



Transformational Leadership: An Examination of South Kalimantan School Principals' Leadership Style

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Abstract: The headmaster ensures the school's advancement and caliber. transformational school leaders are critical in advancing educational innovation and Restructuring. The survey was designed to get information on their opinions regarding the practice of transformational school leadership. Three hundred thirty-five teachers at private schools who participated in this study were chosen freely due to the wide distribution of the population in South Kalimantan, as demonstrated by their willingness to complete an online survey via Google Forms. The questionnaire measures transformational leadership and builds on Bass's theory (1985). It is clear from the results that transformational leadership fell into the high category. Individualized consideration, intellectual stimulation, inspirational drive, and idealized influence are all high categories, as demonstrated by the four components outlined by Bass (1985).

Keywords: Leadership, Transformational leadership, School Principals, Survey

INTRODUCTION

The capacity to inspire and influence others is known as leadership, which should be instilled in students from an early age. (Vieyra-Reyes et al., 2022). Leadership is the most crucial component in successfully creating educational institutions and strengthening education. (Bhakuni, 2022) Strengthening leadership is believed to be crucial to raising school effectiveness. Effective leadership makes it easier to accomplish goals and improve the educational system. (Cunningham et al., 2022; Jubran, 2015; Litz et al., 2020) Leadership is essential for developing an organization's vision, mission, boldness, and sense of direction, defining goals, creating policies, procedures, and strategies for successfully and competently

accomplishing those goals, and leading and overseeing initiatives and administrative tasks. (Dina, 2013; Xu & Wang, 2008).

The foundational work "Leadership," authored by political sociologist Burns, serves as the basis for "Transformational Leadership," a significant philosophy of leadership (1978). A tactical method for effectively managing organizational transformational transformations is transformational leadership (Scaunasu, 2012). The process of changing an organization's culture, behavior, and people while also changing the leader is known as transformational leadership (Bush, 2018). A leadership approach known as transformational leadership encourages change, innovation, and creativity in organizations (Chis-Manolache, 2022). Transformative leaders can try to alter the culture of their organizations (Yuwono et al., 2022). Transformational leadership is essential to address the issues of school restructuring. Since the late 1980s, the term "transformational leadership" has been more and more common in works on education. It has occasionally been used to denote a suitable style of leadership for educational institutions tackling the restructuring difficulties that are currently well underway in the majority of wealthy nations worldwide (Leithwood, 1992) Transformational leadership is required to ensure school effectiveness and development in the quickly evolving educational landscape and the upcoming new century. (Cheng, 1997). A leadership strategy that can bring about change in stakeholders, school culture, and educational institutions is known as transformational school leadership (Burton & Peachey, 2009). According to research, transformational leaders have the power to change an organization's culture and people policies (Masumoto & Brown-Welty, 2009; Pepper, 2010).

The headmaster plays a crucial part in ensuring the school's advancement and caliber. The principle holds a pivotal role in the management and guidance of educational development at the school level, as they have the greatest impact on student learning results (Setiawan et al., 2022). Transformational school leaders are crucial in advancing educational innovation and restructuring by fostering a collaborative culture, inspiring others to become leaders, and articulating a future vision. They foster good change and growth in the educational system by inspiring and motivating others to strive toward a similar goal through their leadership style (Kareem et al., 2023). Transformational school leaders emphasize the creation of a clear vision, encourage teamwork, and promote followers to positions of leadership to support educational innovation and restructuring (Silins et al., 1998).

Research conducted in different parts of Indonesia, including the earlier study conducted by Susilawati et al (2022), who conducted research in Jakarta states that

transformational school leadership is essential to raising teacher performance, as demonstrated by the study's conclusions, which shows that principals' warmth, intelligence, and charisma have a favorable effect on teachers' motivation and output. The key to changing the school's learning environment is the administrators' capacity to uplift and empower teachers, foster a pleasant school climate, and offer chances for professional development. Masaong et al. (2023), according to their research in Gorontalo, transformational leadership ideals and principles are reflected in symbols that school members live by and the influence of this transformation on academic achievement on a national and international level. The findings reported by Putro et al. (2023) show that principals' creative visions are a reflection of their transformative leadership because they encourage creativity, motivate followers, and cultivate a healthy school climate. The principals also put a lot of effort into encouraging their staff, students, and parents to have a strong work ethic and to live in a culture of mutual respect and trust. These leadership techniques have helped to create a favorable school image, which is crucial for drawing in new students and keeping existing ones, maintaining community support, and achieving the institutions' educational goals.

Many South Kalimantan cities have investigated transformational leadership in schools in various circumstances. Putriningsih et al (2023) According to respondents, teachers' dedication to their work, inspiration, and work discipline is positively impacted by reporting on SMAN Kota Banjarmasin's transformative leadership. The result of research by Wabibah et al (2023) demonstrates that although work motivation is in the high category, school principals' transformative leadership, job satisfaction, and teacher performance are all in the medium range in Banjarbaru's junior high schools. In private junior high schools in Banjarbaru, there is a partially direct correlation between teachers' performance, work motivation, job happiness, and the transformational leadership of school principals. In private junior high schools located throughout Banjarbaru City, there is an indirect correlation between transformational leadership, work motivation, and performance through job satisfaction. In contrast to previous research, which extensively examined the relationship between school transformational leadership and teacher achievement, work motivation, satisfaction, organizational culture, and innovative visions, this study solely focuses on the objectives of determining the degree of transformational leadership exhibited by principals in South Kalimantan, utilizing the theory put forth by Bass (1985). This study aims to understand the transformational leadership practice level of school principals in the Indonesian province of Kalimantan Selatan. The study's findings may provide insightful

information for analyzing different principal leadership philosophies that are appropriate for each school's unique circumstances and requirements before putting them into practice.

METHOD

1.1. Design

This study applied a survey research design to identify the level of transformational school leadership in private schools practiced by principals in South Kalimantan. The principals of the schools where private school teachers worked selected the survey design to get information on their opinions regarding the practice of transformational school leadership. To extrapolate the findings to the opinions of private school teachers in South Kalimantan, Indonesia, researchers randomly chose respondents from a sample that was thought to be typical of the population. These respondents were given questionnaires. The survey research design is the best option for this study since it facilitates effective data gathering.

1.2. Participants

335 teachers at private schools participated in this study. The study's participants were chosen freely due to the wide distribution of the population in South Kalimantan, as demonstrated by their willingness to complete an online survey via Google Forms. The researchers used the Krejcie and Morgan tables to streamline the process of deciding sample size, ultimately selecting 335 private school teachers, taking into account the constraints of resources, labor force, and time. These samples were taken because they were thought to be representative of the population. Regarding sample size, stratified random sampling was used to pick 335 participants, with the following regional distribution.

Instrument

Data were gathered using a questionnaire and a Likert scale approach. In this study, a 5-point Likert scale was used. Respondents were required to select one of four options: Agree (4), Slightly Agree (3), Strongly Disagree (5), Strongly Disagree (1), and Disagree (2). Hemsworth, Muterera, and Baregheh (2013) developed a questionnaire that builds on Bass's theory (1985) and is tailored to the education sector. This questionnaire is used to measure transformational leadership. The questionnaires cover idealized influence in two areas: (1) idealized influence (attributes) and (2) idealized influence (behaviors). They also cover individual concerns, intellectual stimulation, and inspirational motivation.

Table 1
Sample Demographic Data

No	Region	Length of Service	Gender		Total Sample	
			Male	Female		
1	Banjarmasin	< 5 Years	9	17	26	
		5 - 10 Years	16	22	38	
		> 10 Years	12	15	27	
2	Kabupaten Banjar	< 5 Years	5	6	11	
		5 - 10 Years	13	3	16	
		> 10 Years	5	4	9	
3	Banjarbaru	< 5 Years	5	4	9	
		5 - 10 Years	8	9	17	
		> 10 Years	5	9	14	
4	Balangan	< 5 Years	0	1	1	
		5 - 10 Years	4	1	5	
		> 10 Years	2	1	3	
5	Barito Kuala	< 5 Years	0	1	1	
		5 - 10 Years	2	2	4	
		> 10 Years	3	3	6	
6	Hulu Sungai Selatan	< 5 Years	2	2	4	
		5 - 10 Years	3	2	5	
		> 10 Years	3	2	5	
7	Hulu Sungai Tengah	< 5 Years	1	4	5	
		5 - 10 Years	2	6	8	
		> 10 Years	2	5	7	
8	Hulu Sungai Utara	< 5 Years	4	3	7	
		5 - 10 Years	4	1	5	
		> 10 Years	2	3	5	
9	Tabalong	< 5 Years	3	0	3	
		5 - 10 Years	1	1	2	
		> 10 Years	2	7	9	
10	Tanah Bumbu	< 5 Years	4	7	11	
		5 - 10 Years	6	5	11	
		> 10 Years	5	9	14	
11	Tanah Laut	< 5 Years	3	4	7	
		5 - 10 Years	3	3	6	
		> 10 Years	3	3	6	
12	Kota Baru	< 5 Years	1	4	5	
		5 - 10 Years	1	7	8	
		> 10 Years	4	5	9	
13	Tapin	< 5 Years	0	1	1	
		5 - 10 Years	3	2	5	
		> 10 Years	0	0	0	

The questionnaire item provided to the sample has undergone CFA analysis because the indicators to be investigated were established based on the questionnaire source utilized in the previous study.

Data analysis

Descriptive statistics were applied to the study's data using the SPSS 25 software. Descriptive statistics aide in making better decisions and are highly helpful in determining the level of the variable under investigation.

RESULTS AND DISCUSSION

The conclusions and outcomes of data processing are the foundation for information regarding transformative leadership. The mean score and standard deviation for the transformational leadership aspect are described as follows in the data:

Table 2
Descriptive Statistics of Transformational Leadership

	N	Mean	Std. Deviation
Transformational Leadership	335	4.39	.61
Valid N (listwise)	335		

A sample of 335 private school teachers is presented in the data. The standard deviation is 0.61, and the mean score is 4.39. Transformational leadership was determined to be in the high category based on the mean score. The respondents stated that the principal exhibited high transformational leadership behavior based on the table. According to Bass's Transformational Leadership Theory, leaders inspire and encourage subordinates to accomplish shared objectives. According to Bass's (1985) approach, transformational leadership comprises personalized attention. intellectual engagement. Motivation that inspires. and idealized influence: two types of idealized influence: one based on attributes, the other on behaviors. The data description of the Mean score and Standard Deviation related to the Aspect of Individualized Consideration is as follows:

Table 3
Descriptive Statistics of Individualized Consideration

	N	Mean	Std. Deviation
Individualized Consideration	335	4.37	.66
Valid N (listwise)	335		

A sample of 335 private school teachers is presented in the data. The standard deviation is 0.66, and the mean score is 4.37. Individualized Consideration was found to be one of the high-category aspects of transformational leadership based on the mean score. The behavior of school principals who consider private school instructors to be persons, treat them with respect, try to understand their desires, and serve as consultants are known as individualized consideration. With a mean score of 4.37, private school teachers are highly motivated towards Individualized Consideration. The data description of the minimum value, maximum value, Mean, and Standard Deviation related to the Aspect of Intellectual Stimulation is as follows:

Table 4
Descriptive Statistics of Intellectual Stimulation

	N	Mean	Std. Deviation
Intellectual Stimulation	335	4.26	.66
Valid N (listwise)	335		

A sample of 335 private school instructors is shown in the data. The standard deviation is 0.66, and the mean score is 4.26. Intellectual stimulation was identified as one component of transformative leadership that fell into the high category based on the mean score. Intellectual stimulation highlights how crucial the principle is to fostering creativity, innovation, and critical thinking within the school group or team. When a principal uses intellectual stimulation, they inspire their private teachers to think creatively, overcome obstacles with fresh approaches, and generate original ideas. The average score of 4.26 suggests that private school teachers are highly motivated to provide intellectual stimulation. The data description of the Mean score and Standard Deviation related to the Aspect of Inspirational motivation is as follows:

Table 5
Descriptive Statistics of Inspirational Motivation

	N	Mean	Std. Deviation
Inspirational motivation	335	4.37	.62
Valid N (listwise)	335		

A sample of 335 private school instructors is shown in the data. The standard deviation is 0.62, and the mean score is 4.37. According to the mean score, one component of transformative leadership that fell into the high category was inspirational motivation. The element of inspirational motivation highlights how crucial it is for leaders to enthuse and encourage their teams with a compelling vision, demanding goals, and inspiring objectives. When principals use inspirational motivation, they can inspire team members to work toward realizing an inspiring vision. Private school instructors are highly enthusiastic about Inspirational enthusiasm, as indicated by their mean score of 4.37. The data description of the Mean score and Standard Deviation related to the Aspect of Idealized Influence is as follows:

Table 6
Descriptive Statistics of Idealized Influence

	N	Mean	Std. Deviation
Idealized Influence	335	4.34	.64
Valid N (listwise)	335		

A sample of 335 private school instructors is shown in the data. The standard deviation is 0.64, and the mean score is 4.34. Idealized Influence was identified as one component of transformational leadership that fell into the high category based on the mean score. The Principal's Idealized Influence highlights the significance of the principal as a respected role model who leads by example and provides guidance to the private school teachers under their supervision. Teachers at private schools hold principals who use Idealized Influence in high regard because they are trustworthy, honest, and uphold consistent principles. Private school instructors are highly motivated toward Idealized Influence, as indicated by their mean score of 4.34. Based on the data analysis's conclusions. The mean score and standard deviations for the transformational leadership statistics are broken down into the sections below.

Table 7
Description of Transformational Leadership & Aspects

	N	Mean	Std. Deviation
Transformational Leadership	335	2.85	.36
Individualized Consideration	335	2.87	.33
Intellectual Stimulation	335	1.99	.09
Inspirational Motivation	335	2.99	.05

Idealized Influenced	335	2.87	.34
Valid N (listwise)	335		

The information in the table above illustrates South Kalimantan Province's entirety and the transformational leadership of private school teachers. It is derived from a poll of 335 teachers at private schools. The Aspect of Inspirational Motivation was found to have the highest mean score based on the mean score.

CONCLUSION

The study's conclusions only describe the transformational leadership philosophies used by principals. The information gathered merely outlines the principal's level of transformational leadership style. It is clear from the results that transformational leadership fell into the high category. Individualized consideration, intellectual stimulation, inspirational drive, and idealized influence are all high categories, as demonstrated by the four components outlined by Bass (1985). Among the four elements, it is also known that the Aspect of Inspirational Motivation has the highest mean score. By examining transformational leadership methods from the perspective of the teachers they oversee in South Kalimantan, this research can add to our understanding of these approaches. The findings may provide information for future studies on different principal leadership philosophies that might be implemented in schools based on needs and circumstances.

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