

Analysis of Transformational Leadership in Improving the Performance of Principals in Tangerang Elementary Schools

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Abstract: This study aims to analyze the role of transformational leadership in improving the performance of principals in elementary schools in Tangerang. Using a qualitative approach with a case study method, data were collected through in-depth interviews, observations, and document analysis. The research subjects consisted of principals, teachers, and administrative staff from several elementary schools in Tangerang. The findings reveal that transformational leadership has a significant impact on school performance. Principals who adopt this leadership style demonstrate idealised influence, provide inspirational motivation, encourage critical thinking, and offer individualised consideration to their staff. These practices lead to increased teacher motivation and professionalism, a more collaborative work environment, and improved student achievement. However, the study also identifies challenges in implementing transformational leadership, including limited resources and resistance to change from some staff members. Overcoming these challenges requires continuous support through leadership training and the establishment of policies that foster innovation. The study concludes that transformational leadership is a key factor in enhancing the performance of principals and the overall success of schools. Recommendations include the development of leadership training programs and strengthening collaboration between schools and their communities to sustain improvements in educational outcomes.

Keywords: Behavioural Change; Human Intention-Behaviour; Theory of Reasoned Action; Sustainable Clothing Choice; Environmentally Friendly Apparel; Greenwashing Concern; Contemporary Styles.

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1. Introduction

Leadership in educational institutions plays a critical role in shaping the direction, culture, and operational effectiveness of a school. Amidst global competition and increasing demands to improve educational quality, the role of the principal as the primary leader becomes increasingly vital. At Elementary School Tangerang, improving the principal's performance has been a key focus in achieving higher educational goals. Transformational leadership, recognised for its ability to inspire and drive positive change within organisations, is considered one of the most effective approaches for optimising principal performance. Transformational leadership is characterised by four key dimensions: idealised influence, inspirational motivation, intellectual Stimulation, and individualised consideration. Through this approach, a leader not only guides and supervises but also inspires and empowers organizational members to reach their full potential. Bass and Riggio [3] assert that transformational leadership

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fosters significant organizational change by motivating individuals to transcend personal interests for the collective good. Yukl [6] emphasizes the leader's role in creating a clear and compelling vision that energizes followers to work towards change. Northouse [7] highlights the effectiveness of transformational leadership in fostering creativity and innovation, which are essential in educational settings.

Furthermore, research by Avolio and Yammarino [1] demonstrates that transformational leadership has a positive impact on organisational performance by enhancing employee engagement, job satisfaction, and organisational commitment. This aligns with findings from Judge and Piccolo [9], which demonstrate a positive correlation between transformational leadership and higher organisational performance, particularly in educational settings. The novelty of this research lies in its specific focus on the application of transformational leadership at Elementary School Tangerang, an elementary school in Indonesia. This Context remains underexplored in leadership studies. This study not only analyses the relationship between transformational leadership and principal performance but also examines unique factors within the elementary school context, including organisational culture and local environmental influences. Thus, this research aims to contribute both theoretically and practically to understanding how transformational leadership can be effectively implemented in elementary schools and provide relevant recommendations for improving school performance on a broader scale.

1.1. Legal Framework

This research is grounded in several legal regulations about educational policy and leadership in schools, with a focus on improving principal performance:

- **Law No. 20 of 2003 on the National Education System:** Establishes the principles, objectives, and national standards for education in Indonesia, including the responsibilities of school principals in achieving educational goals.
- **Regulation of the Minister of National Education No. 13 of 2007 on School/Madrasah Principal Standards:** Defines the competencies required of school principals, including personal, managerial, supervisory, entrepreneurial, and social competencies, which encompass leadership dimensions relevant to school performance improvement.
- **Regulation of the Minister of Education and Culture No. 6 of 2018 on Teacher Assignments as School Principals:** Details the requirements and performance assessments for school principals to carry out their roles effectively.
- Government Regulation No. 19 of 2017, Amending Government Regulation No. 74 of 2008 on Teachers, stipulates the role of school principals as managers and educational leaders tasked with improving the quality of teaching and learning outcomes.

1.2. Theoretical Foundations

The research draws upon key theories related to transformational leadership and principal performance:

Transformational Leadership Theory: Transformational leadership emphasises transformation and driving organisational change. According to Bass, transformational leaders exhibit four main dimensions:

- **Idealized Influence:** Leaders serve as role models.
- **Inspirational Motivation:** Leaders provide a compelling vision and inspire their team.
- **Intellectual Stimulation:** Leaders encourage innovation and creative problem-solving.
- **Individualised Consideration:** Leaders attend to the individual needs and development of each team member.

Transformational leadership is believed to enhance organisational performance by fostering a positive climate, promoting strong commitment, and encouraging collective ownership.

Performance Theory: Principal performance is critical to the success of educational processes. The 2007 regulation identifies the principal's roles as:

- **Instructional Leader:** Ensuring quality in teaching and learning.
- **Managerial Leader:** Effectively managing school resources.

Leadership Impact Model: This model posits that effective leaders influence performance by building trust, providing inspiration, and creating a conducive work environment. In the school context, transformational leadership enables principals to enhance school performance through motivation, innovation, and professional staff development.

1.3. Empirical Evidence

Previous studies emphasise the importance of transformational leadership in improving school performance. Transformational leadership is characterised by four key dimensions: idealised influence, inspirational motivation, intellectual Stimulation, and individualised consideration. Through this approach, leaders not only direct and supervise but also inspire and empower organisational members to reach their maximum potential. According to Bass and Riggio [3], transformational leadership drives significant organisational change by motivating individuals to transcend their interests for the sake of shared goals. Similarly, Yukl [6] emphasises that transformational leaders play a crucial role in creating a clear and compelling vision that motivates followers to work towards meaningful change. Northouse [7] further asserts that transformational leadership is effective in fostering creativity and innovation, which are essential in educational environments. Additionally, research by Avolio and Yammarino [1] demonstrates that transformational leadership has a substantial positive impact on organisational performance, enhancing employee engagement, job satisfaction, and organisational commitment. This aligns with the findings of Judge and Piccolo [9], who identified a positive correlation between transformational leadership and higher organizational performance, particularly in the education sector.

1.4. Novelty and Research Context

The novelty of this study lies in its specific focus on the application of transformational leadership at Elementary School Tangerang, a primary education institution in Indonesia, which remains underexplored in leadership studies. This research not only analyzes the relationship between transformational leadership and the performance of school principals but also examines unique factors within the Context of primary schools, such as organizational culture and the influence of the local environment. Thus, this study aims to provide both theoretical and practical contributions, offering insights into the effective implementation of transformational leadership in primary education and providing relevant recommendations for improving school performance on a broader scale. The performance of school principals has a direct impact on the quality of education and the achievement of school goals. At the elementary school in Tangerang, despite various efforts to enhance the principal's performance, the results have yet to reach optimal levels. One promising approach to address these challenges is the application of transformational leadership. However, the extent to which transformational leadership influences the performance of school principals at elementary schools in Tangerang is not yet fully understood.

1.5. Problem Identification

The identified problems in this study include:

- **Effectiveness of Transformational Leadership:** To what extent do school principals at Elementary School Tangerang apply the principles of transformational leadership in school management? How does this implementation impact their overall performance?
- **The Impact of Transformational Leadership on Performance:** What is the relationship between transformational leadership style and the performance of school principals? Are there other factors, such as organizational culture, staff motivation, or teacher participation, that moderate or mediate this relationship?
- **Challenges in Implementation:** What challenges are faced in implementing transformational leadership at the elementary school in Tangerang? How can school principals overcome these challenges to achieve performance improvement?
- **Local Context:** How does the local Context of elementary school Tangerang, including student characteristics, parental involvement, and socio-economic environment, influence the application of transformational leadership and the performance of school principals?

These issues form the basis for exploring and understanding how transformational leadership can be optimized to enhance the performance of school principals at the elementary school in Tangerang. The study aims to provide practical recommendations for developing leadership strategies in this educational setting. Furthermore, the effectiveness of transformational leadership refers to a leader's ability to achieve organisational goals through strong influence on subordinates, fostering intrinsic motivation, and establishing a shared vision. Transformational leaders focus not only on routine tasks but also on individual development, organisational culture change, and fostering an innovative work environment.

1.6. Characteristics of Effective Transformational Leadership

- **Idealized Influence:** Effective transformational leaders demonstrate behaviours that serve as a role model for their followers. They are respected and trusted, inspiring their teams to strive for higher goals.
- **Inspirational Motivation:** These leaders provide a clear and compelling vision, motivating and inspiring their teams to achieve extraordinary results. They foster enthusiasm and commitment within the team.

- **Intellectual Stimulation:** Transformational leaders encourage creativity and innovation by challenging assumptions and promoting new ideas. They encourage their followers to engage in critical thinking and problem-solving.
- **Individualized Consideration:** They attend to the individual needs and development of team members, offering coaching, mentoring, and support tailored to each person's growth.

1.7. The Impact of Transformational Leadership Effectiveness

- **Organisational Performance:** Research indicates that transformational leadership has a significantly positive impact on organisational performance. Leaders motivate employees to work smarter and harder, enhancing productivity, quality, and efficiency.
- **Employee Satisfaction and Loyalty:** Employees under transformational leaders often experience higher job satisfaction and loyalty. They feel valued and engaged in decision-making processes.
- **Innovation and Creativity:** Transformational leaders foster an environment that encourages innovation by promoting new ideas and experimentation, enabling organisations to adapt and thrive.
- **Organisational Culture Change:** This leadership style is highly effective in managing organisational change, inspiring employees to adopt new values and goals.

1.8. Challenges and Limitations

Despite its effectiveness, transformational leadership presents certain challenges:

- **Charisma and Interpersonal Skills:** Success often relies on the leader's ability to inspire and connect with others.
- **Readiness of Followers:** The effectiveness of the approach depends on followers' willingness to embrace change and align with the leader's vision.
- **Organisational Culture:** A supportive culture is crucial for transformational leadership to flourish.

Ultimately, the effectiveness of transformational leadership lies in its ability to inspire and empower followers through a strong vision, personalised attention, and encouragement of innovation. This approach can lead to enhanced performance, job satisfaction, and long-term organizational success, provided leaders and teams are committed and capable.

1.9. The Influence of Transformational Leadership on Performance

1.9.1. Enhancing Employee Motivation and Commitment

- **Intrinsic Motivation:** Transformational leaders inspire employees with a strong vision, making their work feel meaningful and engaging beyond material rewards.
- **Organisational Commitment:** By fostering shared values and ownership, these leaders enhance employees' dedication to the organisation's goals.

1.9.2. Creating a Positive Organizational Culture:

- **Innovative Culture:** Leaders encourage critical thinking and experimentation, fostering a culture that supports continuous improvement.
- **Supportive Work Environment:** Through individualized consideration, leaders promote employee well-being, improving satisfaction and reducing stress.

1.9.3. Improving Individual Performance:

- **Employee Empowerment:** Trusting employees with responsibilities boosts their confidence and job satisfaction, leading to better performance.
- **Intellectual Growth:** By challenging the status quo, leaders help employees develop adaptive and effective problem-solving skills.

1.9.4. Enhancing Team and Organizational Performance:

- **Team Coordination:** A shared vision aligns team efforts, improving collaboration and efficiency.
- **Organisational Effectiveness:** Transformational leaders drive necessary organisational changes, such as adopting new technologies or strategies, to enhance overall performance and competitiveness.

1.9.5. Long-Term Impact on Organizational Sustainability:

- **Human Resource Development:** Leaders focus on continuous skill development through training and mentorship, ensuring a capable workforce for the future.
- **Change Management:** Transformational leaders guide employees through dynamic changes, enabling organisations to remain relevant and sustainable in the long run.

2. Literature Review

2.1. Introduction to Transformational Leadership

Transformational leadership has emerged as a vital approach in modern organizational management, particularly in educational settings. The concept, first introduced by Bass and Avolio [2] and later expanded by Day and Sammons [4], emphasizes leaders' ability to inspire and motivate followers to achieve beyond their expected capacities. Transformational leaders focus on aligning team members' personal goals with organizational objectives, fostering a collaborative and innovative work environment. In the Context of education, transformational leadership plays a pivotal role in shaping the vision and strategic direction of schools. School principals who adopt this leadership style can influence teachers' commitment, student outcomes, and overall school performance. The primary focus of this literature review is to explore the impact of transformational leadership on improving the performance of school principals, with a specific emphasis on primary schools in Tangerang.

2.2. Theoretical Framework of Transformational Leadership

Bass and Avolio's [2] model of transformational leadership provides a foundational framework comprising four key dimensions:

- **Idealised Influence:** Leaders who exhibit high ethical standards and serve as role models foster trust and respect among their followers. This component emphasises the leader's role in demonstrating values and behaviours worthy of emulation, influencing organisational culture, and enhancing employee performance. Studies have shown that such leaders often empower their teams, boosting morale and job satisfaction.
- **Inspirational Motivation:** This dimension involves articulating a clear and compelling vision, which motivates followers to align with shared goals. Research highlights that leaders who inspire through vision and enthusiasm can enhance team cohesion and drive the team toward achieving organisational objectives.
- **Intellectual Stimulation:** Leaders who encourage creativity and critical thinking foster an environment of innovation. They challenge conventional approaches, prompting employees to explore new solutions and think independently, which has been linked to higher levels of problem-solving and adaptability in organizations.
- **Individualised Consideration:** Transformational leaders offer personalised support, recognising and addressing the unique needs of each team member. This approach nurtures individual growth through mentorship and tailored feedback, fostering a sense of value and commitment among followers.

This framework has been widely applied across various sectors, including education, where principals embody these dimensions to drive school improvement and enhance teacher performance.

2.3. Transformational Leadership in Educational Settings

2.3.1. Impact on School Performance

Research consistently highlights the positive correlation between transformational leadership and school performance. According to Jantzi and Leithwood [5], transformational leadership plays a crucial role in fostering an organisational culture that promotes continuous improvement. Principals who adopt this leadership style often facilitate professional development for teachers, promote collaborative decision-making, and create an inclusive school environment. In primary schools, the role of transformational leadership is particularly critical due to the foundational nature of early education. Principals must ensure that both teachers and students receive adequate support to achieve academic excellence. Studies by Day and Sammons [4] indicate that transformational principals enhance teacher motivation and student engagement, ultimately leading to better academic outcomes.

2.3.2. Teacher Performance and Job Satisfaction

Transformational leadership has a direct influence on teacher performance and job satisfaction. As reported by Jantzi and Leithwood [5], teachers under transformational leaders experience higher levels of job satisfaction, which translates into

improved teaching effectiveness. This leadership style fosters a sense of belonging and professional growth among teachers, encouraging them to adopt innovative teaching practices. In the Context of Tangerang's primary schools, where educational challenges such as resource limitations and student diversity exist, transformational leadership can significantly enhance teacher resilience and adaptability. By promoting a culture of mutual respect and shared responsibility, principals can empower teachers to overcome these challenges.

2.4. Transformational Leadership and Principal Performance

2.4.1. Leadership Competencies and School Development

The effectiveness of school principals is often measured by their ability to lead and manage school development initiatives. Transformational leadership equips principals with the competencies needed to address complex organizational challenges. As noted by Hallinger and Heck [8], principals who demonstrate transformational leadership skills are better positioned to implement strategic changes that improve school operations and outcomes. In Tangerang, primary school principals face unique challenges related to demographic diversity and varying levels of parental involvement. Transformational leadership enables them to build strong relationships with stakeholders, align school goals with community needs, and drive sustainable improvements.

2.4.2. Enhancing Organizational Commitment

Transformational leadership fosters a strong sense of organisational commitment among school staff members. According to studies by Hallinger and Heck [8], principals who exhibit transformational qualities inspire teachers to commit fully to the school's mission and vision. This commitment is crucial in primary education, where collaborative efforts between teachers, staff, and administrators significantly impact student learning experiences.

2.5. Empirical Evidence of Transformational Leadership in Schools

2.5.1. Global Perspectives

Globally, transformational leadership has been associated with enhanced school performance across various educational systems. For instance, a study conducted by Robinson and Timperley [10] found that transformational leadership practices have a positive impact on school climate, teacher efficacy, and student achievement. In Finland, recognized for its exemplary education system, transformational leadership has been integral to sustaining high academic standards and fostering innovation in teaching methodologies.

2.5.2. Indonesian Context

In Indonesia, the Ministry of Education has increasingly emphasized the role of transformational leadership in achieving educational reforms. Studies by Day and Sammons [4] highlight that transformational leadership practices among school principals significantly contribute to achieving national education goals, such as improving literacy rates and reducing dropout rates. In Tangerang, where educational disparities exist between urban and rural areas, transformational leadership has the potential to bridge these gaps by promoting equitable access to quality education.

2.6. Challenges in Implementing Transformational Leadership

2.6.1. Cultural and Institutional Barriers

Despite its proven benefits, implementing transformational leadership in schools presents challenges. Cultural and institutional barriers often hinder the full adoption of this leadership style. As Robinson and Timperley [10] suggest, the theory of cultural dimensions suggests that hierarchical cultures may resist the participative and inclusive nature of transformational leadership. In some Indonesian schools, traditional leadership practices may conflict with the transformational approach, limiting its effectiveness.

2.6.2. Resource Constraints

Resource limitations also pose significant challenges. Transformational leadership requires investment in professional development, technological tools, and infrastructure. In resource-constrained schools, particularly in rural areas of Tangerang, principals may struggle to implement transformational practices effectively. Addressing these challenges requires a concerted effort from policymakers, educational leaders, and community stakeholders.

2.7. Strategies for Enhancing Transformational Leadership in Schools

To maximize the impact of transformational leadership in Tangerang's primary schools, the following strategies can be considered:

2.7.1. Professional Development Programs

Providing targeted training for school principals on transformational leadership practices is a critical approach to enhancing the effectiveness of educational leadership. Over the past decade (2014-2024), numerous studies have demonstrated that professional development programs focusing on transformational leadership have a positive impact on school principals' leadership styles and, consequently, on school performance. Transformational leadership in schools emphasises building vision, inspiring others, fostering creativity, and attending to individual needs, which leads to enhanced staff morale, increased commitment, and improved student outcomes. These professional development programs are designed to equip school leaders with tools and strategies to foster a more supportive and dynamic educational environment. For instance, studies have demonstrated that principals who participate in such development programs show significant improvements in their communication, motivation, and decision-making skills. These programs are structured to address key transformational leadership components, such as providing a clear vision, intellectual Stimulation, and individual consideration. A key aspect of these programs is mentoring and peer learning, where principals can share their experiences, discuss challenges, and learn best practices from one another. Furthermore, research shows that when principals engage in targeted training, it leads to a more cohesive school culture, increased teacher engagement, and improved student outcomes. The role of principals in shaping school culture and motivating teachers and students is foundational, and continuous professional development ensures they can adapt to evolving educational demands.

2.7.2. Collaborative Leadership Models

Collaborative leadership models emphasize shared leadership structures where principals, teachers, and other school staff engage in decision-making processes. This leadership model aligns with transformational leadership by promoting inclusivity, empowerment, and collective responsibility in shaping the school's future. Collaborative leadership fosters a decentralised decision-making process that engages teachers in curricular planning, instructional methodologies, and overall school development. Research conducted between 2014 and 2024 highlights that shared leadership improves school performance by fostering a sense of ownership and accountability among staff, leading to more creative solutions and effective teaching strategies. Student principals adopt collaborative models, resulting in a notable improvement in staff morale, trust, and cooperation. Teachers feel valued when they are included in decisions that directly affect their work environment, thereby fostering a more committed and motivated workforce. Moreover, the inclusive nature of collaborative leadership leads to better communication, greater innovation, and more effective problem-solving, all of which enhance school performance. A 2019 study by Yukl [6] examined how collaborative leadership models in schools resulted in significant improvements in teacher retention, engagement, and student achievement.

2.7.3. Stakeholder engagement

Particularly involving parents, local communities, and government agencies is essential for the success of school development initiatives. Research conducted over the past decade has demonstrated that establishing strong partnerships with stakeholders is crucial in creating a supportive environment for both students and teachers. Principals who engage stakeholders in school decisions can harness community resources, build stronger support systems, and foster an overall sense of shared responsibility for the school's success. Studies have shown that when principals engage with local communities, they are more likely to gain support for new initiatives, improve student enrollment, and enhance overall educational quality. Active collaboration with parents and organisations helps ensure that educational objectives align with the community's needs and values. Additionally, government partnerships can provide schools with the necessary funding and resources, which are crucial for implementing educational reforms and developing school improvement plans. Stakeholder engagement has also been linked to better school climate, as students benefit from the active involvement of their families and local community in their educational journey. One key insight from 2017 research by Judge and Piccolo [9] is that schools with active parent and community engagement report better student performance outcomes, as students are supported both at home and within the community.

2.7.4. Monitoring and Evaluation

Establishing a robust system and evaluating the effectiveness of transformational leadership practices is essential for continuous improvement in schools. Effective monitoring ensures that leadership practices are aligned with the school's goals, facilitates data-driven decision-making, and identifies areas where adjustments are necessary. Research over the past decade has highlighted the importance of evaluation mechanisms that not only track the performance of principals but also assess the

impact of leadership on teaching quality, student outcomes, and overall school climate. Evaluation systems provide feedback to school leaders, guiding them in refining their leadership practices and responding to emerging challenges.

Several studies have identified that schools with regular evaluations of learning improvements in instructional quality and school-wide engagement. For instance, in 2017, Robinson and Timperley [10] demonstrated that schools with regular performance evaluations of leadership practices show greater success in implementing school improvement strategies. Monitoring systems enable adjustments in leadership strategies and ensure that principals' actions align with long-term educational objectives. Furthermore, using data to evaluate leadership effectiveness enables principals to focus on areas that need improvement, such as increasing teacher collaboration, enhancing communication, or refining curriculum strategies. Evaluation systems often involve surveys, staff feedback, performance metrics, reviews, and extracurricular outcomes. This holistic approach ensures that all aspects of the school's operation are considered when measuring the effectiveness of leadership practices. Research indicates that when transformational leadership practices are effectively evaluated and adjusted, schools see improvements in both staff satisfaction and student achievement.

The integration of Professional Development Programs, Collaborative Leadership Stakeholder Engagement, and Monitoring and Evaluation has been proven to enhance the effectiveness of transformational leadership in schools. Research from 2014 to 2024 indicates that when principals receive ongoing professional development, they can more effectively implement transformational leadership practices, resulting in improved school outcomes. Collaborative leadership models ensure that teachers and staff feel involved in decision-making processes, which enhances their engagement and motivation. Furthermore, strong stakeholder engagement fosters a supportive network for school initiatives, contributing to overall success. Finally, robust monitoring and evaluation systems ensure that leadership practices are aligned with school goals and continuously refined for optimal impact. Together, these strategies form a comprehensive approach to improving school leadership and achieving higher levels of educational success.

Transformational leadership is a powerful tool for enhancing the performance of school principals and improving overall school effectiveness. In the Context of Tangerang's primary schools, this leadership style holds significant potential to address educational challenges and drive sustainable development. By fostering a collaborative and innovative school culture, transformational leaders can inspire teachers and students to achieve their full potential. Future research should investigate the long-term effects of transformational leadership on educational outcomes in Tangerang, taking into account variables such as cultural dynamics, resource availability, and stakeholder involvement. Addressing these factors will provide valuable insights into optimizing leadership practices for the benefit of the educational community.

3. Methodology

This study employs a qualitative approach with a case study design. The qualitative approach is chosen because this research aims to gain an in-depth understanding of how transformational leadership is implemented by school principals at Elementary School Tangerang, and how it influences the improvement of school performance. Based on the results of interviews, documentation studies, and observations, the following facts were found.

4. Data Analysis Process

4.1. Data Reduction

This stage involves filtering, simplifying, and focusing on data relevant to the topic of transformational leadership and school principal performance.

- **Interviews:** Transcripts of interviews with school principals, teachers, and staff are analyzed to identify patterns of leadership, motivation, and performance improvement.
- **Observations:** Observation notes from school activities, such as meetings, supervision sessions, and training programs, are analysed to evaluate the implementation of transformational leadership.

The character skills of students have shown improvement, as assessed through their faith-based morals, cooperative attitudes, creativity, thinking skills, and independence (Figure 1).

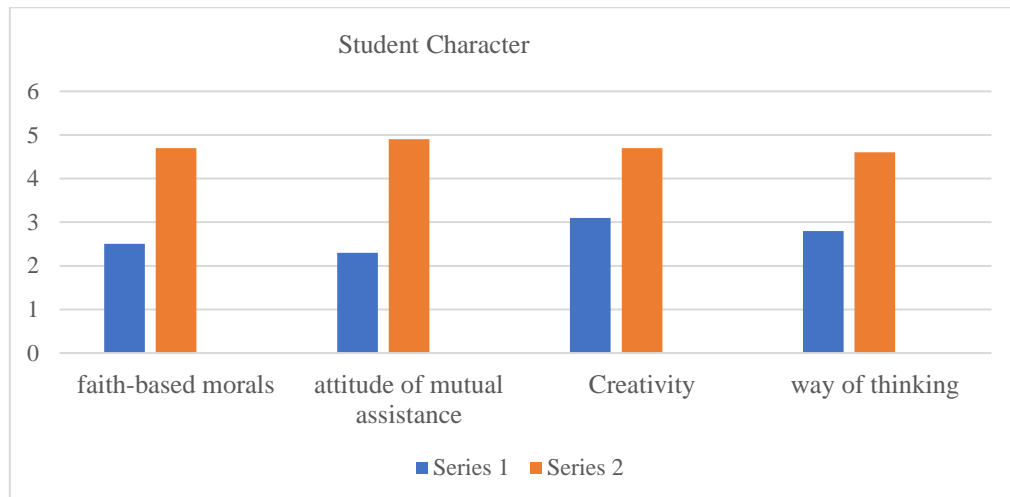


Figure 1: Comparison of student character traits across two groups

4.1.1. Moral and Faith-Based Character

4.1.1.1. Indicators of Improvement

- Students exhibit behavioural changes reflecting religious values such as honesty, respect, and discipline.
- Students increasingly practice religious teachings in their daily lives with full awareness.
- Students can identify and avoid actions that contradict religious principles.
- Improvement is evident in how students interact with peers, teachers, and their surroundings with respect and wisdom.

4.1.1.2. Assessment

- Observation of daily behaviour, such as prayer times, honest conduct, and responsibility toward religious duties.
- Self-assessment by students regarding their commitment to performing religious practices and following teachings.

4.1.2. Cooperative Attitude

4.1.2.1. Indicators of Improvement

- Students actively collaborate with peers, both in group assignments and other activities.
- Acts of selfless assistance are more frequent, showing increased concern for their peers' difficulties.
- Improvement is evident in teamwork, where individuals work together to solve problems or face challenges.
- Students display empathy toward others' needs and are willing to make sacrifices of time or effort for the common good.

4.1.2.2. Assessment

- Observation during group activities in class or extracurricular events.
- Feedback from peers and teachers regarding students' contributions to group work.
- Self-assessment of their experiences with teamwork in tasks or joint activities.

4.1.3. Creativity

4.1.3.1. Indicators of Improvement

- Students generate fresh, new ideas to solve problems or contribute to class projects.
- They demonstrate courage in trying new things and seeking creative solutions in various tasks.
- Students develop innovative approaches to problem-solving beyond traditional methods.
- Creativity is applied across various fields, including the arts, science, and everyday problem-solving.

4.1.3.2. Assessment

- Evaluation of students' output or creations in tasks or creative projects.
- Observation of the thought process and problem-solving strategies used by students.
- Assessment through presentations or exhibitions showcasing students' creative work.

4.1.4. Critical Thinking

4.1.4.1. Indicators of Improvement

- Students think critically and reflectively when solving problems or making decisions.
- They demonstrate an improved ability to view issues from multiple perspectives and develop more effective solutions.
- Students demonstrate enhanced skills in analyzing information and drawing logical conclusions.
- Improvement is evident in their arguments, which are increasingly grounded in evidence and sound reasoning.

4.1.4.2. Assessment

- Tests or quizzes that measure analytical and problem-solving skills.
- Group discussions or class debates to assess students' critical thinking and argumentation skills.
- Evaluation of projects or tasks requiring analytical and systematic thinking.

4.1.5. Independence

4.1.5.1. Indicators of Improvement

- Students become more independent in completing tasks and taking initiatives without relying on others.
- Improvement is evident in decision-making, as students effectively manage their time and resources.
- They can identify personal problems and seek solutions without adult assistance.
- Students gain confidence in taking steps to achieve their goals.

4.1.5.2. Assessment

- Observation during independent activities, such as completing homework or individual tasks without direct teacher support.
- Self-assessment by students in evaluating their progress and ability to work independently.
- Feedback from teachers or parents on students' development of independence in daily activities.

With these indicators, teachers can more effectively assess students' holistic character development, including moral values, cooperation, creativity, critical thinking, and independence. Progress in these areas can be measured through direct observation, student self-assessment, and feedback from peers and teachers. The quality of school learning has improved, as assessed through teaching methods, classroom management, and psychological support for students (Figure 2).

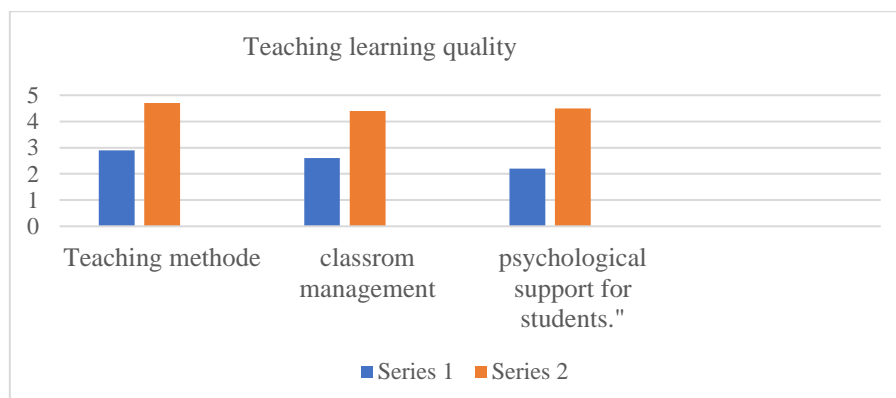


Figure 2: Comparison of teaching learning quality factors

4.2. Enhancing the Quality of Learning in Schools

Improving the quality of learning in schools can be achieved through a synergy of effective teaching methods, proper classroom management, and psychological support for students. Below is an explanation of each aspect:

4.2.1. Effective Teaching Methods

A well-structured teaching method plays a crucial role in creating meaningful and enjoyable learning experiences for students. The quality of learning can be enhanced through:

- **Student-Centred Approach:** Teachers employ methods that encourage active student participation, such as group discussions, project-based learning, and simulations.
- **Technological Innovation:** Utilising technology, such as educational videos, interactive applications, or online platforms, can enhance student engagement.
- **Variety of Methods:** A combination of lectures, demonstrations, experiments, and creative assignments helps cater to diverse learning styles.

4.2.2. Effective Classroom Management

Proper classroom management fosters a conducive, safe, and comfortable learning environment. This involves:

- **Clear Classroom Rules:** Establishing rules collaboratively with students can enhance their sense of responsibility and discipline.
- **Time Management:** Teachers ensure that instructional time is used efficiently, with smooth transitions between activities.
- **Positive Approach to Conflict Resolution:** Addressing behavioural issues through education rather than punishment helps build a positive teacher-student relationship.

4.2.3. Psychological Support for Students

Psychological support is a fundamental element in ensuring that students can learn optimally. This aspect includes:

- **Creating a Safe Emotional Environment:** Students feel valued and supported in expressing their opinions or participating in discussions.
- **Providing Counseling and Guidance:** Teachers give special attention to students facing academic or personal difficulties and refer them to school counsellors when necessary.
- **Developing Social and Emotional Skills:** Activities that teach empathy, cooperation, and emotional management help students develop better character.

These three aspects complement each other in improving the quality of learning. Engaging teaching methods make students more enthusiastic about learning, effective classroom management creates a comfortable learning environment, and psychological support ensures students' mental well-being (Figure 3).

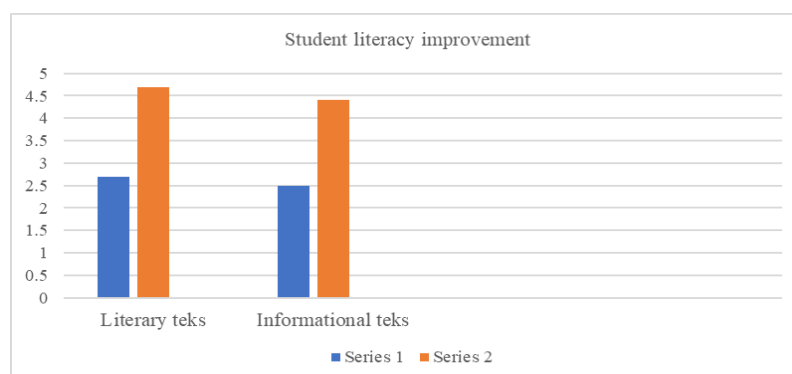


Figure 3: Student literacy improvement by text type and series

Consequently, students can reach their maximum learning potential both academically and socially. Students' literacy skills in 2024 have improved compared to the previous year. This improvement is measured by their understanding of literary texts and informational texts.

4.3. Improvement in Literary Text Comprehension

Comprehension of literary texts, including prose and poetry, is a key indicator of literacy skills. In 2024, students at elementary schools in Tangerang demonstrated enhanced abilities to understand and interpret the messages conveyed in literary texts. This improvement is reflected in:

- **Ability to Summarize Text Content:** Students can more easily identify the core elements of a story, including its theme and moral lessons. For example, they can clearly explain the author's message through the characters and plot.
- **Development of Imaginative Skills:** Literary literacy also fosters students' imaginative abilities. They not only comprehend the text but can also vividly recreate the scenes or atmospheres described in the stories. This indicates enhanced cognitive skills in relating the text to their own experiences and imagination.
- **Engaging in Literary Text Discussions and Analysis:** The quality of classroom discussions has significantly improved, with more in-depth and lively debates about literary texts. Students actively share their opinions on characters, conflicts, and the author's techniques in conveying ideas.

4.3.1. Improvement in Informational Text Comprehension

On the other hand, students' ability to comprehend informational texts has also shown progress. Informational texts taught in elementary schools typically focus on factual topics, including news articles, descriptive texts, and instructional or procedural texts. This literacy improvement is evident in:

- **Reading Comprehension Skills:** By 2024, students will demonstrate improved reading and clearer understanding of information. They can identify key facts such as who, what, when, where, and why in the informational texts they read.
- **Critical Analysis of Information Sources:** Students have become more adept at identifying credible sources and distinguishing between fact and opinion. This reflects their growing ability to analyse informational texts critically.
- **Applying Information to Solve Problems:** Information literacy extends beyond comprehension. Students can now use information from various texts to answer questions or solve problems assigned by their teachers.

4.3.2. Factors Driving Literacy Improvement

The increase in students' literacy skills in Tangerang's elementary schools can be attributed to several factors:

- **Use of Varied Learning Media:** The use of diverse learning tools, such as digital books, educational videos, and interactive games, provides students with a more engaging and enjoyable learning experience, motivating them to read and understand texts better.
- **Innovative Teaching Methods:** Discussion-based, collaborative, and problem-solving teaching methods implemented in Tangerang schools have proven effective in enhancing literacy skills. Teachers who adopt approaches focusing on developing students' critical thinking and creativity enrich their understanding of both literary and informational texts.
- **Parental and Community Involvement:** Parental support for literacy activities at home, such as reading together or discussing books, has a positive impact on students' literacy skills. Additionally, partnerships between schools and local literacy communities or libraries play a crucial role in providing students with diverse reading materials.

4.3.3. Structured Evaluation and Feedback

In 2024, the evaluation of students' literacy skills has become more structured and continuous. Feedback provided by teachers after assessing literary and informational texts helps students identify areas for improvement. The use of reading tests that include in-depth comprehension questions, as well as writing and presentation assignments, allows teachers to assess students' literacy progress comprehensively. Overall, the literacy skills of students in Tangerang's elementary schools have significantly improved in 2024 compared to the previous year. This improvement is particularly evident in their comprehension of both literary and informational texts. It stems from the schools' efforts to create a supportive learning environment through innovative teaching methods, diverse media usage, and parental and community involvement in promoting children's literacy. Students'

numeracy skills have improved since 2023. These skills are assessed based on their understanding of the domains of numbers, algebra, and geometry (Figure 4).

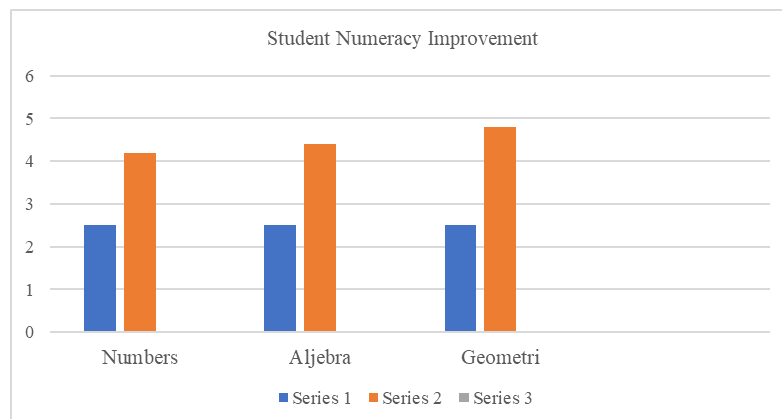


Figure 4: Student numeracy improvement across mathematical domains

4.4. Steps to Improve Students' Numeracy Skills Across Three Domains

4.4.1. Numbers

- **Enhancing Conceptual Understanding of Numbers:** Students need a deeper understanding of whole numbers, fractions, decimals, and percentages. This can be achieved through problem-solving exercises that relate to real-life situations.
- **Practical Activities:** Utilize physical tools such as coins, marbles, or number boards to demonstrate addition, subtraction, multiplication, and division.
- **Problem-Solving with Numbers:** Engage students in tasks that require converting between fractions, decimals, and percentages in various contexts.

4.4.2. Algebra

- **Understanding and Applying Algebraic Operations:** Develop students' ability to recognize patterns, work with algebraic expressions, and solve linear equations and systems of linear equations. Begin by introducing the variables and coefficients.
- **Problem-Solving Activities:** Use real-world scenarios, such as calculating the total cost after discounts or determining travel expenses using linear equations.
- **Use of Technology:** Leverage mathematical software or apps to plot graphs and visualize relationships between variables in algebra.

4.4.3. Geometry

- **Introduction to Geometric Shapes and Properties:** Students need to grasp basic geometry concepts, including points, lines, planes, angles, and various 2D and 3D shapes. Provide opportunities to measure, draw, and analyze these shapes.
- **Solving Geometry Problems:** Assign exercises involving perimeter, area, volume, and surface area calculations for both simple shapes (like rectangles, circles, cubes) and more complex ones.
- **Spatial Thinking Skills:** Train students to visualise and analyse three-dimensional space and understand the spatial relationships between objects.

4.4.4. Strategies to Improve Numeracy Skills

- **Contextual Learning:** Connect mathematical concepts to real-life scenarios so that students can see the practical applications of numeracy. For example, calculating total shopping expenses, estimating travel time, or understanding taxes and discounts within algebraic contexts.
- **Consistent Practice:** Provide regular, varied exercises in each domain to continually sharpen students' skills.

- **Innovative Approaches:** Use educational technology, such as interactive math apps and instructional videos, to engage students and help them grasp mathematical concepts effectively.
- **Group Collaboration:** Encourage students to work in groups to discuss and solve math problems, fostering peer learning and shared understanding.
- **Enhanced Evaluation Methods:** Assess students' numeracy skills not only through written exams but also via projects or presentations that involve applying numeracy in broader contexts.

With these strategies, students' numeracy skills can improve significantly year by year, particularly in the domains of numbers, algebra, and geometry.

5. Conclusion

The study, titled "Analysis of Transformational Leadership in Improving the Performance of Principals in Tangerang Elementary Schools," aimed to explore how transformational leadership styles contribute to enhancing the performance and effectiveness of school principals. The research highlights the significant role that leadership plays in shaping school outcomes, particularly in the Context of elementary education. The findings of this study reveal that transformational leadership is a critical factor in driving positive change and improving the overall performance of school principals in Tangerang. Specifically, principals who exhibit transformational leadership characteristics are more successful in inspiring their teams, fostering a culture of collaboration, and achieving higher levels of school performance. The following aspects of transformational leadership were found to be particularly impactful: Inspirational Motivation, Principals who set a clear vision and communicate it effectively can motivate their staff and students to strive for excellence.

This aspect of transformational leadership helps to build a sense of purpose and direction, which is crucial for achieving school goals. Individualized Consideration, Transformational leaders demonstrate a strong ability to understand and cater to the individual needs of their staff and students. By providing personalised support and encouragement, these principals help foster professional growth and personal development, which, in turn, enhance overall school performance. Intellectual Stimulation, encouraging innovation and critical thinking among staff, is another hallmark of transformational leadership. Principals who challenge traditional methods and promote creative problem-solving contribute to a dynamic learning environment that benefits both teachers and students. Idealized Influence, Principals who act as role models and exhibit high ethical standards earn the trust and respect of their teams. This quality not only enhances the leader's credibility but also motivates staff to emulate their behaviour, fostering a positive and ethical school culture. The study also demonstrated that transformational leadership leads to measurable improvements in various performance indicators for principals, including: Effective Decision-Making: Principals are better equipped to make informed and strategic decisions that benefit the school community, Enhanced Teacher Performance: Teachers are more engaged and committed when led by transformational leaders, resulting in improved teaching quality, Student Outcomes: Schools led by transformational principals tend to see higher student achievement and engagement levels.

Despite the evident benefits, the research identified several challenges in implementing transformational leadership in elementary schools. These include resistance to change, limited resources, and the need for continuous professional development. To address these challenges, the following recommendations are proposed: Training and Development Programs: Providing ongoing leadership training for principals to enhance their transformational leadership skills, Support Systems: Establishing mentoring and support networks to help principals navigate challenges and share best practices, Resource Allocation: Ensuring adequate resources are available to implement new initiatives and sustain improvements. In conclusion, this study highlights the significance of transformational leadership in enhancing the performance of elementary school principals in Tangerang. Transformational leadership not only enhances the principals' performance but also positively influences the entire school community, including teachers and students. By fostering a shared vision, promoting innovation, and providing individualised support, transformational leaders create an environment that is conducive to continuous improvement and success.

The implications of these findings extend beyond individual schools, suggesting that adopting transformational leadership practices on a broader scale could significantly enhance the quality of education in the region. Policymakers and education stakeholders are encouraged to prioritise leadership development as a key strategy for enhancing school performance and improving student outcomes. Future research could further explore the long-term impact of transformational leadership in different educational contexts and identify specific strategies for overcoming challenges in its implementation. Overall, this study provides a valuable framework for understanding and leveraging transformational leadership to drive educational excellence.

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