



# TRANSFORMATIONAL LEADERSHIP STYLE: HOW PRINCIPALS CAN HELP TO IMPROVE THE QUALITY OF LEARNING IN ELEMENTARY SCHOOL

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**Abstract.** The improvement of the quality of SD Negeri 07 Purwoharjo cannot be separated from the principal's leadership in managing the school. This study aims to describe the implementation of the principal's transformational leadership style in enhancing school quality, covering aspects of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. This research employed a qualitative method with data collected through observation, interviews, and documentation. Data analysis was conducted through the stages of data collection, condensation, presentation, and conclusion drawing. The validity of the data was ensured through source triangulation. The results of the study show: (1) Idealized influence is implemented through role modeling, transparency, fairness, care, communication of the vision and mission, and openness; (2) Inspirational motivation is realized through giving awards, fostering a familial atmosphere, listening to aspirations, and encouraging open communication and collaboration; (3) Intellectual stimulation is applied by promoting innovation, openness to new ideas, facilitating discussions, providing training, and supporting learning communities; (4) Individual consideration is carried out through personal attention and support, personal interactions, mentoring, and open communication with school members.

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## INTRODUCTION

The school principal, as an educational leader, holds a significant responsibility in creating a conducive and innovative learning environment (Mustaghfirin et al., 2025). Transformational leadership style has become one of the effective approaches for principals to inspire and motivate teachers and students to achieve the established educational goals. Efforts to improve the quality of education are not merely optional endeavors; they must become a shared commitment among all parties involved. Schools are entrusted with the responsibility to plan, organize, lead, and control human and other resources to achieve improved efficiency, quality, and equity in education. The principal, as a leader, plays a major role in the development and progress of the school (Siahaan & Prasetya, 2023). The principal's efforts aim to enhance the quality of education in the school through the implementation of school programs.

The principal provides guidance to teachers because the human factor is a central factor that determines the overall activities of an organization (Gultom et al., 2021). The principal's leadership is a key determinant of the sustainability of an educational institution. The advancement of a school lies in the leadership style adopted by the school's leader. A principal is someone who can foresee societal life with all its opportunities and challenges (Riantiarna et al., 2024). The principal must be able to project the abilities, competencies, and leadership styles needed by subordinates and the community (Siregar et al., 2024). Therefore, the principal is expected to apply a leadership style that reflects behaviors that subordinates can emulate and motivates teachers and staff, ultimately improving the school's quality.

A principal who is capable of transforming all school elements will be able to improve the school's quality and pave the way for enhancing educational quality (Sunardi, 2023). This shows the vital role of a principal as a leader who is expected to fulfill the nation's hopes, carry

out responsibilities, and be accountable for their leadership. The principal must guide employees and teachers because, no matter how advanced the technology used, the human factor remains decisive. A professional principal can transform potential into reality. The ability to transform is only possessed by leaders who can apply transformational leadership, alongside a certain degree of intellectual and emotional intelligence.

Transformational leadership is an effective leadership model that has been applied in various international organizations, managing the relationship between leaders and followers by emphasizing several factors, including attention, communication, trust, respect, and risk (Waraningtyas et al., 2023). A transformational leader is one who has diagnostic skills, dedicates time, and pays attention to solving problems from various aspects. The aspects of transformational leadership emphasized by the principal can contribute to improving educational quality, ultimately enhancing the quality of the educational institution or school (Sari et al., 2021). Therefore, understanding and implementing the aspects of transformational leadership is crucial to improving school quality.

Transformational leadership consists of four components, commonly referred to as the 4 I's (Munian & Hasan, 2020). These four components are idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Idealized influence means the principal is an ideal figure who serves as a role model for teachers and staff in implementing the school's vision and mission. Inspirational motivation means the principal can inspire teachers and staff to achieve educational goals. Intellectual stimulation means the principal fosters creative ideas among teachers and staff to develop critical thinking and problem-solving for the betterment of the educational institution. Individual consideration means the principal provides personal attention to teachers and staff as a form of care for their well-being (Hakim, 2022).

The transformational leadership style has been applied by the principal of SD Negeri 07 Purwoharjo, Comal Subdistrict, Pemalang Regency, in efforts to improve the quality of education at the school. Over approximately 10 years of leadership, significant improvements have occurred in various aspects of the school. SD Negeri 07 Purwoharjo is a cluster school located in Dabin II of the Comal Subdistrict Coordination Area. Before the current principal's leadership, this school was a small school that received little attention from stakeholders. The lack of optimal management by the previous principal resulted in poor educational quality at the school. This was evident from poor financial management, inadequate infrastructure, unprofessional teacher performance, monotonous teaching practices, and low achievement compared to other schools in Comal Subdistrict. However, over the past 10 years, the school's quality has been greatly improved by the current principal's leadership. Today, SD Negeri 07 Purwoharjo has gained significant attention both at the subdistrict and regency levels.

Quality in the educational context includes three components: input, process, and output. Input and process quality involve teaching materials (cognitive, affective, and psychomotor), diverse teaching methodologies aligned with teacher competencies, appropriate learning media, comprehensive learning resources, effective assessment and evaluation systems, administrative support, and adequate facilities and infrastructure. Meanwhile, output quality refers to the achievements attained by the school within a certain period (Amon & Harliansyah, 2022). Good educational quality can be achieved if the institution has a leader capable of managing and optimizing its resources. The management of educational institution resources is critical in determining the achievement of the institution's vision and mission. Therefore, the principal's role is a key factor in the development of educational quality in a school (Zulkarmain, 2021).

In terms of input, the leadership style of the principal of SD Negeri 07 Purwoharjo reflects the ability to transform various school resources to achieve organizational goals. The principal involves all school members in formulating and realizing the school's vision, encourages teachers and staff to participate in relevant workshops, provides training to teachers to develop teaching methods, and pays attention to the welfare of teachers and staff. The principal also serves as a good role model, encouraging teachers and staff to carry out their duties sincerely (Kadarsih et al., 2020). The application of a transformational leadership model by the principal continuously motivates teachers and staff, making them more aware of the



importance of their work and encouraging them to prioritize the organization over personal interests in achieving goals.

In terms of the process, the principal of SD Negeri 07 Purwoharjo is able to make decisions effectively and professionally in formulating problems, identifying, selecting, and determining solutions. Problems that arise at the school are resolved through deliberation. The principal consistently provides inspiring encouragement, direction, and guidance, fosters collective awareness and commitment, and builds strong collaboration (inspirational motivation). A harmonious and familial school atmosphere has also been a key factor in the school's success in improving educational quality. Although SD Negeri 07 Purwoharjo is not categorized as a favorite school, it has achieved notable accomplishments at the subdistrict, regency, and provincial levels. These achievements include winning the overall championship at the 2022 Subdistrict FLS2N, enabling many students to advance to the regency level, and securing several championships in the 2023 and 2024 Subdistrict MAPSI competitions, allowing the school to compete at the regency level. SD Negeri 07 Purwoharjo has achieved a 100% graduation rate and has maintained an accreditation rating of A since 2007, with the most recent score of 94. The principal's leadership over the past 11 years, since 2013, has played a vital role in determining graduation standards, providing various facilities, and developing programs related to graduation standards.

The interesting aspect and the strength of the principal's leadership at SD Negeri 07 Purwoharjo lie in the principal's grand vision to transform the school into an innovative and empowering learning center by formulating an inspiring school vision that involves all school stakeholders. Some examples of actions taken by the principal include organizing meetings with teachers, staff, students, parents, and community leaders to discuss the school's potentials and challenges; conducting surveys to gather the expectations and aspirations of the entire school community regarding the school's future; and holding collaborative workshops to formulate a shared vision that reflects the values and aspirations of all parties involved. The transformational leadership style of the principal at SD Negeri 07 Purwoharjo is demonstrated by the principal's consistent development of strategic plans for policies to be implemented, while also seeking input from subordinates during meetings. Additionally, based on an interview with one of the teachers, the principal provides firm instructions and continuous motivation to ensure that the staff advance in line with current developments. The presence of an appropriate leadership style fosters a conducive work environment, which leads to improved performance and ultimately impacts the quality of the school (Rosalina & Wati, 2020).

Based on the reality described above, the researcher is interested in understanding how the principal's transformational leadership contributes to improving education quality. Therefore, the researcher intends to conduct further research. Inspired by the uniqueness of SD Negeri 07 Purwoharjo, the researcher decided to carry out a study entitled "The Transformational Leadership Style of the Principal in Improving the Quality of SD Negeri 07 Purwoharjo, Comal District, Pemalang Regency." The objective of this study is to describe the transformational leadership style of the principal in enhancing the quality of SD Negeri 07 Purwoharjo, Comal District, Pemalang Regency, focusing on the implementation of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The rationale and essential reason for conducting this study is that no similar research has been conducted at SD Negeri 07 Purwoharjo. Moreover, the researcher aims to accurately demonstrate that the challenges faced by the principal in implementing transformational leadership have not been addressed by previous studies, particularly at the elementary school level.

Several relevant prior studies include research on the influence of principals' transformational leadership on organizational change in elementary schools. This study aimed to determine the extent to which principals' transformational leadership could bring positive changes to school organizations. Using a quantitative approach, the researchers involved 396 respondents as research samples and analyzed the data using simple linear regression. The analysis results showed that principals' transformational leadership significantly influenced



organizational change in elementary schools, with a contribution of 60%. These findings indicate that the better the principal implements transformational leadership—encompassing the ability to provide motivation, inspiration, ideal influence, and individual consideration to teachers and staff—the greater the likelihood of positive organizational change. This study highlights the principal's crucial role as an agent of change in improving school performance and quality through effective transformational leadership ([Windasari et al., 2022](#)).

Another study examined the influence of principals' transformational leadership on teacher professionalism development at SMP Swasta Muhammadiyah 01 Medan. The primary objective of this research was to determine how far the principal's transformational leadership could enhance teachers' professionalism in carrying out their duties and responsibilities. This study used a quantitative approach, involving 60 teachers as respondents. Data were collected through questionnaires and analyzed using regression methods. The results showed that the principal's transformational leadership had a positive and significant effect on teacher professionalism, contributing 38.8%. This finding indicates that the more effectively the principal applies transformational leadership covering the ability to provide inspiration, motivation, individual attention, and ideal influence the higher the level of teacher professionalism, reflected in their commitment, pedagogical skills, and professional responsibility. This research emphasizes the principal's important role in creating a work climate that supports teachers' competence and professionalism development through transformational leadership ([Syafira et al., 2024](#)).

Another study analyzed the influence of principals' transformational leadership, organizational culture, and work motivation on teacher performance at junior high schools in Trienggadeng District, Pidie Jaya Regency. This study used a quantitative approach with path analysis to examine both direct and indirect relationships between variables. It highlighted how transformational leadership, supported by a conducive organizational culture and high work motivation, could improve teacher performance. The findings showed that principals' transformational leadership had both direct and indirect effects on teacher performance, contributing 31.72%. This indicates that the principal's ability to inspire, motivate, give individual attention, and create a shared vision is crucial for improving teacher performance, both through personal influence and by strengthening organizational culture and work motivation. This study illustrates that transformational leadership not only has direct effects but also fosters a work environment that supports continuous teacher performance improvement ([Mursalin et al., 2023](#)).

Another study explored the influence of principals' transformational leadership, compensation, and teacher work motivation on education quality at Sub Rayon 3 in Jepara Regency. This research aimed to analyze the extent to which these three variables contributed to improving education quality. Using a quantitative approach, the study involved 139 respondents and analyzed the data through multiple linear regression. The results showed that principals' transformational leadership did not have a significant effect on education quality. However, compensation and teacher work motivation significantly influenced education quality improvement. These findings suggest that even though principals strive to apply transformational leadership, without adequate compensation and high teacher motivation, education quality cannot be optimized. This study emphasizes the need to consider other factors beyond leadership, such as teacher welfare and intrinsic motivation, as key determinants of education quality improvement ([Waraningtyas et al., 2023](#)).

Based on a review of previous studies, it was found that principals' transformational leadership has been widely researched in relation to various aspects, such as elementary school organizational change, teacher professionalism, teacher performance, and education quality at secondary school levels. However, most of these studies were conducted at junior high schools or broadly without a specific focus on an individual elementary school. Additionally, previous research findings varied, with some showing significant impacts of transformational leadership on quality, while others showed insignificant effects. This indicates a research gap that needs further investigation. The gap includes the lack of studies specifically examining the influence



of principals' transformational leadership on improving the quality of elementary schools in rural or peripheral areas, particularly in Pemalang Regency. Moreover, most prior studies focused on intermediary variables such as teacher performance, professionalism, or organizational culture, while this study directly explores the relationship between principals' transformational leadership style and overall school quality. This research is also unique in its context, focusing on SD Negeri 07 Purwoharjo, Comal District, Pemalang Regency, thus expected to provide more in-depth, specific, and locally relevant results. Therefore, this study aims to fill the research gap related to principals' transformational leadership in improving elementary school quality in the area, while offering practical contributions to the development of educational leadership in rural regions.

## RESEARCH METHODS

This research employed a qualitative approach. The choice of this approach is based on two main reasons: first, the issue of the principal's transformational leadership style at SD Negeri 07 Purwoharjo requires actual and contextual field data; second, the research problem is closely tied to primary data inseparable from its natural context. Furthermore, the qualitative method provides high adaptability, allowing the researcher to adjust to the dynamic situations encountered during the research process (Alquzairi & Rozaq, 2024). This research was conducted at SD Negeri 07 Purwoharjo, located at Jalan Raya Ahmad Yani No.11a, Balutan, Purwoharjo, Comal District, Pemalang Regency, Central Java, postal code 52363. The site selection was based on the consideration that the school had implemented transformational leadership to improve school quality and that no previous research with similar topics and focus had been conducted at the school. This research was planned for six months, from January 2025 to June 2025. The research was carried out systematically through four main stages: the pre-field stage, fieldwork, data analysis, and evaluation and reporting.

The primary instrument in this research was the researcher, acting as a human instrument to determine research focus, select informants, collect and analyze data, and draw conclusions. The researcher's presence was crucial to building good relationships with research subjects to obtain valid and complete data. Data sources included the principal, teachers, school operators, school security staff, and the school committee. Data were collected through observation, interviews, and documentation. Data analysis was conducted interactively through data collection, data reduction, data display, and conclusion drawing (Febriani et al., 2023). After data collection, the researcher verified data validity using credibility, transferability, and dependability tests. Credibility testing was carried out through prolonged observation, increased persistence, and triangulation to ensure data truth and trustworthiness (Husnullail et al., 2024). All these processes were carried out continuously to produce valid, accurate, and accountable research results. Triangulation is a data collection technique that combines various techniques and data sources to test data credibility (Haryono, 2023). Source triangulation was conducted by verifying data obtained from several sources, such as teachers, peers, and parents, then describing, categorizing, and noting similarities and differences to draw valid conclusions (Zaimah et al., 2022).

## RESULTS AND DISCUSSION

### 1. Research Findings on the Dimension of Idealized Influence

#### a. Respect from Subordinates

The Principal of SD Negeri 07 Purwoharjo successfully built trust and respect from subordinates through various leadership strategies. The principal demonstrated exemplary behavior by serving as a role model in daily life, setting an example for teachers and staff. Moreover, transparency was practiced by delivering information openly and honestly to all members of the school community, fostering clear and accountable communication. The principal upheld the principle of fairness by treating everyone justly and objectively without discrimination. Care and concern were shown by paying attention and being willing to listen to the aspirations and complaints of subordinates. Equally important, the principal exhibited



humility by being open to constructive feedback and criticism, thereby strengthening interpersonal relationships within the school environment.

**b. The Leader as a Role Model**

The principal acted as a role model by embodying noble values in every action. This was reflected through high levels of discipline and responsibility, such as consistently arriving on time and fulfilling duties conscientiously. The principal also demonstrated fairness and wisdom in decision-making, especially when resolving school-related issues. Furthermore, the principal supported and appreciated teachers' innovations by providing space, opportunities, and encouragement for various teaching development initiatives. Concern for the well-being of the school community was evident through attention to the conditions and needs of teachers, staff, and students, both professionally and socially. The principal showed humility by being receptive to criticism and maintained a strong willingness to learn and grow for the school's advancement.

**c. Trust in Leadership**

The principal succeeded in building trust through effective communication of the school's vision and mission (Maolana et al., 2023). The vision and mission were integrated into daily activities by connecting their values to concrete school practices, making them easily understood and collaboratively implemented. Various communication channels were used to disseminate the vision and mission, including notice boards, meetings, and digital media, ensuring widespread outreach. The principal also emphasized shared goals by fostering a sense of ownership and collective responsibility among school members. Openness to discussion characterized an inclusive leadership style, where the principal encouraged active participation and ensured a shared understanding. In addition, the principal reinforced trust by consistently providing positive examples through real actions.

Based on the data from interviews, observations, and documentation, the transformational leadership of the principal in the dimension of Idealized Influence at SD Negeri 07 Purwoharjo was evident in several ways: (a) Exemplary behavior: setting good examples; (b) Transparency: sharing information openly and honestly; (c) Fairness: treating everyone justly and objectively; (d) Care and attentiveness: showing concern and willingness to listen; and (e) Humility: demonstrating modesty and openness to input. This approach shows that leadership grounded in moral values and positive relationships with the entire school community is highly effective in building trust and respect, using exemplary practices to implement the school's vision and mission. The principal's exemplary behavior was visible in daily activities at school, both in words and actions for example, arriving earlier, greeting teachers, and welcoming students.

The principal of SD Negeri 07 Purwoharjo embodied noble values and served as a role model through several behaviors, including: (a) Discipline and responsibility: consistently arriving on time and being accountable for tasks; (b) Fairness and wisdom: making decisions objectively and justly in resolving issues; (c) Appreciating and supporting teachers' innovations: providing space and support for instructional development; (d) Concern for the well-being of the school community: paying attention to the conditions and needs of teachers, staff, and students; and (e) Humility and a learning spirit: being receptive to criticism and continuously striving for self-development. This demonstrates how teachers observe and internalize the positive values exhibited by the principal's leadership, making the principal a respected figure and role model within the school environment.

The principal of SD Negeri 07 Purwoharjo effectively communicated the school's vision and mission through several strategies: (a) Integration into daily activities: linking the vision and mission to concrete examples in school activities; (b) Utilizing multiple communication channels: leveraging various platforms to convey messages; (c) Emphasizing shared goals: fostering a sense of ownership and collective responsibility; (d) Openness to discussion: encouraging participation and ensuring mutual understanding; and (e) Leading by example: providing positive examples through personal actions. These strategies helped create a deep understanding and fostered enthusiasm and commitment from all school members toward the established vision and mission.



## **2. Research Findings on the Dimension of Inspirational Motivation**

### **a. The Leader as a Motivator**

The Principal of SD Negeri 07 Purwoharjo acted as a motivator by fostering motivation and enthusiasm among teachers and staff through various effective strategies. The principal provided recognition and appreciation for every effort and achievement made by teachers and staff, boosting pride and confidence. In addition, the principal fostered a family-like atmosphere in the workplace by building warm, friendly, and supportive relationships among school members. The principal also listened to aspirations by offering an open space for input, criticism, and complaints from teachers and staff, thereby promoting healthy two-way communication. Furthermore, the principal set an inspiring example through work enthusiasm and dedication, serving as a motivating role model. Attention to the welfare of teachers and staff was also a priority, shown through efforts to create a comfortable, safe, and supportive work environment.

### **b. Setting Clear Goals and Targets**

The principal demonstrated inspirational leadership by setting clear goals and targets along with strategies to foster a positive and collaborative work environment. The principal encouraged open communication by facilitating dialogue among teachers and staff while listening to emerging aspirations within the school community. Collaborative work teams were formed to promote cross-disciplinary cooperation while recognizing each team member's contributions. The principal also valued contributions and achievements by offering appreciation and celebrating collective successes, thereby boosting collective morale. In resolving issues, the principal acted fairly and wisely, fostering a sense of security and mutual trust among school members. Additionally, the principal aimed to create a relaxed and enjoyable work atmosphere by building personal relationships outside formal work contexts, strengthening emotional bonds among school members.

The principal played a vital role in the school's progress. The Principal of SD Negeri 07 Purwoharjo boosted teachers' and staff's motivation and enthusiasm through: (a) Recognition: providing appreciation for efforts and achievements; (b) Family-like atmosphere: creating a warm and supportive work environment; (c) Listening to aspirations: offering space for input and complaints; (d) Leading by example: demonstrating work enthusiasm and dedication; and (e) Attention to welfare: fostering a comfortable and safe work environment. This humanistic approach, emphasizing recognition and support, proved effective in maintaining teachers' and staff's enthusiasm and commitment.

The Principal of SD Negeri 07 Purwoharjo employed several strategies to create a positive and collaborative work environment, including: (a) Encouraging open communication: facilitating dialogue and listening to aspirations; (b) Forming collaborative work teams: promoting cross-disciplinary collaboration and recognizing contributions; (c) Appreciating contributions and achievements: offering recognition and celebrating collective successes; (d) Acting fairly and wisely in problem-solving: fostering a sense of security and mutual trust; and (e) Creating a relaxed and enjoyable atmosphere: building personal relationships beyond formal work. These strategies reflect an inclusive leadership approach focused on fostering strong relationships among all members of the school community.

## **3. Research Results on the Dimension of Intellectual Stimulation**

### **a. Creative Ideas**

The principal of SD Negeri 07 Purwoharjo plays an active role in encouraging innovation and creativity within the school environment through various strategies. The principal shows openness to new ideas by accepting suggestions from both teachers and staff, while providing constructive feedback for further development. In addition, the principal offers creative challenges to teachers by sparking innovative thinking through assignments or projects that inspire fresh ideas. To support the creative process, the principal facilitates informal discussion forums that serve as a space for sharing ideas, experiences, and reflections. Furthermore, the principal grants teachers the freedom to be creative, giving them autonomy to implement



teaching methods that meet the needs of students. As a form of appreciation, the principal recognizes and rewards every innovation and initiative, which further motivates teachers to continue innovating.

#### b. Problem-Solving

The principal also plays a role in facilitating the development of critical thinking and problem-solving skills among teachers through various approaches (Afifah et al., 2024). The principal organizes interactive teacher meetings, encouraging teachers to collectively analyze problems that arise in the school and find effective solutions together. In addition, the principal provides training on innovative teaching methods, such as Problem-Based Learning (PBL) and Project-Based Learning (PJBL), to develop teachers' critical thinking skills in the learning process. The principal also supports self-directed learning initiatives by offering opportunities for teachers to attend external training or other professional development activities. Furthermore, the principal provides freedom in the teacher learning community (KBG), giving teachers space for discussions, sharing strategies, and continuously developing critical and creative thinking skills.

The principal of SD Negeri 07 Purwoharjo encourages innovation and creativity through: (a) Openness to New Ideas: Accepting and providing constructive feedback; (b) Providing Creative Challenges: Stimulating innovative thinking through tasks or projects; (c) Facilitating Informal Discussion Forums: Creating spaces for sharing ideas and experiences; (d) Giving Creative Freedom: Providing autonomy in implementing teaching methods; and (e) Appreciation for Innovations: Recognizing works and initiatives. These strategies reflect a progressive leadership approach focused on empowering the internal potential of the school.

The principal of SD Negeri 07 Purwoharjo facilitates the development of critical thinking and problem-solving skills through: (a) Interactive Teacher Meetings: Encouraging problem analysis and collective solution finding; (b) Training in Innovative Teaching Methods: Developing critical thinking skills through methods like PBL and PJBL; (c) Support for Self-Directed Learning Initiatives: Providing opportunities for teachers to attend external training; and (d) Freedom in the Teacher Learning Community (KBG): Providing space for discussions and sharing strategies related to critical thinking. While there is no fully structured program focusing explicitly on the development of critical thinking and problem-solving skills for teachers and staff, the existing efforts demonstrate an awareness of the importance of these areas.

### 4. Research Results on the Dimension of Individual Consideration

#### a. Individual Capacity Development

The principal develops individual capacity through various efforts that support the professional growth of teachers and staff. These efforts are carried out by providing informal guidance and feedback, allowing teachers to feel more at ease in receiving mentoring without the pressure of excessive formality. Additionally, the principal supports every self-development initiative undertaken by teachers and staff, such as attending relevant training or seminars in their areas of responsibility. The principal also assigns senior teachers to mentor junior teachers in carrying out certain tasks, ensuring the transfer of experience, skills, and knowledge within the school environment.

#### b. Creating a Good Work Environment

The principal creates a good work environment by providing individual attention and support to teachers and staff. This attention is manifested through personal interactions such as greeting, engaging in direct conversations, and showing concern for the personal well-being of each individual. The principal is also responsive to individual needs, offering ease and flexibility when teachers or staff face certain difficulties. Additionally, the principal takes into account the interests and potential of teachers by encouraging relevant professional development in their fields. The principal also offers support when teachers face challenges, is willing to listen, and provides constructive feedback. As a form of recognition, the principal personally appreciates the good performance demonstrated by teachers or staff.





### c. Relationship with Subordinates

The principal builds good relationships with subordinates through open and personal communication. This is achieved by making efforts to be present and interact directly on various occasions, both formal and informal, creating emotional closeness with teachers and staff. The principal is also open to feedback and suggestions, fostering a comfortable environment for teachers and staff to share opinions or ideas. In addition, the principal approaches students by interacting directly and showing concern for their needs, thus establishing warm communication.

Moreover, the principal is active in communicating with students' parents through meetings and providing communication channels, demonstrating openness and concern for the role of parents in education. The active presence and willingness to listen are proof of the principal's commitment to continuously building good relationships with all parties in the school environment. The principal of SD Negeri 07 Purwoharjo does not yet have a formal and structured mentoring or coaching program in place. However, the principal frequently provides informal guidance and feedback, supports self-development initiatives for teachers and staff, and occasionally assigns senior teachers to mentor junior teachers on specific matters. Despite this, there is no coaching program specifically aimed at long-term career development as part of a systematic school program. Mrs. Sinta hopes that a more structured program will be implemented in the future.

The principal of SD Negeri 07 Purwoharjo provides individual attention and support to teachers and staff through: (a) Personal Interactions: Greeting and interacting personally, showing care as individuals; (b) Responsiveness to Individual Needs: Offering ease and flexibility in facing difficulties; (c) Paying Attention to Interests and Potential: Encouraging relevant professional development; (d) Offering Support in Facing Challenges: Willing to listen and provide feedback; and (e) Personal Appreciation: Recognizing good performance directly. This humanistic approach focused on personal interactions and responding to individual needs creates a sense of being valued and supported among teachers and staff.

The principal of SD Negeri 07 Purwoharjo builds open and personal communication through: (a) Direct and Informal Interactions: Making efforts to be present and engage on various occasions; (b) Openness to Receiving Feedback: Creating a comfortable space for sharing opinions; (c) Approaching Students: Interacting directly and showing concern; (d) Being Active in Communication with Parents: Engaging in meetings and providing communication channels; and (e) Active Presence and Willingness to Listen: Showing commitment to interacting with all parties. This approach shows that the principal not only performs administrative duties but is also actively building good relationships with the entire school community.

## CONCLUSIONS AND SUGGESTIONS

This research concludes that the principal of SD Negeri 07 Purwoharjo, Comal District, Pemalang Regency has effectively implemented transformational leadership through four dimensions. In the dimension of Idealized Influence, the principal builds trust and respect through role modeling, transparency, fairness, care, humility, and serves as an example in discipline, responsibility, supporting teacher innovation, and caring for the well-being of the school community. The school's vision and mission are communicated effectively through integration into activities, the use of communication media, emphasis on common goals, open discussions, and tangible role modeling. In Inspirational Motivation, the principal enhances teacher and staff motivation through recognition, a family-like atmosphere, listening to aspirations, setting examples, and paying attention to well-being. A positive work environment is fostered through open communication, collaborative teamwork, appreciation of achievements, fair problem-solving, and a pleasant work atmosphere. In Intellectual Stimulation, the principal encourages innovation and creativity by being open to ideas, providing creative challenges, facilitating informal discussion forums, granting freedom in creative work, and appreciating



innovation. The principal also facilitates the development of critical thinking and problem-solving through interactive meetings, innovative training, support for self-directed learning, and teacher learning communities. In Individual Consideration, the principal gives individual attention through informal guidance, support for self-development, mentoring from senior teachers, personal interactions, responsiveness to individual needs, attention to potential, support in facing challenges, personal appreciation, open communication, closeness to students, active communication with parents, and active presence in various activities.

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