

Revitalizing Educational Leadership: A Comprehensive Literature Review of Transformational Leadership in Indonesia Academic Settings

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ABSTRACT

This research was motivated by the limited research on the transformational leadership style of school principals. Transformational leadership is mostly researched on company leaders. This research aims to describe previously published research on transformational leadership of school principals. This research uses a literature review method, with the main source being articles that have been published in the journals Sinta 1 and Sinta 2. Search for articles using the keywords transformational leadership and "kepemimpinan transformasional". Data analysis was carried out deductively, inductively, interpretatively, comparatively and historically. The research results show that thirteen variables are influenced by the principal's transformational leadership. Three variables moderate the influence of transformational leadership on other variables. A transformational school principal can be a source of inspiration for teachers and education staff.

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1. INTRODUCTION

Education is one of the paths to the prosperity of a nation. Good education enables optimal growth and development of human potential. Education will also eradicate poverty and help the nation realize its progress. To provide good education, the role of schools is certainly very vital (Hardianto, Hidayat, et al., 2023). Schools are institutions specifically designed to carry out educational activities.

In realizing school goals, the role of the leader or principal is significant (Hardianto et al., 2021). The principal is the driver who brings change to the school. A good leader can make subordinates unleash all their potential at work (Hardianto, Herlina, et al., 2023) and (Juhji et al., 2022). Nowadays, changing a school is inevitable. Changes in all aspects of life mean that schools must also transform to continue to exist. The transformation carried out by schools will enable them to maintain the quality of educational services.

School transformation will be successful if the principal has a spirit of change. The spirit of change can be seen in the principal's transformational leadership style. Transformational leadership is when a leader inspires his followers to put aside their interests for the good of the organization and can have an extraordinary influence on them (S. P. Robbins & Judge, 2008). School principals with a transformational leadership style can bring schools towards high effectiveness and productivity (Ali, 2022). By fostering a positive school culture and empowering teachers and staff to reach their full potential, transformational leaders can create a learning environment that encourages innovation and continuous improvement. Ultimately, this approach can lead to improved student outcomes and overall success for the school community.

School principals with a transformational style can encourage teachers and education staff to innovate for themselves and the school (Tentama et al., 2021), (Ismail et al., 2021). Innovation is needed to face the challenges of the times. The innovations carried out by teachers certainly help the school move in a better direction. Furthermore, with a transformational style, school principals can invite other schools to collaborate in solving various problems (Aziz et al., 2022) and (Mu'alimin & Anwar, 2022). Collaboration between schools will allow more resources to be used to deal with various problems.

School principals with a transformational style can inspire the school community (Rahmansyah, 2022), (Melianah et al., 2021), and (Safrul, 2022). The inspiration generated by the school principal motivates teachers and education staff to work. The principal can be an extrinsic motivator for teachers (Hardianto, 2018). The principal's transformational leadership will be able to maintain the motivation of teachers and education staff at work (Aziz et al., 2022).

Apart from improving teacher performance, the principal's transformational style can make teachers more creative (Ali, 2022) and build student success (Rahmansyah, 2022). School principals with a transformational style encourage teachers to develop their skills and competencies (Belan & Niron, 2021) so that learning will certainly be more interesting according to student development. Seeing the above, of course, the transformational leadership of school principals is very interesting to research.

Seeing the phenomenon above, the study of the transformational leadership of school principals is interesting to research. Therefore, the author is interested in describing the transformational leadership of school principals in Indonesia. The formulation of the research problem is what variables influence and are influenced by the transformational leadership of school principals in Indonesia? This research will describe the variables that have been researched in relation to transformational research on school principals in Indonesia. In addition, this research looks at the results of other research related to the transformational leadership style of school principals in Indonesia.

2. METHODS

This research uses a qualitative method with a literature study approach. A literature study is a theoretical study and other references related to the study being researched (Sugiyono, 2015). Research data was collected by searching for articles using the keywords transformational leadership and *kepemimpinan transformasional*. Article searches were carried out via <https://sinta.kemdikbud.go.id/> with journal sources filtered from the ranking and index of Sinta 1 and Sinta 2, as well as the subject area education. The selected articles are articles published from 2019 to 2023. The selected articles are articles that discuss transformational leadership in educational institutions only. Based on the search results, 281 journals were found. After looking in more detail, nine journals were found that contained the transformational leadership of school principals. Meanwhile, the number of articles discussing transformational leadership in educational institutions is 28.

Data analysis was carried out in deductive, inductive, interpretative, comparative and historical stages. Deductive means analysis of general facts and then drawing specific conclusions. Inductive is drawing conclusions from concrete situations to abstract things. Interpretative is a step in interpreting meaning to become normative. Comparative is comparing research objects with the concept of comparison. History is an analysis of past events to find out why and how those events occurred (Kuhlthau, 2010). The research procedure was carried out with the following steps:

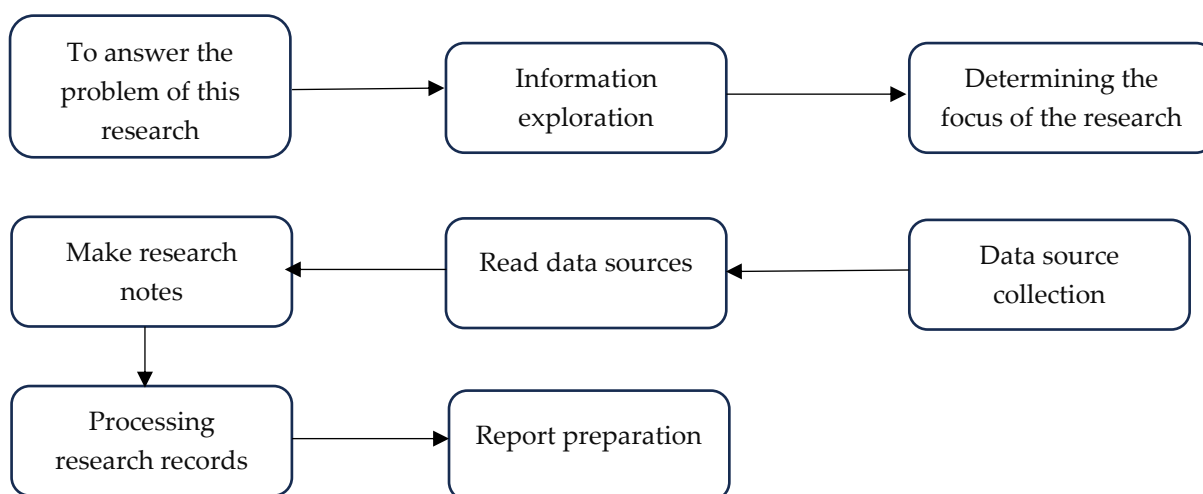


Figure 1. Kuhlthau Research Procedure

3. FINDINGS AND DISCUSSION

3.1 Findings

Based on the research results, 28 articles were found that discussed the transformational leadership of school principals. Of the 28 articles, three articles were the result of research at schools abroad (2 articles in Vietnam and 1 article in Malaysia). 25 articles cover transformational leadership in Indonesian educational institutions. Based on the research methods used, 17 articles were found using quantitative methods, 5 articles using library research methods and 3 articles using qualitative methods. Based on the year of publication, 2 articles were published in 2019, 1 article was published in 2020, 7 articles were published in 2021, 10 articles were published in 2022 and 5 articles were published in 2023. The twenty-five articles were spread across nine journals.

The following research articles were found about transformational leadership in Indonesian educational institutions:

Table 1 Recapitulation of Research Article

No	Author	Journal Name/Year	Method
1	Andriantoni et al.	JIECR/2023	Quantitative
2	Sholeh	Al Ta'lim/ 2021	Qualitative
3	Nazayanti et al.	JETL/ 2019	Quantitative
4	Fitriah et al.	JETL/ 2019	Quantitative
5	Tentama et al.	Edulearn/ 2021	Quantitative
6	Meidelina et al.	Edulearn/ 2023	Library Research
7	Almuhajir and Barus	Lentera Pendidikan/ 2021	Library Research
8	Ahmad and Rochimah	IJERE/ 2021	Quantitative
9	Aziz et al.	IJERE/ 2022	Qualitative
10	Novi and Norazlinda	IJERE/ 2023	Library Research
11	Ismail et al.	IJERE/2023	Quantitative
12	Nurabadi et al.	Cakrawala/ 2021	Quantitative
13	Elele	IJPTE/ 2020	Quantitative
14	Azizah and Wahidin	Ishlah/ 2022	Quantitative
15	Masriah	Ishlah/ 2022	Quantitative

16	Belan and Niron	Ishlah/ 2021	Quantitative
17	Sehol	Ishlah/ 2022	Quantitative
18	Wulandari et al	Ishlah/ 2023	Quantitative
19	Juhji et al	Ishlah/ 2022	Quantitative
20	Melianah et al	Ishlah/ 2021	Quantitative
21	Frihastama and Hermanto	Ishlah/ 2022	Quantitative
22	Safrul	Ishlah/ 2022	Library Research
23	Ali	Ishlah/ 2022	Library Research
24	Rahmansyah	Ishlah/ 2022	Quantitative
25	Mu'alimin and Anwar	Ishlah/ 2022	Qualitative

3.1.1 Variables influenced by the transformational leadership of school principals in Indonesia

The research results show that there are 13 variables that are influenced by transformational leadership, namely performance, motivation, job satisfaction, commitment, quality, service quality, welfare, teaching effectiveness, integrity, student achievement, teacher competence, OCB, and decision-making. The most widely researched variable is transformational leadership influencing teacher performance (Adriantoni et al., 2023), (Nurabadi et al., 2021), (Azizah & Wahidin, 2022), (Masriah, 2022), (Sehol, 2022), (Melianah et al., 2021), (Ali, 2022) and (Frihastama & Hermanto, 2022).

3.1.2 Variables that influence the transformational leadership of school principals in Indonesia

Furthermore, four articles were found about transformational leadership influencing motivation, consisting of motivation (Rahmansyah, 2022), work motivation (Sehol, 2022), and achievement motivation (Nazayanti et al., 2019) and (Wulandari et al., 2023). Two articles on transformational leadership influence Job satisfaction among teachers (Tentama et al., 2021) and (Juhji et al., 2022). Three articles contain influence transformational leadership commitment (Frihastama & Hermanto, 2022), organizational commitment (Elele, 2020), and professional commitment (Wulandari et al., 2023).

Two articles contain transformational leadership influencing school quality (Ali, 2022) and quality management (Frihastama & Hermanto, 2022). One article each discusses transformational leadership influencing the quality of teacher service (Fitriyah et al., 2019), teacher welfare (Meidelina et al., 2023), teaching effectiveness and integrity (Ahmad & Rochimah, 2021), student achievement (Nurabadi et al., 2021), pedagogical and professional competence (Belan & Niron, 2021), OCB (Rahmansyah, 2022) and decision making (Elele, 2020).

Based on the research results, three variables were found to be moderating variables between the transformational leadership variable and other independent variables. The three variables are self-efficacy, performance and motivation variables. The self-efficacy variable becomes a moderating variable between transformational leadership and teaching readiness (Musadad et al., 2022). The teacher performance variable is a moderating variable between transformational leadership and student achievement (Nurabadi et al., 2021). The work motivation variable is a moderating variable between transformational leadership and performance (Sehol, 2022). The achievement motivation variable is a moderating variable between transformational leadership and professional commitment (Wulandari et al., 2023).

3.1.3 Efforts to increase the effectiveness of transformational leadership of school principals in Indonesia

Another finding is that increasing the effectiveness of school principals' transformational leadership can be implemented by several programs for teachers. These programs include in-service education programs, in-service training programs and in-service training programs (Sholeh, 2021). Increasing the effectiveness of school principals is done by good communication (Ahmad & Rochimah, 2021). School principals with a transformational style are able to be an inspiration for teachers and

education staff (Safrul, 2022). Teachers and education staff will make harder efforts to carry out their duties if triggered by the school principal's transformational style (Ali, 2022).

Another research result is that principals with a transformational style set an example and are able to establish good relationships with the school community (Adriantoni et al., 2023). Transformational leadership can be seen from the organization's transformation in a better direction (Almuhajir & Barus, 2021), as well as maintaining the organizational transformation process (Nurabadi et al., 2021). Transformational leadership is able to train teachers to adopt new technology, tolerate teachers who need more time to master certain skills, and ask teachers to share experiences with each other (Aziz et al., 2022). Transformational leadership provides an example of an attitude that does not patronize but guides (Azizah & Wahidin, 2022). Change for transformational school principals will be considered a challenge that must be faced (Mu'alimin & Anwar, 2022).

3.2 Discussion

Studies on transformative leadership in Sinta 1 and Sinta 2 publications mainly employ quantitative approaches, specifically seventeen pieces. No study on transformational leadership in educational institutions that utilised a mixed method approach combining qualitative and quantitative methodologies was discovered. Utilising mixed techniques in research allows for a more comprehensive examination of the study. In the future, research on transformational leadership can utilise blended methodologies or developmental approaches.

Based on the research results, thirteen variables are influenced by transformational leadership in educational institutions. Most research results found that transformational leadership influences performance, namely eight articles. This means that transformational leadership from school principals can improve performance. Performance is a manifestation of the work results produced by a person (S. T. Robbins et al., 2012). This means that the more transformational the school principal's leadership style is, the better the teacher performance in that school will be.

Four articles contain transformational leadership influencing motivation. The results of this research mean that the more transformational the principal's style, the higher the teacher's motivation at work. Motivation is a behavioral activity that works to fulfill desired needs (Fahmi, 2012). Teachers who are highly motivated will have a strong drive in their work. The transformational leadership style applied by the school principal can create this encouragement.

Furthermore, three articles were found that included transformational leadership influencing commitment. This means that the higher the principal's implementation of the transformational leadership style, the higher the teacher's commitment. Commitment is an agreement to do something for oneself, another individual, a group, or an organization (Kreitner & Kinicki, 2014). High commitment will ensure that the work assigned to someone is carried out well.

Furthermore, two articles found that transformational leadership influences quality. This means that the higher the implementation of the principal's transformational leadership style, the higher the quality of the school. Quality is customer satisfaction (Suardi, 2004). A quality school is a school that provides satisfactory service to all customers, both internal and external. Quality schools have become a necessity today.

Additionally, two articles discovered that transformative leadership had an impact on job satisfaction. This suggests that the more transformational the principal's style, the higher the level of teacher job satisfaction. Job satisfaction refers to employees' or teachers' subjective evaluation of their work experience, indicating whether they enjoy their job or not (Handoko, 2021). Teachers that experience job satisfaction feel content and are dedicated to their work. Feeling joyful at work makes the work easier.

The next research finding is that transformational leadership influences teacher service quality, teacher welfare, integrity, teaching effectiveness, student achievement, teacher competence, OCB, and decision-making. These eight research variables have only been discovered in one article each. Of course, these eight variables still need to be researched and studied in Indonesian educational

institutions. The results of this research mean that improving the quality of teacher services, teacher welfare, integrity, teaching effectiveness, student achievement, teacher competency, OCB and decision-making can be done by increasing the application of the principal's transformational leadership style.

Thirteen variables that are influenced by the principal's transformational leadership style prove the importance of this leadership style applied by the principal. Performance, which is an indicator of school success, is influenced by the principal's transformational leadership. Likewise, motivation, commitment, and quality, all of which are influenced by the principal's transformational leadership style. It is hoped that school principals will apply a transformational style from now on in carrying out their leadership.

When linked to research results that have been published other than in the national journals Sinta 1 and Sinta 2, it appears that there are still other variables that are influenced by the transformational leadership of school principals. Some of these variables include the organizational changes (Windasari et al., 2022), work ethic (Fadhilah et al., 2020), and teacher innovativeness (Pestalozi et al., 2019). These findings state that the better the principal's transformational leadership is, the better the organizational change will be, and the teacher's work ethic and innovativeness will increase. Of course, these three variables still need to be studied for further research.

In international journals in several countries, it was found that the transformational leadership of school principals influences self-efficacy (DC. Francisco, 2019), confidence (Musa et al., 2020), and innovative behavior (Zainal & Mohd Matore, 2021). The results of the research stated that the more transformational the principal's leadership style, the better the teacher's self-efficacy, confidence, and innovative behavior. The influence of transformational leadership on these three variables was not found in the Sinta 1 and Sinta 2 journals. This means that this research is still open to being carried out in Indonesian schools.

To increase the effectiveness of his leadership, school principals with a transformational style can implement several programs for teachers. These programs can be in the form of in-service education programs, such as further study programs, Improved educational qualifications, and Equal Studies and Following Teacher Professional Education (PPG). In-service training programs include seminars, workshops, supervision, and teacher working groups (KKG). On-service training such as carrying out technology-based training, curriculum integration and social service activities (makhareus). The three programs above will improve the quality of teachers which will ultimately improve the quality of education.

Currently, there are still many teachers who have a bachelor's degree. Efforts for further study (Master's and Doctorate) for teachers need to be of concern to school principals and related agencies so that teachers become more qualified. Seminars and workshops also need to be improved in quality and quantity. There are still many teachers who have not been involved in seminar activities because of the limited number of seminar activities. Likewise, the use of information technology for teachers also needs to be a concern. Teachers in various regions have not used information technology optimally due to limited facilities and competencies.

The transformational leadership style applied by the principal provides many benefits for the school. The rapid changes in the school environment mean that a transformational leadership style is considered very appropriate to apply. *Merdeka belajar* program implemented in Indonesia will be more successful if school principals apply a transformational leadership style. Likewise, the *guru penggerak* program will be more successful if the school principal has a transformational leadership style

4. CONCLUSION

Transformational leadership style is the answer to the changes that occur in schools. The more transformational the school principal is in leading, the better the performance, quality, commitment, and motivation of teachers and education staff. School principals with a transformational style can inspire teachers and education staff to work harder. The *Merdeka Belajar* program will be more successfully implemented in schools led by principals with a transformational style. It is recommended

that school principals be more transformative in their leadership. It is recommended that the relevant agencies provide transformational leadership training for school principals. The limitation of this research is that it has not differentiated the transformational leadership of school principals at certain educational levels. It is recommended that future researchers examine the transformational leadership of school principals using mixed methods or developmental methods by looking more specifically at certain educational levels.

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