmony of relations between school organizational members. In addition, the Principal also seeks to manage school relations with the community especially with parents of students for the sake of creating optimal synergies to encourage the acceleration of improving the quality of education. These efforts produce satisfactory results by confirming SDIT Qurrata Ayun as an adiwiyata school in 2017, achieving an A accreditation in 2020, students excel and be able to compete to the provincial and national levels (observation, August 24, 2020).

Head of Mi Ibnu Atha'illah is a focused person and commitment to the vision of the mission carried out, namely the improvement of the quality of educators in managing learning. The principal always strives to encourage enthusiasm and things that inspire the teachers in carrying out their duties. The Principal always strives for improving the quality of education by empowering through guidance and coaching to residents of schools, especially educators and investigators. The principal also patiently provides assistance and motivation both individually or groups for teachers in carrying out their duties, especially to new teachers. In addition, the principal tried to involve teachers and other school residents by providing an opportunity to contribute creative ideas that support the achievement of school goals. In addition, the principal always emphasizes teachers of other school residents prioritize cooperation and family values both internally and externally (initial interviews with the chairman of the curriculum team, September 3, 2020).

The two schools are superior schools and favorites in the South River upstream on the school, their schools are relatively new and their location is not in urban areas. The two

schools can advance rapidly in realizing school quality and creating significant progress from year to year.

This is the attraction of researchers to dig deeper regarding the leadership applied in both of these schools so that the title raised is the compellation of the transformational leadership of the Principal (Study of Multisituis in SDIT Qurrata A'yun and MI Ibnu Atha'ilh, South River Hulu Regency).

Definition of transformational leadership principal

Leadership is a situation created when a leader mobilizes both institutionally, politically, psychologically, and other sources to arouse, involve, and fulfill their followers' goals (Yukl, 2017). Transformational comes from the word "to transform" which is meant to transform or change something into a form that is not the same as its origin. Transformational means traits that can change something into another form (Danim, 2005). While the principal is a functional personality of the teacher who is given the task of leading the school, the place of interaction of teachers and students in the learning process (Basri, 2014).

Transformational leadership is a process that allows motivation and calls activities for higher ideals and morals of a leader to all members of the organization. The motivation and calls are related to things that are humanists such as freedom, justice, and humanity (Komariah & Triatna, 2006).

Transformational leadership is leadership that has power efforts to take action to motivate its subordinates to be moved to work to achieve organizational goals (Efendi, 2015; Rahmi, 2010).

According to Bass, transformational leadership is a leadership that can realize its subordinates about organizational goals and make the organizational goals more

important than personal interests or interests (Hay, 2006; Odumedu & Ogbonna, 2013; Efendi, 2015; Beltran-Martin & Bou-Llusar, 2018).

Transformational leadership is the leadership in which there is an effort to attract the moral value of organizational members, making their awareness grow and increase so that it is moved to contribute resources owned to provide institutional changes in a better direction (Yukl, 2017).

Of some opinions, it can be concluded that the transformational leadership of the principal is a process where the principal leads by carrying out visions and thinking about the progress of the school with a long-range range, being able to make great changes to members and organizations, and be able to apply various Efforts to prepare school members who have superior competencies so they can achieve every desired goal.

Transformational leadership dimensions

There are four dimensions which if implemented can be said to be transformational principles, namely idealized influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration (Bass & Riggio, 2006; Rahmi, 2010; Suriansyah & Asllamiah, 2012; Odumedu & Ogbonna, 2013; Usman, 2014; Sawitri & Pitoyo, 2016; Prabowo, N2018).

The behavior of leaders who includes the dimensions of idealized influence, among others: (1) have strong confidence; (2) high commitment; (3) the vision of the mission is clear; (4) diligent, hardworking, and consistent; (5) shows useful ideas for the success of achieving the vision of education mission; (6) influence and build strong emotions in each school residents and all parties who are the target of educational organizations; (7) provide insight and awareness of things that are proud of such as

achievements, school quality, and other forms of achieving organizations; (8) Able to foster trust and become scenery for school residents (Rahmi, 2010).

The behavior of the school, which includes the Dimensions of Inspiration Motivation, namely: (1) Providing inspiration, motivation, and modification of the behavior of the school citizens to realize great ideals such as school achievements and progress; (2) helps direct the views of the school residents that the challenge of the opportunity to learn and achieve; (3) use various strategies in transmitting inspiration, including with the body (through action), thoughts (ideas, insights, and knowledge), and emotions (the properties raised) (Rahmi, 2010).

The behavior of the principal, which includes the intellectual dimensions of stimulation, namely: (1) has an effort to increase the awareness of subordinates to the problems faced by themselves and organizations (schools); (2) have an effort to influence and lead negative personal to the problem faced into a new perspective that is positive for to realize school goals; (3) make efforts that can increase the intelligence, rationality, and troubleshooting carefully; (4) Acting as a creative and innovative further idea that is very useful for troubleshooting, looking for solutions, and new breakthroughs that have an impact on improving the quality of education; and (5) provide room for school residents to develop their potential through creative and innovative ideas (Rahmi, 2010; Suriansyah & Asllamiah, 2012).

The behavior of the principal, which includes the dimensions of the individual consideration, namely: (1) identify the needs of each individual of the school community; (2) recognize the potential and competence of the residents of the school; (3) delegate its authority so that school residents feel trusted

and appreciated; (4) pay attention; (5) giving appreciation for achievements, achievements, and successes that are inscribed by school residents; (6) Providing coaching, guidance, and training of the Kapada School residents; and (7) provide support, encourage, and like to share useful experiences for career development (Rahmi, 2010; Suriansyah & Asllamiah, 2012).

If the Principal can apply the 4i dimension of transformational leadership, the principal as the leader of the educational institution will succeed in bringing change in the education organization in a better direction (Suryosubroto, 2010).

Transformational leadership principle

Seven principles need to be considered to create synergies between transformational leadership with school goals (Sallis, 2006). The seventh explanation of the principle is: (1) simplification, indicating that success begins with a clear vision and the skills of a leader in communicating the vision practically and easily understood; (2) Motivation, meaning the encouragement is given so that other people want to do something. In aspects of leadership, motivation is interpreted as the ability of the principal in building commitments from all individuals from school members and other interested parties to be involved in efforts to realize the vision of the mission; (3) Facilities, it is the ability to facilitate by providing support through various forms such as facilities, infrastructure, and other forms that can support the implementation of the education process at school. The facilities provided are not limited to objects, can also be a self-development facility for school residents such as competency development containers, discussion forums, and so on which can encourage intellectual improvement; (4) Innovation, is a brave and

responsible traitor to make changes by applying new ways according to the demands of the development of the times. The principal as a change agent must have the ability to minimize the fear of changes in an organization. The principal must make himself a pioneer who invites the people of school not to be silent and static to maintain the existing comfort zone; (5) Mobility, is the ability to exert all resources that schools to complete and strengthen school residents and other parties who have an interest in the school to realize the vision of the mission; (6) Ready to standby, a principle to always be ready. Ready to learn about yourself and ready to welcome change with a positive attitude; and (7) determination, the principle of confidence that is always implanted to resolve something well and thoroughly. Things that support this principle are the development of the discipline, an increase in spiritual values, commitment, and stability, and prime emotional and physical (Efendi, 2015).

Skills in transformational leadership

Transformational leaders are required to have three skills, namely: (1) conceptual skills, namely skills to understand and operate organizations; (2) human skills, namely the skills to work together, motivate, and lead; and (3) technical skills, namely skills in using knowledge, methods, techniques, and equipment to complete certain tasks (Mulyasa, 2012).

The above principles and skills when noticed in carrying out transformational leadership, the existing school components will be led to school development. The impact that will be received from the aspects of transformational leadership is one of them is the incidence of the trust of the school residents who gave birth to obedience, loyal,

and respect to the principal as a leader (Baharuddin, 2002).

Material and Methods

This study uses a qualitative approach and the results of its research describing data from informants observed both written data and oral data. The reason for the use of a qualitative approach, among others: (1) is easier to adjust when finding multiple reality data; (2) presents directly the nature of the relationship between researchers and informants; (3) It is considered more sensitive and more adaptive with many sharpening shared influences and the patterns of value faced (Moleong, 2002). While the reason is said to be descriptive because the results of the study were described based on the evidence obtained (Ali, 2010).

This research includes a type of multicase study because of reviewing two research sites and presenting existing comparisons of these two subjects in the form of similarities and differences between the two sites (Wahab, 1999). The purpose of this type of research is to develop the most efficient work method. That is, researchers conduct a profound study of a case, and conclusions are limited to certain cases (Iskandar, 2009).

In this study, researchers became the main data collection tool that was directly present to the field to extract data. The purpose of this is to create a familiar atmosphere and guarantee the research subject that the presence of researchers is not a threat to them. The presence of researchers as key instruments the reason is none other than the approach used is qualitative, the researcher must be the main data collection tool. In qualitative research that makes plans, collects data, analyzes interprets, and reports research results are researchers themselves (Bogdan & Biklen, 2003).

The research location has two, namely SDIT Qurrata A'yun located on Jl. A. Yani RT 09 LK 05 Kecamatan Kandangan Kelurahan Kandangan Barat Hulu Sungai Selatan ReGENCY 71213 South Kalimantan and Mi Ibn Atha'ilaah is located on Jl. Lingkungan Mesjid Al-Hidayah Kapuh RT 004 RW 001

Simpur Sub-district, Hulu Sungai Selatan, South Kalimantan. Both of these schools have the uniqueness of each in addition to having equations in a broader line of views from the leadership aspects of the principal.

The data retrieval technique used is snowball sampling, which is a technique where researchers ask for informants to recommend other individuals to be taken as samples (Mantja, 2003) While the data collection techniques used in this study were participant observation where researchers observed the behavior of the parties whose data was needed in supporting research, in-depth interview techniques, and documentation techniques. The reason for using this technique is that the approach used is qualitative. In qualitative research, there are four kinds of collection techniques: (1) observation; (2) interview; (3) Documentation; and (4) combination/triangulation (Sugiyono, 2019).

The data analysis technique used is an analysis of individual case data and data analysis cross cases. Activities in the analysis of qualitative research data consist of data reduction, data presentation, and conclusions/verification (Sugiyono, 2019). While cross-case data analysis this research was described as follows.

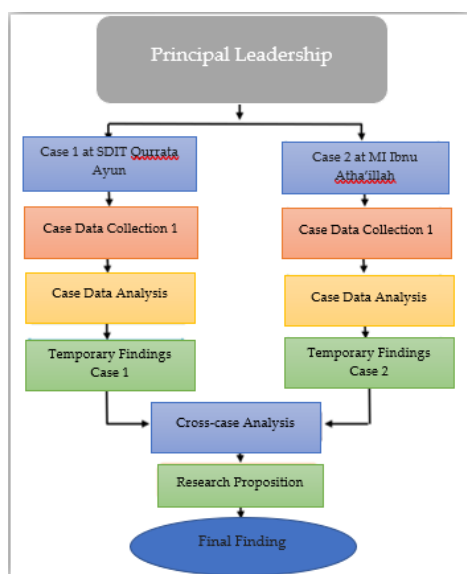


Figure 1. Cross case analysis model by Miles and Huberman (Sugiyono, 2019)

Results and Discussion

Research Results 1: Principal strategies in implementing vision and mission

The final findings of the study showed the principal's strategy to implement the vision and mission reflected in the behavior of school principals in the preparation of vision and mission based on a joint agreement, building a shared commitment based on the specified guidelines, giving trust to the citizens of the school by involving various determination, decisions, and formation The school team and committee, provide exemplary for all school residents, be open to accept and give: receive input/suggestions and respond positively in the form of guidance and solutions, and dare to make decisions.

The theory mentioned the main characteristics of transformational leaders are a very strong desire to realize the vision of the organization's mission by empowering all existing sources (UPI, 2012). The strategy carried out by the principal in drafting a mission vision as mentioned above is following this theory. This means the principal has fulfilled the main characteristics of a leader who implements a transformational leadership style.

Furthermore, also mentioned that the way that can be done to empower each individual of the school citizens is to proportionally distribute tasks. The aim is to create cooperation so that each task can be implemented effectively and efficiently. The capital that must be owned by the Principal to empower school resources is the ability to influence, direct, and control the behavior of school residents towards achieving education goals (Anwar & Idochi, 2004). In this case, the Principal of SDIT Qurrata A'yun and Head of MI Ibn Atha'illah have empowered existing teachers/staff by accompaniment in teams or school committees in each program.

According to Sergiovanni, the value inherent in the leader and the Senatiasa uphold is the most important thing from other aspects. The leader is a model of these values then transforming into the organization as long as this value is expected to help realize the organizational goals (UPI, 2012). Based on the results of the study of both schools, it has shown the value of personality and exemplary which is very deserved to be idealized by all school residents.

Some leader behaviors included in the dimensions of idealized influence include: (1) have strong self-confidence; (2) have a high commitment; (3) have a clear vision; (4) have diligence, hard workers, and consistent; (5) able to show useful ideas for the success of achieving the vision of education mission; (6) Able to influence and build strong emotions in each school citizen and all parties are the target of the education organization; (7) provide insight and awareness of things that are proud of such as achievements, school quality, and other forms of achieving organizations; (8) Able to foster trust and become supremacy for school residents. In this case, the principal needs to apply the correct behavior that means what is said according to what is implemented (not hypocritical). Leaders who have behavior like this will be admired, respected, and are believed by their school residents (Rahmi, 2010).

Research Results 2: Principal strategies in providing inspiring motivation

The final findings of the study showed the principal's strategy to provide motivation that inspired the SDIT Qurrata A'yun and MI Ibnu Atha'illah reflected in the behavior of the principal in providing advice, inspirational stories emerged from the Islamic Al-Quran and Hadith teachings,

giving group spirit, inspires through good behavior/personality that can arouse enthusiasm, provide ideas, insights, and skills possessed, and implement the school program by prioritizing cooperation, cooperation, and family.

From the theoretical aspects, the bass said that transformational leadership was a leadership where leaders and followers increased themselves to higher levels of morality and motivation. That is, leaders always try to develop their intact terms through the motivation of staff and call for higher ideals and moral values (Komariah & Triatna, 2006). The findings show that the Principal provides motivation and builds the character of the school citizens by advising, providing an overview of inspiring behavior from the history of exemplary figures, and carrying out actions that can increase motivation. In this case, between the residents of the school and the principal to build a synergy to create mutually supportive conditions, encouraging each other, encouraging each other in an effort to achieve school goals.

One of the dimensions of transformational leadership, namely Inspirational Motivation is all behaviors that can inspire, motivate, and modify the behavior of the components of the education organization to achieve unimaginable possibilities, inviting components of educational organizations to the threat as an opportunity to learn and achieve (Suriansyah & Aslamiah, 2012). This dimension is also filled with Head of SDIT Qurrata A'yun and Mi Ibn Atha'illah. The principal's strategy in providing inspiring motivation is carried out verbally through inspirational advice and stories that are sourced from the Koran and hadith and given nonverbally through examples of actions and actions that can

arouse enthusiasm and inspire school residents.

It was also stated that one of the seven transformational leadership principles was the principle of motivation. Motivation, namely the ability to get commitment from everyone involved with the vision. When transformational leaders can create a synergistic in the organization, it means it should also be optimized, motivating, and energizing each subordinate (Efendi, 2015; Sallis, 2006).

Furthermore, the very fundamental thing to do by transformational leaders is the behavior that makes the human resource led inspired by everything that grows from him. This inspiration is used as an approach to influencing and moving members of the educational organization. Therefore, leaders need to have good thinking, articulate the right words, and be able to simplify the issue (Setiawan & Muhith, 2013).

The impact of the motivation given by a principal was a very positive and great effect on the performance of the school citizens. It is stated that someone if you have high work motivation, it can be ascertained that he also has a high commitment to the work he did (Ofejebe & Ezugoh, 2010). Thus, between principals and school residents increases each other's motivation and development and organizations in a better direction.

The final findings of the study and the description of the above theory show that the research proposition can be used to develop dimensions providing motivation that inspires the existing transformational leadership theory. The research proposition shows that the behavior of school principals in providing inspiring motivation is carried out through various ways including providing advice, inspirational stories originating from the Islamic Al-Quran and Hadith teachings, providing group spirit,

inspiring through good behavior/personality that can arouse enthusiasm, Providing ideas, insights, and skills possessed, as well as implementing the school program by prioritizing cooperation, cooperation, and family. With these techniques, the achievement of mission visions and improving the quality of education can be carried out properly.

Research Results 3: Principal strategy in developing creative ideas

The final findings of the study showed the principal's strategy to develop a creative idea at SDIT Qurrata A'yun and MI Ibnu Atha'illah reflected from the behavior of the principal in providing a discussion forum as a means of exploring the ideas of school residents, seeking a different perspective on the problems faced, It provides time to teach and guide school residents who find obstacles in the task, and provide good service to the community.

Practice by the principal was seen in terms of theory turned out to be corresponding. Some theories say that transformational leaders are in charge of pioneering changes, providing motivation and inspiration to subordinate individuals to be creative and innovative, as well as building teamwork, which is solid, bringing renewal in the work ethic of management, bold and responsible lead, and controlling organizations (UPI, 2012).

Then also mentioned that transformational leaders need to be able to play a role in growing creative ideas so that it can give birth to innovation and problem solving (problem-solving) creativity, so it can give birth to solutions to various problems that emerge in the education organization (Rahmi, 2010; Suriansyah & Aslamiah, 2012). Transformational leadership can make more innovative subordinates because leaders

always make constant changes towards improvement.

The principal of the school as a transformational leader is characterized by his behavior in providing space for all school residents to actualize their potential through creative and innovative ideas (Rahmi, 2010).

In addition, the main concept in leadership is to include all school residents in the determination and determination of strategies as a business of achieving mutual goals. Every decision is based on deliberation and consensus. In addition, leaders also conducted continuous coaching of the head of the school community to improve the quality and productivity (Efendi, 2015).

Furthermore, among the seven principles of transformational leadership three principles must be possessed by transformational leaders related to their strategy in developing creative ideas. The principle includes (1) Facilities, namely the ability to effectively facilitate all needs for the learning process that occurs in institutional, group, and individual organizations; (2) innovation, namely the ability to be brave and responsible for making changes and becoming a demand with changes that occur; (3) Ready to standby, namely the ability to always be ready to learn about themselves and welcome changes with a positive new paradigm (Setiawan & Muhith, 2013).

The research findings describe the practice of the principal in developing creative ideas corresponding to the theories described above. This shows that research propositions can be used to develop dimensions of developing creative ideas from existing transformational leadership theories. The research proposition shows that through the way the principle is applied by providing a discussion forum as a means of exploring the ideas of school residents, seeking different perspectives on the problems faced,

providing time to teach and guide people who find obstacles in tasks and provide services What is good for the community, the achievement of the vision of the mission and improvement of the quality of education can be carried out properly.

Research Results 4: Principal strategies in giving individual attention

The research findings showed the principal's strategy to pay the attention of individuals at SDIT Qurrata A'yun and Mi Ibnu Atha'illah illustrated from the behavior of the principal fostering a harmonious relationship to all school residents by giving attention, helping and assisting in tasks, addressing errors, and mistakes Manufactured utilizing polite, ethical, and giving guidance as a follow-up, appreciating the opinion of the school residents, evaluating work results by asking for responses to the school residents through familiarity and casual discussions outside the formal forum, and provide rewards for achievement and achievement.

According to theory, a transformational leader is a leader who has the diagnosis and always takes time and devotes attention to solving the problem (UPI, 2012). While the research findings show that the principal gave attention, help, and assistance in the completion of the task.

Transformational leadership is described as a leader who wants to listen to the attention of subordinate input and specifically will pay attention to subordinate needs that will develop careers and improve human resources of members of the education organization (Rahmi, 2010). While the research findings show that the principal behaves open, which is to appreciate the opinion and not reluctant to request a response (criticism, input, suggestion) as an evaluation material for work.

Greenleaf suggests that a leader must have the nature of serving his subordinates. Serving leaders must listen to followers, study their needs and aspirations, and are willing to share their pain and frustration (Yukl, 2017). This theory strengthens that the implementation of the transformational leadership of the principal in SDIT Qurrata A'yun and MI Ibnu Atha'illah has been carried out well because the points conveyed in this theory are properly practiced by the principal. The principal gives an illumination, helps, and accompanies a sign of the principal who has the nature of serving. The principal respects opinions and receives responses to work results also including the form of serving according to Greenleaf.

In more detail explained that the behavior of the principal in giving individual attention is called individual consideration, which is the form of the behavior of transformational leaders where he reflects, thinks, and continues to identify the needs of his subordinates, recognize his subordinate skills, delegate his authority, pay attention and appreciation, fostering, guiding and train subordinates specifically and personally to achieve organizational goals, provide support, encourage and provide experiences about the development of careers' (Suriansyah & Aslamiah, 2012).

The description above shows that research propositions are answered by research findings and can be used in the development of transformational leadership theory, especially individual consideration dimensions, namely the school principal's strategy of paying individual attention. The research proposition shows that in serving the residents of schools with the best attitude, the principal foster a harmonious relationship to all residents of the school by giving attention, helping and assisting in the task, addressing errors and mistakes made

utilizing polite, ethics, and giving Guidance as a follow-up, appreciating the opinion of the school residents, conducting work evaluations by asking for responses to school residents through familiarity and casual discussions outside the formal forum, and provide rewards for achievement and achievement. These methods can create a conducive working atmosphere and effective leadership so that the vision of the mission can be done well.

Conclusion and Recommendation

Based on the results of research conducted at SDIT Qurrata A'yun and MI Ibnu Atha'illah about the implementation of the transformational leadership of the principal can be known the following things.

1. The Principal Strategy Implementing a Vision and Mission at SDIT Qurrata A'yun and MI Ibnu Atha'illah is reflected in the behavior of the principal in the preparation of vision and mission based on a joint agreement, building a joint commitment based on pre-determined guidelines, giving trust to the residents of the school with How to involve in various decisions, decisions, and formation of the school team and committee, provide exemplary in the form of attitudes that should be idealized by all school residents, be open to accept and give: receive input/suggestions and give a positive response in the form of guidance and solutions, and courageously make decisions.
2. The strategy of the Principal provides the motivation that inspires at SDIT Qurrata A'yun and MI Ibnu Atha'illah is reflected in the behavior of the principal in providing advice, inspirational stories more sourced from the Islamic Al-Quran and Hadith teachings, giving group spirit, inspiring Through good behavior/personality that can arouse enthusiasm, provides ideas, insights, and skills possessed, and implement the school program by

- prioritizing cooperation, cooperation, and family.
3. The Principal Strategy Developing Creative Ideas in SDIT Qurrata A'yun and MI Ibnu Atha'illah are reflected in the behavior of the principal in providing a discussion forum as a means of exploring the ideas of school residents, seeking a different perspective on the problems faced, providing time to teach and guide school residents who find obstacles in the task and provide good service to the community.
 4. The strategy of the principal pays individual attention at SDIT Qurrata A'yun and MI Ibn Atha'illah illustrated from the behavior of the Principal to build a harmonious relationship to all school residents by giving attention, helping and assisting in the task, responding to errors and mistakes made by being made Using polite, ethical, and giving guidance as a follow-up, appreciating the opinion of the school citizens, evaluating the results of work by asking for responses to the school residents through familiarity and casual discussions outside the formal forum, and provide rewards for achievement and achievement.

Overall, the conclusion was obtained that all success in realizing a mission vision at SDIT Qurrata A'yun and MI Ibnu Atha'illah is a transformational leadership applied by the principal in the two schools.

Suggestions from this study are aimed at: (1) Principals to implement strategies that can direct and drive school residents effectively and efficiently to make better changes, one of which is by implementing a transformational leadership style; (2) Teachers and staff/employees to understand both the main tasks and functions, as well as responsibility for positioning themselves is not limited to managerial complement but also runs an important role in realizing the vision of the school mission; (3) To the next researcher can make the

reference and description to review more about the transformational leadership of the principal or with the purpose of verification so that it can enrich new findings; (4) To the reader to be more objective in looking at the head of the principal's leadership.

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