

THE ROLE OF PRINCIPAL TRANSFORMATIONAL LEADERSHIP ON EFFECTIVENESS SCHOOL ORGANIZATIONAL CULTURE

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Abstrak: Tujuan dari penelitian ini adalah untuk menggambarkan kepemimpinan transformatif kepala sekolah dalam membangun budaya organisasi di lembaga pendidikan. Pendekatan yang digunakan adalah kualitatif, dengan menggunakan metode pengumpulan data berupa wawancara, dokumentasi, dan observasi. Prosedur analisis data terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Untuk memastikan validitas data, tes dilakukan untuk menetapkan kredibilitas, transferabilitas, ketergantungan, dan konfirmasi. Temuan menunjukkan bahwa kepemimpinan transformatif kepala sekolah efektif dalam membangun budaya organisasi yang kuat. Kepala sekolah mengembangkan program khusus yang menumbuhkan budaya di sekolah. Dalam menentukan program yang akan dilaksanakan, kepala sekolah melibatkan seluruh pemangku kepentingan di dalam lembaga pendidikan. Untuk membudayakan budaya organisasi, kepala sekolah menjadi panutan teladan bagi seluruh warga sekolah, sehingga memudahkan keberhasilan implementasi budaya organisasi yang positif. Sebagai pimpinan, kepala sekolah secara konsisten memberikan motivasi kepada seluruh staf pengajar, baik secara lisan maupun tulisan, baik dalam konteks umum maupun khusus. Kepala sekolah mempromosikan kesadaran diri di antara para guru dan membina komunikasi yang efektif, memastikan bahwa interaksi sosial berjalan dengan lancar. Kata kunci: kepemimpinan transformasional, kepala sekolah, budaya organisasi, sekolah, komunikasi

Abstract: The objective of this study is to depict the transformative leadership of school principals in constructing the organizational culture within educational institutions. The approach employed is qualitative, utilizing data collection methods such as interviews, documentation, and observation. The procedure for analyzing the data consists of data collection, data reduction, data presentation, and conclusion. To ensure the validity of the data, tests were conducted to establish credibility, transferability, dependability, and confirmability. The discoveries indicate that the principal's transformative leadership is effective in establishing a strong organizational culture. Principals develop specific programs that foster a culture within schools. In determining which programs to implement, principals involve all stakeholders within the educational institution. To cultivate the organizational culture, principals serve as exemplary role models for all members of the school, thereby facilitating the successful implementation of a positive organizational culture. As leaders, principals consistently provide motivation to the entire teaching staff, both through verbal and written means, in both general and specific contexts. Principals promote self-awareness among teachers and foster effective communication, ensuring that social interactions run smoothly.

Keywords: transformational leadership, principal, organizational culture, school, communication

Introduction

The need for education exists among humans. The current problems do not rule out the possibility in the area of education itself. Some of the problems that arise in the field of education, including the education system, which is coloured by the western education system, are that there is no attention paid to teaching staff, there are many negative influences on students, teachers who have good achievements are marginalized from teaching and learning activities, they are not given important assignments to students with good achievements, and educators are busy covering their daily needs. Every educational circle seeks to advance education in Indonesia in particular (Helmi & Arisudana, 2009).

A country can progress and develop if its education system is good. To realize the noble ideals of education in Indonesia as a forum capable of producing children of the nation who are faithful, pious, and have noble character (Idris & Mokodenseho, 2021). Education is the root of life. Schools attached to education were established to educate and develop the affective and moral qualities of students. A good education will make people stronger, resulting in the creation of educated and godly people as the result of education. In this instance, the leader actively participates in bringing about reforms in the educational system. The principal of the school is the organization's head. The principal can teach in the school where he is in charge in addition to acting as a leader (Mokodenseho et al., 2023).

The principal must be able to implement change in all facets of education in his or her role as a leader. Of course, the changes in question are changes that result in better improvements (Uha, 2015). It is clear from a country's educational system why it is considered advanced. A good education will make a country good, and a bad education will prevent that country from progressing (Raihani, 2010). The quality of an educational institution is, of course, also judged by its management. Education management is a number of organized processes that provide assistance to work processes, such as the elements of planning, organizing and so on. The scope of management is very large, so to make education good in a country, there are several criteria that must be met (Sudaryono, 2014).

In a time of great change, transformational leadership is necessary to meet the challenges. The era we live in now is not one in which people accept everything that happens to them; rather, it is one in which people can express criticism and ask what is proper given what is provided to humanity. According to the study of management and leadership development, which sees people, performance, and organisational growth as interdependent factors, transformational leadership is not only based on the need for self-esteem but also increases awareness in leaders to do good (Sudarwan, 2005).

Thus, in an effective organization, transformational leadership can foster a culture that, on the one hand, supports the achievement of organizational objectives and, on the other, meets the diverse requirements of its constituents. If the leadership in place is able to both initiate and sustain change, organizational culture will flourish. Running an organization successfully depends on its organizational culture. The achievement of organizational goals will be impacted by the culture of the organization (Idris et al., 2023).

Organizational culture serves the following purposes: "Can draw a sharp line between one organization and another; can give members of the organization a sense of identity; can facilitate the emergence of a commitment to something greater than one's individual self-interest; can be an adhesive social system that helps unify the organization by providing appropriate standards for members; can act as a meaning-making and control mechanism that guides and shapes the organization's behaviour" (Lahiya & Mokodenseho, 2023).

Each person's motivations are generally shaped by the culture that shapes their behaviour. People are expected to act in certain ways and to give directions on what to do, listen to, and learn. These rules also apply to how employees act and what should be done in enterprises. The values, convictions, and behavioural patterns of a given organization's members make up its organizational culture. An organization's organizational culture results in a set of common beliefs that set it apart from other organizations. It is undeniable that organizational culture has a major influence on school progress and the achievement of educational goals. An organization is characterized by its effectiveness, one of which is its organizational culture. If a good organizational culture causes the goals of the organization to be realized, then the organization will be effective (Hutagaluh et al., 2020).

An effective school can be judged by changes in its organizational characteristics, which include a focus on basic education, instructional leadership, high academic expectations, order, and a positive school atmosphere. Transformational leaders create organizational cultures that empower followers to achieve shared goals (Harvey et al., 2013). School principals must exercise transformational leadership, which is defined as leadership that transforms something into a different form or a vision of achievement into real achievement (Musfah, 2016). This can be done, for example, by establishing a school culture that has an impact

on the effective and efficient empowerment of teachers and other education staff. The traits portrayed in the school will also change as a result of the development of an organizational culture; in this scenario, organizational culture functions as a differentiator between one organization and other organizations.

Method

An approach to qualitative research is used in this case study. Both primary and secondary sources were used to create the study's sources. Processing information gathered from the field in the form of field notes and documents pertinent to the research focus yields the primary data source. The school's principal, vice principal, teachers, and staff are the first to gather information. The data search will start with the school principal as a key informant; information is determined based on the principal's instructions; data adequacy is based on data saturation, that is, if one data and other data are the same. Then, for other research subjects, it will be carried out purposefully and considered the most representative way to answer questions regarding the research focus. Furthermore, the secondary data sources in this study are from the library, consisting of books, literature, articles, and documents related to the problem to be studied. Data collection using observation, interviews, and document study. Data analysis techniques help organize data so that it may later be analysed. Miles and Huberman's qualitative interactive data model consisting of circular processes throughout the study, including data reduction, data presentation, and conclusions. Based on the level of trust (credibility), transferability, dependability, and certainty (confirmability), audit data validity is assessed.

Findings and Discussion

Building a solid organizational culture is one of the skills that must be had. As part of the principal's leadership process, it is necessary to establish an organizational culture. School principals who can build the ideal organizational culture are needed in order to create a strong and good organizational culture, and transformational leadership is the best type of leadership to do this. When asked to define transformative leadership, the principle reportedly said the following, according to the author's conversation with him: To me, transformational leadership entails bringing about constructive change inside an organization. A person must have four characteristics in order to qualify as a transformational leader: morals, an energising or motivating impact, intellectual stimulation, and adaptive considerations. Without a doubt, I am unable to judge whether or not I am a transformative leader. Ananda has the ability to observe and conduct interviews with students. Based on the qualities that a transformative leader must have; the author claims that the school principal's persona qualifies to be called a transformative leader.

The school's principal is well renowned for being extremely concerned with tracing the steps necessary to realize the vision. This is expressed in the following excerpt from the author's interview: "I believe that having a vision is crucial for every business, but especially for schools. A clear vision is crucial for the development of schools. Even though parents and children were not included in the process of developing the vision, I diligently work towards realizing the goal that has been agreed upon. The school's mission is, as you may already be aware, "Achieving a world-class school that can be a source of innovation and creativity in an effort to continuously improve educational philosophy, principles, systems, and practises and encourage the equal distribution of quality education for all Indonesian people, and I will always be dedicated to carrying out this objective." It is clear from the aforementioned interview extract that the principal is making an effort to carry out the procedure he described in regard to his commitment to achieving the school's mission. This is also consistent with the author's observational data, which demonstrates that the principle informs the school community about his expectations and initiatives to inspire teachers and promote their dedication.

Leadership is indeed an important force, especially in management, so the ability of an effective leader is the key to organisational success. A charismatic leader is one who has all the capabilities that support the performance of leaders in leading their organisations. The charismatic leader is an ideal influence subject. The leadership of the school principal is appropriate. Conformity between theory and practise, namely regarding aspects of a clear vision and exemplary school principals, which are some of the indicators. This is also what makes all school members participate in supporting this vision for the continuation of school plans in accordance with what was planned. For his own example, he is a role model for teachers, employees, students, and all other school members. This can be seen from the hours of his attendance and his return from school. In addition to being exemplary in terms of time, there are several things that can be learned from him based on the results of interviews and observations that the author conducted. He is a considered a person who can unite feelings, is free in expressing opinions, is flexible, does not hesitate to control by going around the school, and often carries out evaluations so that there are always innovations that lead to school improvement. This is evidenced by holding briefings every day, Monday leadership meetings, Wednesday afternoon meetings,

and always providing support to students who need facility support. The school principal has indeed had a good influence on his leadership on the school community; some examples of his traits, namely self-confidence, commitment, diligence, hard work, and being full of innovation, are some examples that should be emulated by all leaders of any organisation in Indonesia. Regarding his optimism, the teachers also confirmed it.

A transformational leader is someone with strong self-belief. Strong self-confidence is seen in all the innovations issued by the principal. He is a school principal who is a very ideal influence for all members of the school he leads. Then several teachers also revealed that the principal did not hesitate to leave his personal interests for the benefit of the group. With the one-by-one approach method that he used during his leadership, it will embrace all school members to realise the vision and mission of the school together. The cordial interactions between the principal and all faculty members are one aspect of the ideal influence inside the school principal. Because my friends and I feel appreciated by these things, this is a plus-plus value for the principal. The principal is another example of a person who never practises discrimination. I believe that if he treats everyone differently, it is a proper attitude for a leader to have because, on the whole, every person is unique and requires a unique treatment.

The morning and evening briefings at this school serve as examples of this. This activity is typically done if the principle is in place. Additionally, morning and evening briefings are held to support one another, talk about what needs to be spoken about, and spread encouraging words to make the briefing environment very cosy and tranquil. This is in line with the findings of the research and the researchers' observations. In addition, the principal always shows enthusiasm at work, always encourages subordinates to produce maximum results according to competence, and motivates them to work together in creating innovation. Therefore, leaders who are full of inspiration and motivation already exist. So, it is appropriate to be called a transformative leader. As a school principal who wants to motivate his followers, he has also tried to improve every system that can motivate teachers and employees. Some of them are in the arrangement of the physical environment; the principal has made teacher and staff rooms that are quite conducive, and there are several learning resource facilities such as classes and libraries. Because it is in comfortable and conducive spaces that many brilliant ideas will emerge. Then, from the aspect of setting the work atmosphere, the principal always tries to create a safe and pleasant school environment. In reality, inspirational motivation characterizes transformational leaders as those who can clearly communicate their expectations for subordinates' accomplishments, exhibit their dedication to all organizational objectives, and foster a sense of teamwork within the organization through increasing fervour and optimism. The hope is that it is from the transformational leader that the inspiration, motivation, and modification of the subordinates are awakened so that what is considered impossible becomes possible. Based on interviews with various stakeholders, the school principal is known as a good motivator.

Every programme in the school cannot be separated from the participation of the entire school community. Actually, I always try to be a trustworthy leader. One of his duties is to find out the condition of the members he leads. For this reason, I always try to supervise whatever is under my authority. I try to be in every corner of the school, chatting with teachers, staff, and students. One habit that I often do is give motivation. In my opinion, issuing positive words is one strategy to make everyone sincere about doing their job. In carrying out its function as a Motivator, the Principal always motivates teachers, employees, and students to be more aware of the importance of a culture of discipline. With discipline, everything that becomes a goal will be realised properly, said the principal in an interview with the author. It should be admitted that the principal is an inspirational figure. The many accomplishments made by both students and teachers, which the author will present in the appendix, demonstrate some things that should also be emulated by all school communities, such as the principal's efforts to foster a spirit of competition among the school community because he believes that a good school is one that can compete with other schools. Because it is an Islamic high school, it has also been successful in establishing a religious culture in the classroom. It goes without saying that the religious and cultural climate in schools is real. He strongly promotes school culture, which is defined by these two guiding principles, through jointly organized school initiatives.

Based on the results of the interviews and observations that the authors conducted, indeed, in terms of discussions, school principals have one of their best competencies, namely communication. This is what the author himself experienced related to the interview with him. Every word that the author proposes, he answers well, making the author really understand his answers. Through frequent discussion activities, it has been proven that communication between school principals and teachers can be well established. In this activity, various problems or conflicts that occur in internal or external schools are discussed. Thus, the results of this discussion sought solutions to various problems encountered. Apart from that, to stimulate the intellectuality of the subordinates, the head also facilitates the freedom of the teacher in developing the talents

they have. That is, when there is an event that involves teachers in the activity, the principal has no objections. In fact, he always supports every activity that is for the development of teacher competence. According to principal, by giving freedom in learning opportunities, the teachers will be motivated to be better in every performance. As for developing the competence of teachers so they are not left behind by other excellent schools, the school is improving teacher performance through supervision by the school principal. Then, to stimulate the intellectuality of the subordinates, the principal always creates a comfortable environment. He said that for good results, a good process is also needed. One of the good processes that the principal designs is to create a comfortable environment at school. An indicator of creating a comfortable environment is the fulfilment of the needs of subordinates. If it's a basic human need, school facilitation is already there; according to principal, the opportunity to work is already very open. Many schools want progress but are not supported by teacher welfare. Therefore, it will not work either. By providing a comfortable environment, it will be easy for the principal to provide positive stimuli.

As a reputable institution, the school naturally seeks to advance beyond its current successes. The principal and every student at the school share this aim. In fact, the principle has shown to be a transformational leader. Accelerate staff development, promote a culture of professionalism and teamwork, and support educators in finding better solutions to challenges. To inspire teachers, the principal uses an individualised strategy. Teachers who do not yet understand the significance of a disciplinary culture are subjected to this method. The teacher is invited to discuss and resolve any issues that arise as part of the principal's strategy. This strategy is seen to have a positive effect on instructors because, after receiving input from the principal in the form of encouragement and persuasion, the teacher can accept and commit not to repeat his acts again. Therefore, it would seem that the variables that aid in and obstruct the principal's efforts to overcome issues are intrinsically linked to the principal's leadership in developing an organisational culture. High levels of motivation and achievement among students are correlated with a healthy school climate. Increasing teacher collaboration is also important, as is getting teachers to adopt a more optimistic outlook on their future job. The principal's transformative leadership style, in addition to the teacher, contributes to the students' positive attitudes in the study hall. The next effort that the principal makes is always trying to make all aspects of the school effective and efficient. With an accreditation score that always gets an "A," it seems that the school principal has succeeded in inviting the cooperation of all teachers, employees, and students in their transformative leadership. The various achievements that the school currently has, both nationally and internationally, from students and teachers and absorption at state universities of up to more than 50%, have made it selected as one of the reference schools in 2017, which is used as an example for other schools in Indonesia.

Conclusion

The principal's transformative leadership in establishing organizational culture has brought about alterations in schools. This is evidenced by the school's clear vision and mission, successful implementation of planned programs, adherence to Islamic norms that enhance the school's prestige, establishment of a structured problem-solving forum through regular management meetings with the school principal and teacher council, utilization of the school's motto "Morally and Creatively Come First" to inspire and motivate, and incorporation of Islamic symbols throughout the school environment, including the teacher's room, classrooms, and corridors, thereby reinforcing the organizational culture. Furthermore, the principal encourages the use of words and expressions that promote motivation, cooperation, and responsibility among all members. Therefore, whether or not there is a school principal, it is proved that teaching and learning activities are being carried out as they should be. strong impact, strong motivation, good intellectual stimulation of stakeholders, and good support for subordinates are further traits of the principal's transformative leadership. The principal makes several efforts to improve every attitude he possesses in order to be able to become a true transformational leader, including maintaining constant coordination by safeguarding the school community as it should be, coming up with innovative strategies and programmers, being critical of things that could undermine organizational goals, and fostering good communication and cooperation with stakeholders. School administrators and organizational culture-building supportive and inhibiting elements are inextricably linked in the practice of transformational leadership. The biggest challenge is that some teachers still lack self-awareness, and some stakeholders still exhibit the negative characteristics of the previous system.

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