



The Role of the Principal Transformational Leadership in Improving the Quality of Learning in One of the Public High Schools in Tanjung Jabung Barat Regency Jambi Province

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Abstrak

Tujuan dalam penelitian ini adalah untuk mengetahui kepemimpinan yang dipergunakan dalam pengembangan dan peningkatan mutu dari pembelajaran. Adapun metode yang digunakan adalah metode kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data yang dipakai dalam penelitian ini yaitu dengan metode wawancara. Kegiatan yang dimulai dalam analisis data dimulai dengan reduksi data, display data, dan yang terakhir ialah penarikan kesimpulan atau verifikasi data. Partisipan dalam penelitian ini ialah kepala sekolah dan guru. Dimana di awal peneliti terjun secara langsung dengan melihat fenomena ataupun permasalahan apa saja yang terjadi di sekolah dimulai pada problematika awal menjabat sebagai kepala sekolah yakni terkait peningkatan mutu pembelajaran dan harus diselesaikan ataupun diatasi kepala sekolah. Pemecahan dari dampak positif yang diikuti masyarakat termasuk orang tua. Hasil dari penelitian ini mempertunjukkan bahwa Kepala Sekolah menggunakan gaya kepemimpinan transformasional yang mana dalam hal ini menunjukkan kepala sekolah memiliki keuntungan yaitu dengan dapat berdinamika pada peningkatan mutu pembelajaran yang dilaksanakan di sekolah.

Kata Kunci: *Kepala Sekolah Transformasional, Kepemimpinan, Mutu Pembelajaran.*

Abstract

The aim of this research is to determine the leadership used in developing and improving the quality of learning. The method used is a qualitative method with a case study approach. The data collection technique used in this research is the interview method. Activities that begin in data analysis begin with data reduction, data display, and finally drawing conclusions or data verification. Participants in this research were school principals and teachers. Where at the beginning the researcher was involved directly in looking at what phenomena or problems occurred in the school, starting with the initial problems of serving as a school principal, namely related to improving the quality of learning and which the principal had to solve or overcome. The solution to the positive impact is that the community, including parents, participates. The results of this research show that the principal uses a transformational leadership style, which in this case shows that the principal has the advantage of being able to be dynamic in improving the quality of learning carried out in the school.

Keywords: *Principal Transformational, Leadership, Quality of Learning.*

Introduction

Leadership is a general topic and has its own characteristics, so it is very likely to always be discussed in more depth. This aims to determine the continuity of the organization or educational institution. The nature of leadership is a responsibility that maintains the level of existence in educational institutions such as high school levels related to leadership issues that are always discussed specifically for human survival that cannot be separated from society. The leader is a person who carries out guidance, direction of each group in every difficulty, responsibility for everything related to the school through authority in achieving common goals (Mei Hardika Senny, et al 2018).

An educational institution can be said to be successful, if the leadership of its quality occurs dynamics that make an educational institution's goals in accordance with the targets of the achievements determined on all elements of the members. The quality of this education cannot be separated from the principal who can develop quality or change students with components that must be implemented properly. The component in question is an input (input) which is then carried out superior output processing, so that the resulting impact can be accepted changes in society comprehensively in improving school quality is certainly not an easy thing, considering the influencing factors such as funding factors, services and other factors.

Cepi Triani's school management development book states that the quality of learning is the satisfaction of recipients of educational services. In the scope of education, the quality of learning refers to the input to the impact of the school. In meeting the objectives of learning quality, it must pay attention to the dynamics and expectations of the school. The first thing to look at is the situation of the influx of human resources and conclude that human resources can produce changes and a better situation for the school. The human resources include teachers, staff, and students. The second requirement is to look at the literacy resources available at the

school such as books as a source of reading and stationery and other teaching support. The third is to see the completeness of computer facilities and internet networks in the school whether it is good enough and also feasible.

It can be concluded that the quality of learning is something that must be developed and carried out, which reflects how the quality of learning will be achieved with the quality of educators as qualified human resources. Educators have a very important role in creating a learning environment. The existence of quality human resources is inseparable from qualified leaders. Leaders are the milestone of implementing good quality learning. The role of leadership in the school environment is very important. Effective principals must formulate a clear vision for the school, coordinate staff and ensure that resources are available to achieve educational goals. They should also facilitate good communication, support teachers' professional development and create a positive learning environment for students. Strong leadership within schools can help create a successful school culture and improve student outcomes.

Quality education is the result of collaboration between good school leaders and dedicated teachers. Effective school leaders have a central role in creating an environment that supports teachers' professional development and ensures that they have the necessary resources to deliver quality education. They must formulate a clear educational vision, inspire staff and provide firm direction. Good leaders should also encourage innovation in teaching and learning and provide the necessary support for teachers to continuously improve their skills. Suparman (2019) states that the leadership style applied to the principal is reflected in the personality of the leader. One of them is the transformational leadership style. Kark Chen and Shamir in Triyono's book (2019) state that principals who implement a transformational leadership style have a very meaningful role in changing school dynamics. With an inspiring vision of education, they are able to inspire teachers, staff and students to achieve high

levels of achievement. Transformational leadership creates an environment where teachers are empowered to innovate in teaching and learning. These principals motivate staff by providing the necessary autonomy and support, thus improving the quality of teaching.

Leadership style in schools is the framework and approach used by principals in managing and leading their educational environment. One common leadership style is transformational leadership, where the principal has an inspiring vision and is able to inspire staff and students to high achievement. They encourage innovation, change and personal growth, and provide strong support to staff to achieve common goals. In addition, there is also transactional leadership, which focuses on setting rules, incentives and rewards to achieve desired results. Principals can also apply democratic leadership, where decisions are made collectively through staff and student participation. Each leadership style has different implications in shaping school culture, motivation and educational outcomes, and the selection of a leadership style that is appropriate to the context and goals of the school is critical to educational success.

Looking at the reality in the field on Monday, August 7, 2023, researchers found problems when interviewing the principal through narration at the beginning of the principal's tenure, he said that the weakness in the school was the development of non-academic aspects, namely extracurricular activities, while academics had increased since the previous principal. So, this relates to the ideal dynamics. The Principal starts directly experimenting through the implementation of a leadership style that can make changes through a model of change in non-academic aspects with extracurricular activities helping to create a balance between academic and non-academic aspects, along with improving performance in terms of academics. Therefore, against this background, the author formulates a research problem that aims to explore how to improve the quality of learning at the high school. In

doing so, the author hopes that readers can broaden their understanding of leadership. The results of this observation are expected to provide concrete examples of the application of transformational leadership styles that can be applied in a senior high school education environment.

Method

The research method used is descriptive qualitative with a case study approach, namely where the author directly sees around and the case studied by the author is a case where the principal's transformational leadership role in improving the quality of student learning in the initial face of the principal's position is certainly experiencing difficulties, but the principal is still trying to run and improve difficulties, but the principal has tried to make improvements and carry out the implementation of the principal, through active and fun learning activities, so that it can develop and improve the quality of learning.

This research was conducted at one of the State High Schools in West Tanjung Jabung which is located at Parit Tomo, Mekar Jaya Village, Betara District, West Tanjung Jabung Regency, Jambi Province. The reason for researchers to conduct research at school can be passed quickly in difficult times, so that it can be transformational through activities that support the quality of learning, the principal said that not only can improve the process and quality of learning in terms of academics, but also on the non-academic side even though there are many shortcomings in terms of extracurricular activities, but the principal has the initiative to borrow existing facilities to support learning activities and quality for academic or non-academic.

Data collection techniques in this study through observation and interviews with the aim of obtaining the data needed, to describe how the principal's actions in order to make transformational changes through activities that certainly support to improve the quality of learning. The interviews used are structured to obtain accurate answers from the principal. the data source used is the results of interviews

with the principal both orally and in writing which are listed in the research results, after the interview results are obtained, the researcher sorts out which ones are included which ones are not.

Researchers will try to reveal the data obtained validly. the findings of the data will be reduced by separating which data are important and which are not important. (Sutopo: 2016) Furthermore, as a validity test, triangulation was carried out from various sources obtained from the interview results. Together with the principal, researchers also validated the original data findings and maintained their validity. The data analysis technique used is starting from data collection, data reduction, data presentation and finally drawing conclusions. (Anselm, Strauss, Corbin: 2003).

Results and Discussion

Leadership is a concept that involves an individual or a group of individuals who have the ability to inspire, direct, and motivate others towards achieving certain goals. A leader is required to have a clear vision, be able to communicate well, and have the ability to make wise decisions. (Hanson in Kadim and Arfan: 2011).

Leadership in education has a variety of styles that can influence school dynamics and culture. The leadership style applied by the principal or educational leader can have a major influence on students' learning experience, staff motivation and the overall development of the school environment. Leadership styles commonly encountered in the school context include transformational leadership, servant leadership, democratic leadership, authoritarian leadership and transactional leadership. (Halpin in Kadim and Arfan: 2011). The leadership style shown by a school leader, namely the principal, is shown by how the principal leads his members, provides change efforts and how the characteristics of the interventions he provides.

The leadership style applied in schools plays an important role in efforts to improve school quality. A principal who applies a

transformational leadership style can be a driving force for positive change. With a clear and inspiring vision, they are able to inspire staff and students to reach their full potential. Transformational leadership also encourages innovation in teaching methods, school management and curriculum development. In the context of transformational leadership, it can mean leading efforts to improve the quality of teaching and learning, unlocking students' potential, and creating an inclusive and achievement-oriented school culture. Thus, leaders who apply transformational leadership styles can play a key role in lifting the quality of education in this school, creating an environment that allows students and staff to develop optimally and producing graduates who are ready to compete in an increasingly complex and changing world.

Transformational leadership applied by the principal certainly has a very important function in lifting the quality of education in this school. First, transformational leadership creates a strong and inspiring vision for the school. With a clear vision of the desired goals and direction, the principal can mobilize the entire school community to work towards achieving those goals. It provides a consistent focus on improving the quality of education, motivating staff and students to actively participate in the learning process and school development. Second, transformational leadership encourages innovation in approaches to learning and school management. Leaders who practice this style support staff and teachers in finding new ways to improve the quality of teaching and learning. They encourage experimentation and the development of creative ideas, which can help improve the attractiveness of the school and the quality of education provided to students.

Finally, transformational leadership creates an inclusive and achievement-oriented school culture. These leaders care about the needs and development of staff and students, and they strive to build an environment where each individual feels supported in reaching his or her full potential. By creating a positive and collaborative culture, principals can increase

the motivation and involvement of all parties in carrying out the school's mission. Overall, transformational leadership in these schools is not just leadership but also a driving force for positive changes in educational quality, school culture and student achievement.

According to Campbell, Bridges, and Nystrand in Kadim Afan (2011) there are three main objectives in determining the transformational leadership style. First, the transformational leadership style aims to create a strong and clear vision for the organization or team being led. This vision becomes a guide that provides clear direction and goals for all team members, and this encourages them to work together to achieve it. With a well-defined vision, transformational leadership enables the leader to inspire, motivate, and direct team members towards achieving that goal. Second, another purpose of transformational leadership is to motivate team or organization members.

Leaders who apply this style are able to stimulate the passion, creativity, and dedication of their team members. They create an environment where people feel involved and have an important role in achieving a shared vision. Thus, the transformational leadership style focuses on motivating individuals to reach their fullest potential. Third, an important goal in transformational leadership is to promote innovation and positive change. Leaders with this style encourage team members to think creatively, seek new solutions, and adopt best practices. They believe that with the right innovation and change, the organization or team can continue to grow and adapt to the changing environment. Therefore, transformational leadership aims to create a culture that supports change and innovation in order to achieve the vision that has been set.

According to Meiliana Bustari (2006), transformational leadership has striking characteristics that distinguish it from other leadership styles. One of the main characteristics is the presence of a strong vision. Transformational leaders have a clear and convincing vision of the desired future for the organization or team they lead. They are

able to articulate this vision well and inspire others to share the vision. In addition, transformational leadership is also characterized by the ability to motivate and inspire team members. These leaders encourage the passion, dedication, and creativity of their team members. They not only give direction, but also provide support and encouragement, so that team members feel engaged and excited about achieving a common goal. Being a good leader involves a number of general characteristics that cover various aspects of leadership. Here are some general characteristics that help someone become an effective leader according to Fandi Ciptono and Anastasia Diana in Bustari (2022)

Leadership by Example: Good leaders become role models for others. They live the values they uphold, demonstrate good work ethics, and lead by example and practice the behaviors they expect from their team members, **Good Communication Skills:** The ability to communicate well is essential. Leaders must be able to clearly communicate vision, goals, and instructions, and listen well to understand team members' views and concerns. **Empathy:** The ability to understand the feelings and needs of team members is an important characteristic. An empathic leader can foster strong and trusting relationships with his/her team.

Problem Solving and Decision Making: Leaders must have the ability to solve complex problems and make wise decisions. They need to analyze information well and consider the consequences of each action. **Ability to Inspire:** Good leaders can inspire and motivate team members. They are able to mobilize others to achieve better results than expected. **Time Management and Prioritization Skills:** Good time management is a necessary skill for a leader. Leaders must be able to manage time efficiently, set priorities, and manage important tasks. **Collaboration Skills:** Collaboration is key in successful leadership. Leaders must be able to work together with various people and departments to achieve common goals.

Every organization needs transformational leadership, which is the concept of leadership that a person chooses to apply to the school he leads to transform or change the form of better quality. This leadership gives a good influence on the correlation of leaders and subordinates. As for this leadership style, it causes subordinates or teachers to feel trust, admiration and pride in the principal, so that they are motivated to implement their responsibilities and duties to achieve the specified targets and even exceed them. In this educational institution, transformational leadership can be done by changing the vision and strategy to achieve goals to be different from the previous strategy. School principals who implement the transformational leader style generally do new things that are referred to as updates because of the differences. The principal becomes a role model and encourages subordinates to be maximized in achieving their targets. Wahyudin et al (2007) teachers can accept and be sensitive to the dynamics that exist tend to have an open nature and encourage personally, thus trying to find problem solving faced, so conducive to an atmosphere in improving the quality of quality education.

This transformational leadership style, principals tend to increase their skills to solve problems that are not simple. In this type of leadership, the principal will provide examples and examples for his subordinates, namely the teachers in implementing their duties properly and correctly by providing motivation. This motivation arises within the teacher given by the principal, so that there is an encouragement of teachers' thoughts to implement their duties as well as possible with progressive performance and improvement.

Research conducted by Handayani and Rasyid (2015) revealed that the quality of learning is influenced by the leadership style and organizational culture applied by the principal, which then influences the work motivation of teachers personally. In addition, the results of previous research show that positive responses given by principals to teachers and assessments that encourage teachers to continue to strive to improve their

work are also supporting factors for improving the quality of learning organizational culture that affects the performance ethos of teachers in the quality of learning. This is because, a positive organizational culture, teachers will also be encouraged naturally or feeling that they also need to improve their performance, so that the quality of learning in schools can also improve.

Based on the purpose, definition and characteristics of transformation leadership, it can be said that the principal has used transformational leadership with a school vision and mission that can be clearly seen and the principal who plays a professional role as a leader when faced with teacher performance. This is done by the principal through personal communication with teachers or staff with the aim of being able to return to carry out tasks professionally and create better performance. The principal said that since he served as principal and applied this leadership style in his leadership process, it has made many changes and improved the quality of the school. In addition, the performance of teacher motivation has also increased along with the increase in teacher performance. Which when teacher performance increases, it will have an impact on improving the quality of learning and teaching.

Conclusion

First, improving the quality of learning is determined by how the leader or principal mentors his subordinates or teachers who are led to always improve. Second, teachers have high motivation from work as educators who always feel that improving the quality of learning is something that must be done at school. Third, the factor that affects quality improvement is teacher performance. Teachers who show good performance will go hand in hand with improving the quality of learning, even exceeding the standard, this is reinforced by the opinion that the quality of learning and teacher performance will increase and develop if the teacher feels mentally satisfied with the work he receives and

becomes happy in his work. Fourth, efforts to improve the quality of learning can be done by involving teachers through training, performance evaluation and continuous communication between principals as leaders as well as teaching staff in terms of creating improvements in the quality of education in schools. As stated by Susantoyang, the performance of well-managed teachers will determine how the responsibility of the principal as a leader.

The transformational leadership style of the principal in improving the quality of learning is by using persuasive methods where this method is quite powerful by using an influencing system so that the approach can be done personally so that the teacher as one of the objects becomes an urgency role in improving the quality of learning and education in schools and in the classroom. One of the closest examples is when parents ask permission from the principal and teachers so that their children can participate in competition activities so that they can support the quality of learning quality both in academic and non-academic learning. So that with this persuasive approach, the transformational leadership style of the principal can be implemented properly.

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