

Transformational Leadership Style of Principals in Primary Schools: Case Study in Sukalarang Sub-District, Sukabumi Regency

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ABSTRACT

The purpose of this study aims to analyze the transformational leadership style applied by the principal, in elementary schools in Sukalarang District, Sukabumi Regency, West Java. Leadership Style is focused on charismatic leadership, inspirational motivation, intellectual stimulation, and individual consideration. The data collection technique is carried out through observation, interviews, and documentation. The research location focused on Sukalarang District, Sukabumi Regency, West Java. The informants in this study were school principals, teachers, and education staff as many as 15 people. Data analysis is carried out by selecting answers obtained from informants and then collected for analysis and conclusions. The data analysis used is data triangulation. The results of the study were obtained, 1) charismatic leadership from the principal, namely every democratic decision-making with educators, and the principal as an actor in carrying out transformational leadership takes a deliberation approach (open management) to make a decision. 2) Inspirational motivation from the principal is shown by Building the will to achieve achievements and planting building a positive organizational culture and organizational climate without discrimination. 3) Intellectual stimulation including the principal creates a positive work culture by strengthening human relations between educators formed through teamwork skills, communication, and the same view on the vision and mission. 4) individual consideration, namely the principal's concern in developing the character and performance of educators through various pieces of training such as independent curriculum training, scientific papers, Teacher Professional Education, and independent teaching Platform (PMM), as well as the principal gave appreciation to educators for their achievements.

Keywords: *Charismatic Leadership, Inspirational Motivation, Intellectual Stimulation, Individual Consideration, Transformational Leadership.*

INTRODUCTION

The era of globalization has made competition tighter and technological progress faster, so businesses must quickly adapt to these changes. A school's ability to develop over time is determined by the success of the strategies its leaders have. In this era, many new schools have sprung up, both at the school level of early childhood education, primary education, secondary education, and of course higher education. This condition gives rise to fierce competition between colleges, and cannot be avoided. Only schools with good managerial skills can survive, while schools with weak managerial skills will be eliminated from this competition. With such fierce competition, it requires schools to continue to improve, improve and improve themselves through the development of human resources in schools to the maximum (Zahari & Kaliannan, 2022). Schools are required to face challenges that come internally and external so that the survival of the school is maintained and has an advantage in competing. There are many things that schools can do to gain a competitive advantage, by prioritizing great and competitive human resources (Ha-Vikström, 2018).

The main factor driving the success of the school organization is the leadership function i.e. the Principal. A Principal can make several contributions to promoting organizational success, including improving performance through innovation, increasing teacher effectiveness, reducing conflict, as well as encouraging dedication to be the main principles of the organization (Andersen et al., 2018). Organizations need today's leaders, especially when dealing with unpredictable changing environmental conditions so that their people can work according to the vision, mission, and goals of the organization (Rawat, 2015). The emergence of the COVID-19 pandemic has made school principals take a step in motivating teachers to have excellence and

independence, including urging them to determine the responsibilities of the authority of a job, work by government regulations, and continue to strive to meet the demands of school needs, to post-pandemic conditions (Nguyen et al., 2023).

An organization in achieving its success, of course, uses the right leadership style, which is a leadership style that is also influenced by cultural developments in the organization (Wisetsri, 2020). Leadership is generally grouped into 2 (two) namely transformational leadership and transactional leadership (Hoogetboom & Wilderom, 2019). According to Pieterse and Van Knippenberg (Berkovich & Eyal, 2021) Through changing followers' morals, beliefs, interests, and values, transformational leadership motivates people to outperform expectations and helps them transcend their self-interest. Transformational leadership directly stimulates the formation of individual motivation to achieve their goals, where these goals are aligned with organizational goals (Aker et al., 2021; Torrington et al., 2016). (Biron et al., 2011) (Biron et al., 2011) (Berkovich & Eyal, 2021). Transactional leadership includes two dimensions of behavior, namely (1) setting goals and providing rewards, and (2) monitoring and taking action in case of deviations (Byrne et al., 2012).

Principals need to have a role in the development of school culture because education elements view them directly or indirectly as role models (Decramer et al., 2013). Dengan Demikian, figure The Headmaster within the School initiates the process of individuals adopting behavior and creating value (Fletcher & Perry, 2001). In addition to setting a good example, Headmasters actively urge their teachers to be committed to developing the school (Saputra et al., 2022). Therefore, the relationship between the culture fostered by a leader and the performance of his organization is predictable (Harb & Sidani, 2019). With concepts that encourage teachers to develop a vision and mission consistent with organizational goals, the study of transformational leadership is interesting. Thus, the management of human resources in schools can be carried out professionally and with individual goals and organizational goals (Ahmed et al., 2020).

The leadership style of a Principal theoretically has an important role in improving the quality of human resources in the educational environment. Education equity gaps are important to be examined, considering that efforts to narrow education inequality are very important and can be the basis for more inclusive development. The difference in the quality of education a child receives will affect life in the future. In other words, the transformational leadership of the Principal is a leadership character that is oriented toward change at the level of values. The type of effective leadership will have an impact on the development of the organization (Jensen, 2018). The transformational leadership of the Principal can invite all elements of Education to firmly face goals that are better than just short-term interests or needs. Although transformational leadership is ideal, transformational leadership is not always stable and tends to cause low communication. Based on the explanation above, this study aims to analyze the transformational leadership style applied by the Principal, in elementary schools in Sukalarang District, Sukabumi Regency, West Java.

Literature Review:

Leadership

Experts define leadership differently, but in general, leadership refers to interactions between leaders and followers (Locander et al., 2002). According to (Locander et al., 2002) It is further clarified that leadership indicates that the leader influences the leader, but the relationship between the two benefits both parties. While (Lok & Crawford, 2004) Leadership views leadership as a process of influencing the activities of an organization to set and achieve goals. In line with the description above, (Andrew & Field, 1998) concluded that leadership requires the presence of three main components: the leader, who is led, and their interaction. Without these three essential components, leadership would not exist.

Some scholars have tried to assess and define leadership factors throughout the history of the concept's development, resulting in various conceptualizations of leadership (Jones, 2019). The study of leadership first concentrates on the personality, or traits of an effective leader (Józefowicz, 2017). According to personality theory (traits theory), the ability to lead effectively is an innate trait that distinguishes a leader from a non-leader. Studies then shifted to behavioral approaches and leadership styles because many people disagreed with this personality theory and believed that leadership could be learned and developed (Stempel et al., 2015). A fundamental principle of the new strategy is that effective leaders are those who exhibit

democratic and participatory behavior. This form of leadership is considered ideal, but this strategy has also drawn criticism for neglecting situational and contextual aspects, according to critics who believe that the success of leadership depends on the scenario and environment in which it is used (Ogbonna & Harris, 2000). The ideas of transactional (transactional leadership) and transformational (transformational leadership) have developed and attracted the interest of many academics and practitioners over the past twenty years (Locander et al., 2002). This concept was popularized by (Bass, 1985) it can consider leadership ideas from a variety of perspectives, including behavioral, situational, and contingency approaches.

Transformational Leadership

Leadership is defined as the motivation that influences people to have the same vision to achieve, and how a leader can influence his subordinates in achieving organizational goals. Transformational leadership is defined as the creation of positive and valuable changes in subordinates by improving their motivation, morale, and performance through different methods (Bastari et al., 2020).

Transformational leadership refers to the behavior of leaders in helping their subordinates achieve the goals expected by the company, on their values and interests. Four qualities – ideal influence, inspiring motivation, intellectual stimulation, and individual consideration – are necessary for a transformational leader (Zhu & Akhtar, 2014). Ideal influence means that a leader will be respected and trusted for his confidence, and ideological, behavioral, and emotional attitudes (Abbasi, 2017). The leader must have a vision and spirit that can make his subordinates follow his orders sincerely. Inspirational motivation is the ability of a leader to use his charm to convey organizational goals, thus generating optimism and expectations of subordinates toward the development and future of the company (Aker et al., 2021). Inspirational motivation is the behavior of leaders in creating motivation for their followers, by increasing personal vision and organizational vision (Al Draj & Al Saed, 2023). Inspirational motivation is expressed when leaders have a clear vision of the future, set goals, and have the confidence to achieve those set goals. Intellectual stimulation means that a leader must encourage his subordinates to increase knowledge, and creativity, and reflect deeply on problems. Intellectual stimulation shows leader behavior to encourage followers' non-stereotyped thinking styles and new perspectives to achieve goals or solve problems. The intellectual stimulation of the leader is felt when the leader promotes the progress of his followers (Harb & Sidani, 2019). Individual consideration means that a leader respects and cares for his subordinates. Subordinates will feel an important part of the team and will further work harder. Individual consideration refers to the leader's treatment of followers as individuals with distinct characteristics, rather than as ordinary team members, and the leader's recognition of the followers' individual needs, abilities, and desires.

According to (Bass, 1985) there are four components of a leader transforming his subordinates, namely:

1. Charismatic leadership is a leader who can arouse his subordinates so that they have trust and confidence.
2. Inspirational motivation, He is a leader who always motivates and stimulates his subordinates with challenging work, enthusiasm, and optimism. Leaders always communicate vision, mission, and expectations with the aim that their subordinates have a high commitment to achieving goals.
3. Intellectual stimulation, is a leader who always stimulates his subordinates internally, so they become innovative and creative in solving every problem. In addition, leaders work by seeing difficulties as problems that must be solved and providing rational problem-solving.
4. Individualized consideration, is a leader who pays attention to his subordinates individually, such as the needs of his subordinates to excel, provides salaries, and gives advice to his subordinates so that they can grow and develop.

METHOD

The objects discussed in this study include charismatic leadership, inspirational motivation, intellectual stimulation, and individualized consideration. Meanwhile, the objects of research/informants are principals, teachers, and education staff, public elementary schools, and Islamic elementary schools in Sukalarang District, Sukabumi Regency. This research uses a qualitative approach so that in the research procedure it produces descriptive data, which is in the form of speech, behavior, and phenomena found when going directly into the

field to observe the Objects and Subjects to be studied (Sugiyono, 2019). According to (Creswell, 2016) the intent of qualitative research is to understand a particular social situation, event, role, group, or interaction. It is largely an investigative process where the researcher gradually makes sense of a social phenomenon by contrasting, comparing, replicating, cataloging, and classifying the object of study. The type of research used is descriptive, which is research that aims to decrypt or explain something as it is. This study aims to provide a description or description of a situation. The data collection method in this study used literature studies, observations, and interviews. To test the validity of research data using data triangulation techniques that aim to obtain findings or interpretations accurately and credibly. This study uses qualitative data analysis techniques, namely data analysis is carried out simultaneously with data collection or during observation and interviews. The practical steps taken during data analysis are (1) data collection, if the data found in the field can exceed the author's wishes, the author must write down the data in detail, because the longer the researcher plunges into the field, the more complex the data will be obtained. (2) data presentation, namely collecting information, taking action, and presenting qualitative data in the form of graphs, figures, or tables, (3) data reduction, namely sharpening, classifying, arranging, discarding unnecessary information, and organizing data. and taking action. (4) conclusion, re-verifying the data and drawing conclusions on the data, the conclusion is taken when the data is saturated and each addition of new data only means redundant. The samples in the study were principals as the main informants, teachers, and education staff as supporting informants, 15 public elementary schools, and Islamic elementary schools in Sukalarang District, Sukabumi Regency.

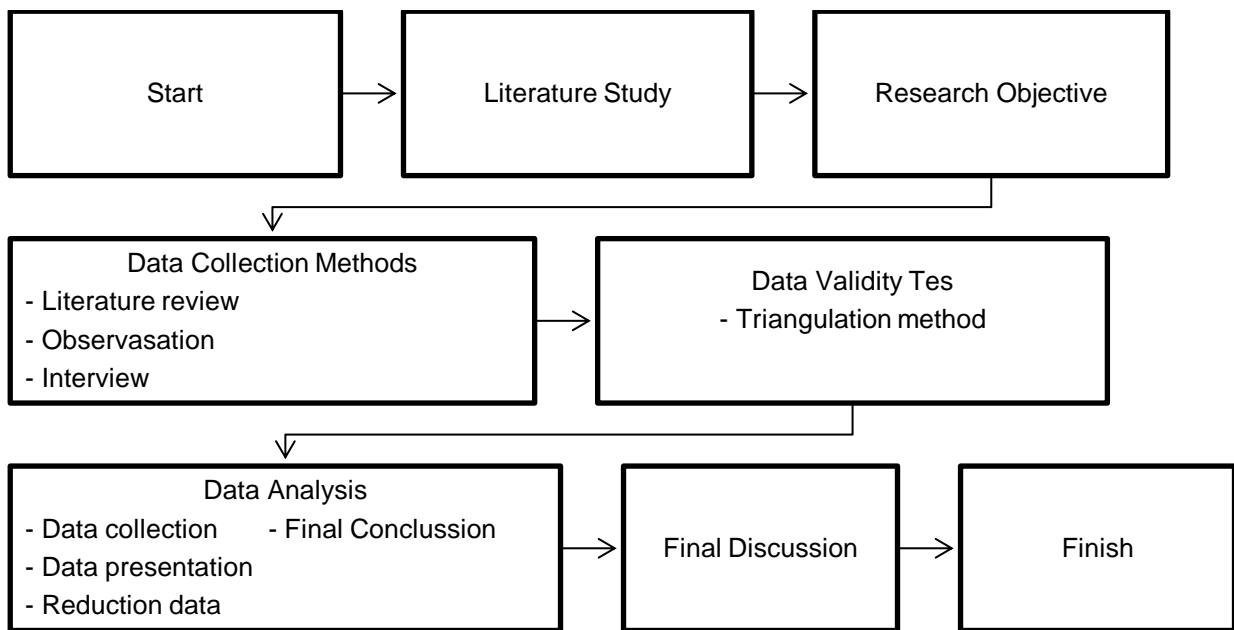


Figure 1. Research Diagram

RESEARCH RESULTS AND DISCUSSION

Characteristics of Informan

The following is a description of respondents' characteristics by gender, education level, and job title.

Table 1. Characteristics of Informan

No	Information	Frequency	Percentage
1.	Gender		
	Man	8	53,3%
2.	Woman	7	46,7%
	Education Level		
3.	Bachelor (S1)	9	60%
	Bachelor (S2)	6	40%
3.	Position		
	Education Personnel	4	26,7%
	Teacher	5	33,3%
	Principal	6	40%
	Sum	15	100%

Transformational Leadership

Conceptually, the transformational leadership style can be viewed as micro and macro. Micro transformational leadership is a process that influences each other between individuals, while the macro point of view argues that the transformational leadership style is a process of mobilizing forces to change social systems and reform institutions. Transformational leaders help members grow and develop to become leaders by responding to the needs of individual followers. By empowering followers and by aligning the goals and objectives of individual followers (members), leaders, groups, and larger organizations.

The charisma of a leader (principal) can be viewed from the way decisions are made in the organization. Inspirational motivation can be seen from the realization of the vision with subordinates accompanied by exemplary behavior and always providing inspirational motivation to teachers and education staff. Intellectual stimulation can be seen from the work culture applied. While individualized consideration can be seen in the professional development of educational elements, in this case, it is the teacher. The informant's response can be seen in the table below:

Table 2. Informant Response

No	Information	Informan	Responses
1.	Charismatic Leadership	Ajudin Head of School SDN Sukalarang	To take something, let alone a problem, the father first collects data so that it is not one party, the data is taken from several parties, and the collection of data in improving school performance is from various elements in the school. Then the facts and data owned are clarified and validated to teachers in the form of an open forum called a school meeting or school KKG which here is carried out regularly 1 month or 2 months 1x. depending on the busy work of the principal. Then the conclusion of the consensus results from the deliberations but that is also what makes a permanent decision from the principal, there is only a basis and inputs from various parties. This is reinforced by the opinion of the supporting informant, namely the teacher at SDN Sukalarang, Ibu AI argued that "Alhamdulillah if the principal here, everything / all problems is found, the decision is taken together with the teacher's decision. If there is a problem, it is closed first to how good it is and what it should be like. The meeting discussed can be in the form of an official meeting about learning about how the teaching teacher is discussed. We did not only inform official matters, and district problems, for example, the results of the principal's meeting were closed and then conveyed to the teachers, but added to the school KKG. So adding insight or knowledge to the teacher on how to teach both what it looks like, and what kind of assessment. So about the meeting is not just the information obtained but what the teacher gets is the knowledge of teaching what kind of class, what kind of assessment

		Education Staff of SDN Sukalarang	In making decisions, the principal at SDN Sukalarang uses a deliberation approach in making a decision, this can be reflected in the meeting activities carried out at school by involving teachers to get a good decision in solving a problem at SDN Sukalarang and being able to provide good insight to educators/teachers.
		Duduh Principal of SDN Pangestu	I am in leading this school and do not make my own decisions. Everything related to education, budget issues, development, and other issues is always discussed in advance with the teachers, so I do not take the deputy alone. But we deliberated by holding a special meeting. Then before the meeting, we compile the schedule first, then there is the invitation letter, the minutes etc. Then the problems are raised at the meeting so that any decision hearing will be decided together by deliberation
		Dessi Education Personnel SDN Pangestu	Decisions, it is usually taken when there is a problem or something that needs to be resolved. Usually, the father takes the problem in a meeting and then consults with other teachers to make the best decision that will be implemented by the school
		Pupun Principal SDN Manglid	The deliberation depends on the problems that arise, if it is about the development of educational personnel, we like to have a class of deliberation, yes, we discuss each of their difficulties and what they are so that we can solve them together, now to solve their problems you we go to dishes, now if it's about the children, we review it, the mother review whether the program is wrong or how and usually meetings are held once a month twice but if there is an urgent problem, yes we It can also be impromptu if by chance the teacher is active and there is no absence, so we are compact if, for example, the mother goes home then the meeting can also immediately wait if the routine is twice if urgent it can be up to three times
		Pipit Teacher of SDN Manglid	For the current one, Pupun's mother who has been the principal has been here for 2 years. If the decision-making is democratic enough, it is discussed in advance with all staff and teachers.
2.	Inspirational Motivation	Teacher of SDN Sukalarang	Alhamdulillah from the principal that I feel here has only changed 2 people. Alhamdulillah how to lead can be followed by all teachers, it is good to be open to everything. Then if there is a problem we solve it together, if there are activities we discuss them together, if it is good, we continue if there are bad effects on children or for teachers we do not continue. So we are always discussing.
		Ajud Head of School SDN Sukalarang	My technique in leading is a model of tolerance, for example, I do not use the egoistic type but democratic. I am not using authoritarian but deliberation
		Desi Teacher of SDN Pangestu	If the way of your leadership that I see is that you are professional in leading him, he carries out his duties well, then has a work program, and then it is carried out properly because I see his busy life besides being a principal, he also becomes a K3S. But I feel that his duties outside of school and in the school have been carried out their duties well, as evidenced by his reflection and evaluation of the activities that have been carried out by the teachers in the school program
		Duduh Principal of SDN Pangestu	Moral image and achievement. For a good image of our achievements give tasks. School learning tasks and assign additional tasks to improve student achievement. Then in that task, I choose who competes in that field. How can they hold training, then they are also required to learn knowledge outside of their education so that what is given the task by the principal can be mastered to be applied to students. then they train students according to their abilities regularly which then they make programs to be implemented according to the direction of the principal who willingallah and it turns out that it was successfully achieved by SD PANGESTU so many achievements were achieved in the field of sports and scouts. Now how to make the image of the school good, the first thing to show is that the Pangestu family is harmonious and peaceful, there are no problems in one family of SD Pangestu, who love each other so there are behaviors in life and appear in the arrangement in this

			environment. Then for that imagery, we also arrange the environment so that it looks beautiful, good, and pleasing to the eyes of others, the community, and parents. So that the image starting from the means, behavior, and achievements can be achieved
		Fitri Teacher of SDN Manglid	The leadership of the mother that I saw and felt was not like a boss. Mother always cooperates, binges, tells reprimands that do not feel offended and mother pays enough attention to the personal attitude of each teacher. If there is a teacher who doesn't understand, my mother always guides us
		Pupun Principal of SDN Manglid School	To build their educational development, mothers enter telegram because their mothers like to be sent material and learn well, mothers share and discuss tomorrow during break time with the concept relaxed and looked carefully by the teachers. The mother also entered the independent learning curriculum group, so every time there is the material you share with the teachers, it is also applied to students in each class
		Lilis Principal of SDN Geduh Rahayu	Here he was just from last March, Alhamdulillah, his program seemed to want to improve in terms of buildings, such as the payment had not been completed, so he proposed paint during a meeting with the committee, then yesterday the field was still cast, yes it was still bad, now it is already cast, so he is very concerned about the safety of children as well, so asking for help from parents for infaq then funds were collected and there were donations from local companies, And Alhamdulillah has finished in the cast
3.	Intellectual Stimulation	Ajud Principal of SDN Sukalarang	My development of a positive culture departs from habit. For example, the culture of the embarrassment of being late to arrive on time, returning home on time, or being happy in class. This means that the teacher when the effective hours are in class. To motivate and pay attention to the teacher, stay disciplined when the time clock is in class. So I was always on standby during the effective hours it was not silent in the principal's room but still in the teacher's room
		Ai Teacher of SDN Sukalarang	Here if you create a positive work culture, a solid team. So there is Cooperation, so don't work alone, others are secretly or ignorant. When everyone else works, everything else works. Even though they were not given tasks. For example, those who are given the task of one / two people, but others do not only see but participate in it
		Duduh Principal of SDN Pangestu	The work culture created, of course, must be based on communication. We must have a certain organization and order so that they have motivation. Then how to have work rules and programs. So that the program is socialized to teachers so that it can be implemented. then what are the programs where the content of the program is adjusted to the abilities of teachers at SD Pangestu?
		Desi Teacher of SDN Pangestu	If it is to create a positive work culture, so we always instill in ourselves that work must be professional, so when we are in school, present our minds and hearts at school. So if there are problems at home / other problems, do not bring them to school, so we must work professionally to provide maximum services to students. Then there is a correlation of positive relationships with other colleagues so that relationships at school feel comfortable, safe, and happy
		Pupun Principal of SDN Manglid School	Alhamdulillah Wifi facilities at the elementary school mangled exist. Incidentally, SDN Manglid received prom book assistance from the education office. 15 honorary teachers at SDN Manglid are literate in IT. Now senior teachers, also have to input data for their report card grades, adjusting learning back to IT. Well, if in elementary school, there is a name for peer tutors, so there are those who guide or help those who can't, whether it's seniors too young or young to help seniors
		Fitri Teacher of SDN Manglid	As before, there are no civil servants with no honors and no barriers, we continue to work together, with integrity, and collaboration with the father and mother of teachers who have no barriers. Both the principals and civil servants always give time, as well as those of us who are honorary, if no one understands/understands, can discuss, they can ask if there is anything that needs help, they are very ready to help

		Wawan Principal of SDN Geduh Rahayu	Developing a culture, yes, I do it together, for example, there is a lot of work like this, don't let one person work and the other doesn't, for example, work there continue to be problems, let's discuss it together because it is more inclined to cooperation
		Lilis Teacher of SDN Geduh Rahayu	We don't have to look at our target, for example, want to be like this because if it is too forced, for example, the target wants children to recite quickly but I don't force it because each student has different abilities, besides that I also teach in class or yes, so I also ask for the help of the homeroom teacher to help read the Quran and Iqra, so all teachers are involved in reading the Quran
4	Individual consideration	Ajud Principal of SDN Sukalarang	The first is through KKG and school meetings, both my speaker as the principal to shape the teacher's personality, and teacher expertise, as well as bringing in external sources and using peer sources. And here usually madame ai is used as a tutor/peer
		Ai Teacher of SDN Sukalarang	That is through training. The training is not limited to, for example, the principal assigns tasks to where. But now many pieces of training use online when we get information there is online training tomorrow for example. There is also training that is free, and there is also paid. For example, if there is something free, we invite everyone to spread it again in the group so that they can be together. So the training is not only offline, who has to go to the hotel, for example, which is held by the government and the sub-district is not. The self-development training can be online as well. But we are here to inform together to take part in <u>training together when there are problems that we don't know can discuss</u>
		Duduk Principal of SDN Pangestu	For the development of teacher competence or professionalism, we carry out, among others, motivation to learn at a higher level, namely S2 schools. Then held a class/school KKG. The KKG of this school is an exchange of knowledge. The term is that if there are peers who master the field of one field of knowledge, they can transfer knowledge to their peer friends. This teacher KKG is certainly to improve teacher competence. Then they are also able to learn independently in mastering science and technology. Like making youtube, Instagram, TikTok, etc
		Desi Teacher of SDN Pangestu	How develop teacher professionalism is if there is a PPG (Teacher Profession Education) in the department. At SDN Pangestu, there are already many who have participated in PPG, both those who are still honorary / ASN. One of them has followed the PPG prices to improve professionalism and all teachers are encouraged to take part in the selection of the mobilizing teacher program. If they have graduated they will have to attend education for 6 months there will be given various information such as pedagogue, professional, social, and individual material. Automatically given such education, the teacher has improved his professionalism in the world of education.
		Pupun Principal of SDN Manglid School	If training depends on the material that is booming, if there is now an independent curriculum if the most related training is all. Such as <u>methods, learning systems, and learning strategies in the classroom</u>
		Fitri Teacher of Manglid	For the professional development of teachers through KKG it is routine to improve our professionalism such as the preparation of class administration and then using learning media and learning methods. Last month, before fasting, we had an in-service, there were also speakers from the district, then there were also several teachers from the Sukalarang sub-district who had been trained first to then say Back to us, the compiler of scientific papers because it is hoped that teachers can compile scientific papers, make the book yesterday, we have received the service
		Wawan Principal of SDN Geduh Rahayu	Developing teacher professionalism, one of which is through KKG, and PMM training, for us to explore libraries and existing tools that we use as well as possible.
		Lilis Teacher of SDN Geduh Rahayu	Maybe as in pedagogic matters, a teacher must show students that the teacher also gives examples, such as when telling students to pray, teachers must also provide examples including maintaining cleanliness

Discussion

Charismatic Leadership

Based on the information provided by the informants above, the conclusion can be drawn is that in making democratic decisions with educators, the principal as an actor in carrying out transformational leadership takes a deliberation approach to make a decision. This can be reflected in the meeting activities carried out in schools by involving teachers to get a good decision in solving a problem, the leader acts as a facilitator in dealing with problems that occur in the scope of the school which includes various problems, one of which is related to budget, infrastructure development and internal problems that must be resolved immediately with planning and efforts to solve problems wisely and other approaches by using situational decision-making actions considering decisions based on crucial problems, significant interests, and unpredictable things.

Inspirational Motivation

Based on responses from informants who have been interviewed regarding inspirational motivation, it can be concluded that the leadership approach used by school principals in the Sukalarang sub-district to create inspirational motivation for educators and students is through a tolerant, transparent, informative, innovative, and image-critical attitude in building a good organization. Theoretically, the most obvious attitude in the context of transformational leader behavior can be a source of inspiration for components of educational organizations to become leaders over themselves, grow their confidence, and win their hearts.

Intellectual Stimulation

Responses from informants related to intellectual stimulation can be concluded that to create a positive work culture every leader and educator actualizes the culture well, such as effective communication in the organizational environment to create uninterrupted organizational communication, the creation of a cooperative work culture will create a supportive work environment, besides that the factors of the leader play an important role in Realizing a positive work culture through policies made in the educational environment including the cultivation of religious values, non-discriminatory attitudes of school principals and discipline.

Individual Consideration

Responses from informants related to individual consideration can be concluded that in developing the professionalism of educators and the way leaders develop professionalism which are basic needs in achieving careers and status in the world of education, including by conducting training or involving educators to attend paid and unpaid training, especially when facing an independent curriculum there are several pieces of training which are often scheduled by the government includes *PPG (Teacher Professional Education)*, *improving the ability in the field of KTI or scientific papers*, Platform Freedom to Teach (PMM) is a technology platform provided for teachers and principals in teaching, learning, and working, then implementing professionalism of educators and principals through the application of real values in the school environment.

CONCLUSIONS

Based on the results of interviews related to Transformational Leadership of Elementary School Principals in Sukalarang District, Sukabumi Regency, which consists of charismatic leadership, namely every democratic decision-making with educators, and school principals as actors in carrying out transformational leadership to take an open management approach to make a decision. Inspirational leadership principles are based on a sense of belonging to the organization (sense of belonging), *and a sense of responsibility (sense of responsibility)*, as well as building the will to achieve achievements and planting building a positive organizational culture and organizational climate without the discriminatory attitude of the principal to educators and appreciation to educators which is reviewed in the form of motivate, give appreciation in material and nonmaterial forms by the leader. Furthermore, from the *intellectual stimulation* component, including the principal creating a positive work culture such as strengthening human relations between educators formed through teamwork skills, communication, the same view on the vision and mission besides that the leader adapts to the times, namely literacy towards the mobilization of digital technology which is implemented into training

as a forum for educators to develop digitalization skills. And the *individual consideration* component consists of the leader's concern in developing the character and performance of educators through various pieces of training such as independent curriculum training, KTI or scientific papers, PPG (Teacher Professional Education), and the Independent Teaching Platform (PMM), and the leader gives appreciation to educators for the achievements that have been achieved. It is hoped that the results of this research can be used as a reference for the Education Office related to transformational leadership in schools. And it is hoped that this study can be a reference for other researchers who conduct research related to transformational leadership styles. As well as suggestions for future research to add discussion related to transactional leadership styles and organizational culture, and expand the object of research by involving many schools at the elementary, junior high, and high school levels. And add quantitative research methods so that the results can be drawn.

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