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The Role of the Principal's Transformational Leadership in Improving Organizational Effectiveness at Sukarajakulon I State Elementary School

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ABSTRACT

This study aims to analyze the role of the principal's transformational leadership in improving organizational effectiveness at Sukarajakulon I Public Elementary School. This research approach is mixed-method, with data collection through questionnaires, interviews, and observations. The results show that the transformational leadership style implemented by the principal has a significant influence on organizational effectiveness, especially in aspects of teacher work motivation, learning innovation, and collaborative work culture. These findings provide important implications for improving the quality of elementary school management.



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INTRODUCTION

Leadership is a crucial factor in influencing the success of an organization, including elementary education institutions (Kareem et al., 2025). Rapidly changing times require principals to be not only administrative managers but also transformational leaders capable of inspiring, motivating, and directing teachers and staff to achieve the school's vision and mission (Bone, 1982).

Transformational leadership in the elementary school context has been shown to significantly impact teacher motivation, organizational performance, and student learning outcomes (Collins et al., 2021). This is characterized by leaders' willingness to encourage innovation, provide individual attention to teachers, and instill collective values for shared progress (Suprpto et al., 2024).

In Indonesia, various studies have shown that schools led by principals with a transformational leadership style tend to have a strong collaborative work culture, a conducive learning environment, and significant improvements in school organizational effectiveness (Ardiani et al., 2024). This research reinforces the importance of leaders who not only perform administrative functions but also build emotional and intellectual connections with teachers and students.

As a developing public elementary school, SD Negeri Sukarajakulon I requires a leadership model capable of transforming a conventional work culture into a

collaborative and professional one (Sukanti & Sutarman, 2025). Therefore, this study aims to analyze the role of transformational leadership in improving organizational effectiveness at SD Negeri Sukaraja 1.

METHODOLOGY

This study used a mixed-methods explanatory design. The population was all teachers and staff at Sukarajakulon I Public Elementary School. Data collection techniques included:

- Questionnaire: to measure perceptions of transformational leadership and organizational effectiveness.
- In-depth interviews: conducted with the principal, senior teachers, and administrative staff.
- Observation: observing managerial practices and interactions between teachers in the school environment.

The instrument used for transformational leadership is an adapted version of the Multifactor Leadership Questionnaire (MLQ) developed by Bass & Avolio (Batista-Foguet et al., 2021). Organizational effectiveness is measured using indicators such as teacher performance, staff participation, program accomplishments, and a collaborative work environment.

Quantitative data were analyzed using simple linear regression with SPSS software. Qualitative data were analyzed thematically to identify patterns emerging from respondents' narratives.

RESULTS AND DISCUSSION

Transformational Leadership in the Educational Context

Transformational leadership by principals plays a vital role in improving teacher commitment, motivation, and performance. For example, (Roesminingsih & Windasari, 2025) found that transformational leadership style directly influences teacher engagement in professional learning communities (PLCs), which then significantly improves teacher performance.

A quantitative study by (Windasari et al. 2022) also highlighted that school culture plays a mediating role between transformational leadership, teacher commitment, and organizational change at the elementary school level. Transformational leadership significantly influences teacher commitment and is reflected in a school culture that supports systemic change (Litz & Blaik-Hourani, 2020).

Dimensions of Transformational Leadership

According to an international literature review, transformational leadership has six dimensions, namely: shared vision, acceptance of group goals, individual support, intellectual stimulation, role model leadership, and high expectations (Wilson Heenan et al., 2023). However, in general, in educational practice in Indonesia, the four classic dimensions of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration remain the basic framework for transformational leadership.

Research at Purwoharjo Elementary School (Ardiani et al., 2025) emphasized that the principal's implementation of these four dimensions has a direct impact on improving the quality of learning. Idealized Influence is the most dominant dimension,

followed by Individualized Consideration, Inspirational Motivation, and Intellectual Stimulation, which support school effectiveness (Khan et al., 2022).

Transformational Leadership and Educational Quality

(Widyastuti et al., 2024) observed how PAUD principals implemented transformational leadership to improve the quality of early childhood education. The research showed that transformational leadership facilitated teacher motivation, creativity, student soft skills, and consistent, sustainable learning innovation.

Internationally, a meta-analysis by Indra Prasetya (2024) in the context of secondary schools in North Sumatra revealed that the Idealized Influence dimension contributed 41.1% to school effectiveness, followed by other dimensions such as Individualized Consideration (38.56%) and Inspirational Motivation (31.36%).

Synergy with School Culture and Learning Community

A positive school culture acts as an important mediator in the relationship between transformational leadership and organizational change (Hardianto et al., 2024) highlighted that principals who are able to build a reflective and collaborative culture can strengthen the effects of transformational leadership on teacher commitment and organizational change in elementary schools (Roesminingsih & Windasari, 2025) adding that teacher involvement in PLCs is a real channel for transformation, strengthening pedagogical collaboration and improving collective teacher performance.

A questionnaire survey of 30 teachers revealed that principal leadership positively impacts organizational effectiveness, with a correlation coefficient of 0.65. The "Inspirational Motivation" and "Individualized Consideration" dimensions scored highest, indicating that teachers felt strong inspiration and personal attention from the principal.

In-depth interviews revealed that the principal actively communicates the school's vision consistently, encourages teachers to develop innovative learning models, and provides regular constructive feedback (Sliwka et al., 2024). Teachers feel valued and encouraged to be more committed to their work.

Observations within the school environment indicate a strong collaborative work culture, including regular discussions between teachers, competency-building training, and peer mentoring programs. This aligns with the theory that transformational leadership can strengthen a healthy and productive organizational structure (Suryani, 2020).

The findings of this study indicate that transformational leadership impacts not only individuals but also the entire organizational system. Leadership practices that prioritize inspiration, intellectual development, and individualized attention can be key to strengthening the effectiveness of elementary school organizations.

Statistical Analysis Results

A simple linear regression analysis showed a significant relationship between transformational leadership and organizational effectiveness. The test results showed a coefficient of determination (R^2) of 0.422, meaning 42.2% of organizational effectiveness can be explained by the principal's transformational leadership style. The significance test yielded a sig (p) value of $0.000 < 0.05$, indicating that the relationship is statistically significant.

Table 1. Regression Analysis:

Variables	R ²	Sig. (p)
Transformational Leadership	0.422	0.000

Source: 2025 Data Processing Results

These results show that the higher the application of transformational leadership, the higher the effectiveness of the school organization felt by the teachers.

Instrument Validity and Reliability Test

Before use, the research instrument was validated by three elementary education experts to test its content validity. Furthermore, an empirical validity test was conducted using Pearson Product Moment, with the results showing that all items showed a calculated r value $>$ r table (0.361 for $N = 30$ at $\alpha = 0.05$), which means all questionnaire items are valid.

The reliability test was carried out using the Cronbach Alpha formula, obtaining a value of $\alpha = 0.872$, which means the instrument has high reliability and is consistent.

Table 2. Interview and Observation Results (Narrative Table)

Source person	Key Findings	Implications for Effectiveness
Headmaster	Ensure the school vision is communicated regularly through weekly meetings	Provide direction and work enthusiasm to all teachers
Senior Teacher	The principal is open to innovation and provides creative space.	Increase teacher motivation to experiment in learning
Administrative Staff	The principal facilitates communication between departments	Speed up the completion of administrative tasks
Meeting Observation	Teachers actively discuss and provide input	There is visible collective participation in decision making.
KBM Observation	Teachers use a variety of active methods (discussions, projects)	Support the effectiveness of the learning process in the classroom

Source: 2025 Data Processing Results

CONCLUSION

The principal's transformational leadership has been shown to play a significant role in improving organizational effectiveness at Sukarajakulon I Public Elementary School, demonstrated through his ability to develop a clear vision, provide inspiration, and encourage the active involvement of all teachers and school staff. The principal not only creates a conducive and supportive work environment but also motivates teachers to continuously improve their professional competencies through learning innovations and collaborative reflection. Furthermore, this collaborative leadership has successfully fostered a strong culture of cooperation, strengthened communication among school members, and fostered a sense of ownership toward shared goals, thereby sustaining the school's organizational effectiveness.

The findings of this study suggest the need for regular transformational leadership training for school principals to continuously develop their inspiring, innovative, and collaborative leadership skills. Furthermore, teachers and school staff should be encouraged to actively participate in decision-making processes and develop innovations that support improved learning quality. Furthermore, a culture of reflection and evaluation should be consistently maintained as part of the school management cycle to ensure long-term organizational effectiveness and sustainability.

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