

Analysis of Transformational Leadership Indicators of School Principals As Leaders of 21st Century Technology Implementation

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Abstract

In the modern era which is full of competition and challenges, one phenomenal leadership style is offered, namely the transformational leadership style. This transformational leadership style is believed to be able to bring an organization to develop in a positive direction without ignoring the interests of its followers. Schools are no exception. Many schools today, both private and public, realize the importance of the role of a principal and implement this transformational leadership style in schools. The research was carried out using the Systematic Literature Review (SLR) method, namely by first collecting study materials related to obstacles in decision making and related to decision making itself in the form of books, articles and other sources. After the study material is collected, the material is then researched and studied, then the author tries to conclude new knowledge as a result of the analysis of the study material. Based on the research results, 4 factors were obtained to measure the transformational leadership of school principals, namely: 1) Idealized influence: 2) Inspirational motivation: 3) Intellectual stimulation: 4) Individualized consideration (individual attention) . It is hoped that strengthening the transformational leadership of school principals can optimize teachers' innovative behavior which can improve the quality of education.

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1. Introduction

Leadership is a very important factor in organizations, where the good and bad of an organization largely depends on leadership. Various studies have proven that leadership factors play an important role in organizational development. One important factor in a leader is the character of the person who becomes the leader himself, where 90 percent of all leadership failures are caused by failures in character (Burhanudin, 2020). Transformational leadership theory emphasizes that a leader must be able to transform out of the existing culture, towards a new, better culture. Transformational leadership is a leadership style that reflects continuous change efforts in order to achieve stated organizational goals by mobilizing all existing potential resources (Nastain, 2021). Several important components in transformational leadership are ideal influence, inspirational motivation, intellectual stimulation, and individual consideration (Roni Harsoyo, 2022).

The effectiveness of transformational leadership can, among other things, increase creativity, overcome stress/crisis, implement change, and develop other leaders. However, transformational leadership theory also has several criticisms, including being considered elitist and anti-democratic, emphasizing too much the 'heroic' aspect of leadership, having the potential for misuse, and lacking conceptual clarity regarding its components.

In the context of implementing 21st century technology, the transformational leadership of the Principal plays an important role. As an organizational leader, the Principal is required to be able to transform school culture, mobilize resources, and develop the potential of teachers so they can adopt and implement technology effectively in learning. Effective principal



transformational leadership can encourage teacher creativity and innovation in utilizing technology, overcome resistance to change, and develop teacher capacity as learning leaders. School principals who have long been accustomed to being passive, always waiting for directions and guidance from superiors (education bureaucrats) to take a decision or take policy action, since education decentralization was implemented, have the authority to determine their own policies regarding the management of financing, management of educational resources and personnel. education, as well as management of infrastructure. With school autonomy, school principals are required to have more initiative, creativity and independence for school progress. The principal as the educational leader in the school has a key role in improving the quality of education. As confirmed in Government Regulation no. 28 of 1990 article 12 paragraph 1 states that the principal is responsible for school activities, both in the field of teaching, administration, student affairs, personnel and finance (Ridwan Rifai, 2022). The achievement of the school's vision, mission and goals will greatly depend on the leadership abilities of the school principal (Sabrina & Aslam, 2022). The main task of the school principal is to organize effective and efficient learning activities (Mubarok, 2020). School principals have a very important role in improving teacher professionalism. School principals must be able to provide motivation and encouragement to teachers so they can work professionally. Apart from that, the principal also acts as a supervisor for teachers and school staff. As a supervisor, the school principal must be able to prepare, implement and utilize the results of an educational supervision program which includes aspects such as classroom supervision, development of extra-curricular programs, as well as supervision of libraries, laboratories and examinations. By maximizing their role as leaders, motivators and supervisors, school principals can encourage teachers to improve their professionalism. School principals must be able to provide optimal guidance, training and supervision so that teachers can develop their competence and skills in managing learning in the classroom (Heryani & Kumala, 2020). On the other hand, school principals must also be able to provide adequate rewards and incentives so that teachers feel appreciated and motivated to continue to improve its performance.

In the era of decentralization, it is hoped that the educational leadership of a school principal can realize an implementation of educational management in the region that provides maximum service to the community, so that general educational goals can be achieved effectively and its performance is efficient. The principal's leadership in school-based management is the key to the successful implementation of educational decentralization. In this context, the school principal plays an important role in mobilizing all resources in the school to achieve the educational goals that have been set. The principal as a leader is the main key to the success of a school, because the success of the institution is influenced by the policies and decisions taken by the leader (Sibuea et al., 2022).

School-based management can be seen as a form of decentralization that identifies individual schools as the primary unit of improvement, and relies on the redistribution of decision-making authority as the primary means. Thus, in school-based management, responsibility and decision-making authority over school operations is transferred to the principal, teachers, parents, and sometimes to students and other members of the school community (Patras et al., 2019). To improve the quality of education, one way that can be taken is to empower and maximize all the potential that exists in schools as much as possible. One concrete form of empowering teachers in teaching is by optimizing basic teacher competencies.

Changes that occur involving a leader will also occur in the school environment. A school is a social organization because a school is a place of learning and collaboration between a group of people consisting of the principal, teachers, employees and students to achieve predetermined goals (in which there are students who are learning). The learning process certainly involves the role of a leader or head in managing school management. Schools are social organizations that provide learning services for the community (Satori & Komariah, 2014). Meanwhile, Wahjosumidjo stated that schools are complex and unique organizations, complex organizations because within the school there are interrelated resources, while as a unique organization because the school is a place for the teaching and

learning process and the cultivation of human life. In order to utilize these resources so that they can be used as optimally as possible to achieve the school goals that have been set, a school leader is needed who is able to play a role in accordance with his duties, authority and responsibilities. This opinion was confirmed by Sudarwan Danim who stated that the success of improving school quality is largely determined by the ability of the school principal to lead and empower the teaching staff and members of the community as a whole (dan Suparno, 2009). Therefore, the role and function of the school principal is very important in improving school progress.

The principal as a manager and leader needs to have excellent leadership skills for the sake of the organization he leads (Kuswaeri, 2016). For this reason, a school principal needs to have a leadership model called educational leadership which has various perspectives, namely: (1) the existence of a vision and symbols, (2) management by walking about, (3) for the kids (close to customers), (4) autonomy and innovation, (5) building a sense of kinship in the community, and (6) strong desire, intensity and enthusiasm (Donnelly, 1996).

Quality-oriented school principals are needed. Such leadership adheres to the following principles: 1) In quality leadership, a person measures his or her success from the success of the people (all members) in the organization; 2) Shared responsibility; 3) Continuous quality improvement; 4) The role of teachers and staff; 5) Vision directs people to the goals they will follow; 6) Everyone wants to be a superior person. Such a leader is a leader who applies a transformational leadership style. The transformational leadership pattern is one option for school principals to lead and develop quality schools.

2. Method

This research was prepared using the Systematic Literature Review (SLR) method, which is a structured approach to collecting, analysing and synthesising literature relevant to the research topic. The process began with the collection of review materials related to barriers to decision-making and aspects of decision-making itself. The sources collected included books, journal articles, conference papers, and other academic publications, which were obtained through systematic searches in various academic databases and digital libraries. Once the study materials were collected, the researcher then conducted in-depth research and study of the materials by reading and evaluating the content to understand the theories, findings and arguments presented. The research involved a critical assessment of the quality and relevance of each source to ensure the information analysed was accurate and appropriate.

Next, the researcher analysed and synthesised the data by identifying patterns, themes and trends that emerged from the existing literature. This analysis process aimed to integrate information from multiple sources and build a deeper understanding of the barriers and decision-making process. The final step is to infer new knowledge based on the results of the literature analysis. These conclusions reflect the integration of insights from multiple sources, make new contributions to the understanding of the research topic, and offer guidance for future research or practical applications in the field of decision-making. The SLR method ensures that this research is based on a thorough and structured literature review, so that the results can make a significant contribution to knowledge in the field.

3. Results and Discussion

Principal Transformational Leadership

Most definitions of leadership reflect the assumption that leadership is related to the deliberate process of a person exerting strong influence on others to guide, structure, facilitate activities and relationships within a group or organization. Transformational, visionary and situational leadership are three leadership concepts that have different but interrelated ideas. Transformational leadership emphasizes the leader's ability to transform and motivate his followers, visionary leadership emphasizes the leader's ability to set a vision and direct the organization towards the future, while situational leadership emphasizes the leader's ability to adapt his leadership style to the situations and conditions faced.

The intersection of these three leadership concepts lies in both prioritizing the achievement of organizational goals through the understanding and commitment of followers. Transformational leadership seeks to change the existing culture towards a new, better culture, visionary leadership seeks to bring the organization towards the desired future, and situational leadership seeks to adapt its style to the situation and conditions to achieve goals. In the context of the leadership of the Prophet Muhammad SAW, four characteristics of transformational leadership are also reflected, namely charisma, inspiration, intellectual stimulation, and individual attention. This leadership style is seen as the leadership needed in the current era to face rapid change and high competency demands (Deswita & Jamilus, 2023).

Managerial leadership can be defined as a process of directing and influencing the activities of a group of members whose duties are related to each other. There are three important implications of this definition:

- a. Leadership concerns other people (subordinates or followers), their willingness to accept direction from the leader.
- b. Leadership involves the unequal distribution of power between the leader and group members.
- c. Leadership that can provide direction to subordinates or followers, leaders can also use influence.

In leadership, a leader certainly has different traits, habits, character and personality. These character differences will also influence the leadership style in leading the company or organization. In line with the need and importance of human relations in the leadership of an organization, several experts have tried to put forward several characteristics of leaders that are very necessary in this relationship.

Transformational Leadership Factors

Transformational leadership is a topic that is receiving increasing attention in the business and academic world because it is believed to have a significant influence on improving organizational performance. The transformational leadership theory developed by Bernard M. Bass emphasizes the leader's ability to motivate and inspire his followers to perform beyond expectations.

Transformational leadership is characterized by four main components (Istanti et al., 2022): 1) Idealized Influence, namely the leader's ability to be a role model and role model for his followers; 2) Inspirational Motivation, namely the leader's ability to provide meaning and challenge to the work of his followers; 3) Intellectual Stimulation, namely the leader's ability to encourage his followers to think innovatively and creatively; and 4) Individual Consideration, namely the leader's ability to pay attention and develop the potential of his followers personally. These components enable leaders to transform the orientation and motivation of their followers from personal interests to broader organizational interests. Transformational leaders are not only able to articulate a compelling vision, but can also communicate high performance expectations, encourage followers to think outside the box, and provide individual attention and support.

Components of transformational leadership

Transformational leadership is a type of leadership that seeks to change and motivate followers by building trust and respect through an inspirational vision. Several important components in transformational leadership include ideal influence, inspirational motivation, intellectual stimulation, and individual consideration.

1. Ideal influence is related to how leaders can be role models and show high commitment to the vision and goals of the organization.
2. Inspirational motivation refers to a leader's ability to motivate and inspire followers to commit to a shared vision.

3. Inspirational motivation refers to a leader's ability to motivate and inspire followers to commit to a shared vision. Third, intellectual stimulation refers to the leader's efforts to encourage followers to be more creative and innovative in solving problems.
4. Individual consideration relates to providing personal attention and support to followers

Apart from that, transformational leadership has synergy with visionary leadership that is oriented towards the future. Transformational leaders must be able to envision and realize a more innovative organizational vision. Transformational leadership is also closely related to situational leadership which is adapted to existing environmental conditions. Transformational leaders must be able to read situations and conditions to achieve organizational goals effectively.

The attitude of a school principal who has successfully implemented transformational leadership

The transformational leadership of a school principal is a very important factor in developing a school organization. The success of a school principal in leading his school depends on how he is able to transform the existing organizational culture towards a new, better culture. The transformational leadership theory put forward by Bernard M. Bass emphasizes that a leader must be able to inspire his followers to commit to the vision and goals of the organization, present challenges so that they become innovative problem solvers, and develop the capacity of their followers through guidance and support.

Effective transformational leadership can increase creativity, overcome stress/crisis, implement change, and develop other leaders. However, transformational leadership theory has also been criticized as elitist and anti-democratic, as well as placing too much emphasis on the heroic aspects of leadership. In the school context, transformational leadership is manifested in the attitude of a school principal who is able to transform the values, beliefs and culture of the school for the better. One of the key things in transformational leadership is the moral and ethical dimension, where a leader must have strong character and integrity. This is important because 90 percent of leadership failures are caused by failures in the leader's character. Thus, apart from technical and managerial abilities, a school principal who successfully implements transformational leadership must also have strong moral and ethical qualities as a role model for all school members.

Thus, a school principal who successfully implements transformational leadership must have strong moral and ethical dimensions, and be able to influence and motivate all school members to commit to the vision, goals and change for the better.

4. Conclusions

Leaders are one of the main keys to the development of an organization. In a school organization, the leader in question is a school principal. A school principal must be able to inspire every individual involved in the school to develop in a better direction. In the modern era which is full of competition and challenges, one phenomenal leadership style is offered, namely the transformational leadership style. This transformational leadership style is believed to be able to bring an organization to develop in a positive direction without ignoring the interests of its followers. Schools are no exception. Many schools today, both private and public, realize the importance of the role of a principal and implement this transformational leadership style in schools.

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