

## Implementation of Improving the Quality of Education in Elementary Schools through Transformational Leadership



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**ABSTRACT:** The aim of this study is to identify the role of transformational leadership, explain how the implementation of transformational leadership by elementary school leaders can contribute to the improvement of education quality, and provide practical guidelines for school principals and teachers in implementing more effective and sustainable educational quality enhancement policies. The methodology employed in this research is a literature review, which involves systematically collecting, reading, and analyzing data to critically understand how educational quality improvement is implemented in elementary schools through transformational leadership. Transformational leadership has emerged as a vital option for advancing education in Indonesia, particularly in elementary education. Understanding its concepts, strategies, implementation, supporting factors, and impacts is essential. The analysis revealed that transformational leadership plays a significant role in creating a supportive learning environment that motivates and empowers all stakeholders, including teachers and students. Out of ten reviewed articles, only three were relevant to the topic, while seven were excluded for not directly addressing transformational leadership.

**KEYWORDS:** Transformation Leadership, Implementation of Improving the quality Education, Elementary School

### I. INTRODUCTION

Education is one of the important factors in the development of a nation, this is because education can help individuals achieve their maximum potential and prepare them to face various challenges in the future. Education not only provides knowledge and skills, but also builds character, increases wider employment opportunities, and helps build a more progressive and harmonious society. This is in line with what was conveyed by (Makkawaru, 2019) that education is a conscious and planned effort to create a learning atmosphere and learning process so that humans actively develop their potential to the maximum in the field of life. Education is formal, non-formal, and informal. Examples of formal education generally consist of elementary school, middle school, high school and college. In the early stages of formal education there is basic education, which is crucial in the education system, at this level students build the foundation for learning and character development in the future. Education in elementary schools has a contribution in building a foundation of student knowledge to be used in further education (Aka, 2016). Therefore, it is important to ensure that the quality of education at this stage can be optimized very well so that students can develop the skills and competencies needed to face challenges at higher levels of education.

Although basic education has a central role in the development of a nation, the quality of education at this level often faces various challenges. Among others, is the lack of resources available to schools. In addition, low teacher motivation in teaching, because this can directly affect the quality of the learning process. Plus, low parental participation in educational programs at school.

Therefore, it is necessary to implement the right leadership pattern in educational institutions to overcome these challenges. Effective leadership can significantly influence subordinates (Leithwood & Jantzi, 2000). One of the effective leadership theories used in the field of education is transformational leadership. By implementing transformational leadership, the principal as the highest leader in elementary education institutions can improve organizational integrity, as well as foster a collaborative spirit between individuals. Then, the principal can also be more effective in fostering parental involvement through intensive communication.

However, implementing transformational leadership is not easy. Various challenges will also emerge such as internal resistance or differences in interpersonal perception.

The objectives of this study:

1. Identifying the Role of Transformational Leadership
2. Explaining how transformational leadership implemented by elementary school leaders can contribute to improving the quality of education

## Implementation of Improving the Quality of Education in Elementary Schools through Transformational Leadership

3. It is expected to provide real contributions to improving the quality of education, especially in elementary schools.
4. Providing practical guidelines to principals and teachers in implementing more effective and sustainable education quality improvement policies.

## II. METHOD

The method used in this study is literature review research. Literature review in this study is a series of activities related to the method of collecting library data, reading and recording, and managing research data objectively, systematically, analytically, and critically to understand how to implement improving the quality of education in elementary schools through transformational leadership. Research with this literature study has the same preparation as other studies, namely the source and method of data collection by taking data in the library, reading, recording, and processing research materials from research articles on the variables in this study. This literature study research analyzes carefully and in depth in order to obtain objective results on the implementation of improving the quality of education in elementary schools through transformational leadership. The data collected and analyzed are secondary data in the form of research results such as books, journals, articles, internet sites and others that are relevant to the implementation of improving the quality of education in elementary schools through transformational leadership. The method used in this study uses the data content analysis method. Data analysis starts from analyzing research from the most relevant, relevant and quite relevant. Furthermore, looking at the year of research starting from the most recent research and continuing to earlier research. Researchers read the abstract/summary of each previous study and assess whether the problem discussed is in line with the problem that should be solved in the research.

## III. RESULT AND DISCUSSION

In the initial stage of collecting articles based on the variables contained in the title, the implementation of improving the quality of education in elementary schools through transformational leadership, out of 10 articles, 3 articles were obtained that were in accordance with the title topic. In the article reduction stage, there were 7 articles that had to be discarded because there was one variable that did not match the title topic. The 7 articles were not used because one of the variables in the title topic was missing. For example, there was an article that only discussed improving the quality of elementary education, but did not discuss the transformational leadership that was carried out. The articles on the implementation of improving the quality of education in elementary schools through transformational leadership, totaling 3 articles, are displayed in Table 1 below:

Table 1. Display Article

No	Nama Penulis Artikel	Tahun terbit	Judul Artikel	Nama Jurnal	Volume	Jumlah Halaman
1	1. Sugiarto	2024	Kepemimpinan Transformasional dalam meningkatkan mutu Madrasah Ibtidaiyah	Didaktika:Jurnal Kependidikan	Vol.13, No.2	14
	2. Ahmad Farid					
2	1. Dewi Nurhasanah Nasution	2023	Implementasi Kepemimpinan Transformasional Kepala Sekolah Dalam Meningkatkan Mutu Sekolah Di UPT SPF SD Negeri 101776 Sampali	Jurnal Bintang Pendidikan Indonesia (JUBPI)	Vol.1, No.2	7
3	1. Dianing Wiratmoko	2022	Kepemimpinan Transformasional Kepala Sekolah Dalam Meningkatkan Mutu di Sekolah Dasar	Jurnal Prakarsa Pedagogia	Vol.5, No.1	10
	2. Ngurah Ayu Nyoman M					
	3. Ghufron Abdullah					

In the first article written by (Farid, 2024) entitled Transformational Leadership in Improving the Quality of Elementary Madrasahs, it was revealed that Transformational Leadership has a positive impact on organizational culture in madrasahs by creating a supportive environment where all members feel encouraged to contribute towards common goals. This encourages collaboration and motivates staff, which in turn results in positive changes in madrasah culture. The application of transformational leadership at Wali Songo Asy-Syirbaany Elementary Madrasah has shown increased motivation among staff and better quality of education, reflecting its positive effects on the overall educational environment. This is in line with what was conveyed by (Sa'adah & Setiawan,

## Implementation of Improving the Quality of Education in Elementary Schools through Transformational Leadership

2023) that a leader is able to motivate and inspire followers to contribute to common goals, he also argued that a leader is able to motivate and inspire followers to contribute to common goals, he also argued that a leader must focus on creating positive changes in individuals and organizations.

The strategies implemented by the head of the madrasah to improve the quality of education include:

1. Developing the abilities of educators through training and seminars, such as curriculum and child protection seminars.
2. Conduct a strict selection process for new students and teachers to ensure quality input.
3. Create a supportive learning environment by managing administration effectively and supervising teacher performance to improve their competency.
4. Encourage collaboration among all stakeholders, including teachers and students, to work towards common values and goals.
5. Actively participate in various activities both inside and outside the madrasah to support the quality of education.

These strategies collectively aim to optimize the development of the quality of education at MI Wali Songo Asy-Syirbaany. Among the several strategies used by the principal in an effort to improve the quality of education, one of them is developing the abilities of educators through training and seminars is a very progressive step. (Roni Harsoyo, 2022) argues that good education must involve active and continuous learning experiences. By providing training such as seminars on the independent curriculum and child protection, educators can update their knowledge and skills, which in turn will improve the quality of teaching in the classroom. Furthermore, article 2 written by (Dewi Nurhasanah Nasution, 2023), entitled Implementation of Transformational Leadership of Principals in Improving School Quality at UPT SPF SD Negeri 101776 Sampali revealed that the principal's leadership style has a positive impact on teacher motivation and discipline by motivating them to go beyond their abilities and increasing self-confidence, which affects their performance. In addition, principals who implement transformational leadership set a good example for teachers and staff by demonstrating discipline and compliance with school rules, which becomes a model for them to follow. This approach helps build a spirit of togetherness and discipline among teachers and employees, motivating them to work optimally.

Transformational leadership focuses on developing individual and collective potential. In this way, principals not only encourage teachers to go beyond their limits but also create an environment that supports professional growth (Widianto, 2020). Increased motivation and self-confidence among teachers are essential, as their performance is directly related to the quality of teaching received by students (Pokhrel, 2024). Furthermore, when principals demonstrate discipline and compliance with rules, they not only enforce existing norms but also build a strong organizational culture. In an environment filled with positive examples, teachers and other staff tend to follow suit, creating a sense of togetherness. This has implications for increasing the sense of responsibility and collaboration among them. Transformational Leadership is currently one of the important options in providing its own color for the progress of Education in Indonesia, especially Elementary Education. It is important to understand the concept, Strategy, Implementation, supporting factors and impact of Transformational leadership in the world of Education.

### 1. Concept of Transformational Leadership in Education

Transformational leadership is a leadership style that focuses on the leader's ability to inspire and motivate his followers to achieve higher goals, both for themselves and for the organization.

According to (Burns, 2003) one of the main figures in the development of the concept of transformational leadership explains that a leader is able to motivate and inspire followers to contribute to common goals, he also argues that a leader must focus on creating positive changes in individuals and organizations.

While in the world of education, Educational Leadership is a readiness, ability possessed by someone in the process of influencing, encouraging, guiding, directing and moving others who are related to the implementation and development of education and teaching so that all activities can run effectively and efficiently in achieving Educational goals (J Junaidah, 2016). The main principles of Transformational Leadership, namely this type of leadership focuses on increasing the motivation and morale of followers. In his research, Bass emphasized that transformational leaders are able to increase the motivation and morale of followers through four main components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. By creating a supportive and empowering environment, these leaders not only encourage the achievement of short-term goals, but also invest in the development of individuals and teams for long-term success. (Bass, 1985) Transformational leaders not only create extraordinary results, but also build a positive and sustainable organizational culture. This is what makes transformational leadership very relevant in the context of today's organizations, where innovation and collaboration are the keys to success.

Transformational leadership style in the context of elementary schools is considered suitable for improving the quality of education Transformational leadership is a leadership style that focuses on the leader's ability to inspire and motivate his followers to achieve higher goals, both for themselves and for the organization.

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# Implementation of Improving the Quality of Education in Elementary Schools through Transformational Leadership

## 2. The Importance of Improving the Quality of Education in Elementary Schools

According to Faud Ihsan (2013:22) "Basic education is education that provides knowledge and skills, requires basic attitudes needed in society, and prepares students to attend secondary education"

Elementary school education is Improving the quality of education in elementary schools is an important means of improving the quality of human resources, because education in elementary schools is a level of basic education that functions as laying the foundations of knowledge and helping to optimize children's development through learning guided by teachers. (Simanjuntak, et al., 2022). Improving the quality of education in elementary schools currently gives authority to institutions or schools in managing independence followed by active participation from the surrounding community. In order to improve the quality of elementary school education, institutions and communities need to understand the objectives of education quality (Simanjuntak, et al., 2022), namely:

1. Improving the quality of elementary school education through school independence and initiative in managing and empowering available resources.
2. Increasing the concern of school residents and the community in organizing education through joint decision-making
3. Increasing the responsibility of schools to parents, the community, and the government regarding school quality.
4. Increasing healthy competence between schools to achieve the expected quality of education.
5. Empowering the potential of existing schools to produce graduates who are effective and efficient.

## 3. Implementation of Transformational Leadership with Basic Education Quality

In order to realize quality and sustainable Basic Education, a leadership figure who has a transformational leadership style is needed. The implementation of deductive leadership in the structure of building the quality of Education, especially Elementary School Education. A leader must realize that "Successful institutions of the future must be as responsive and fluid as the world around them" This means: Institutions (organizations) that are successful towards the future are institutions that are responsive and change according to the demands of the world around them. It can be understood that this requires innovative leadership and is able to face the challenges of change. (Sallis, Edward: 1993. p.78). In their research, Tukiman, T., & Jabar, C. S. A. (2014) showed that the transformational leadership of the principal of SD Kanisius Sengkan was able to create change and bring SD Kanisius to achieve good achievements. The principal became a respected, appreciated, and trusted role model. The principal was able to build a spirit of togetherness and discipline and motivate teachers and employees to work optimally. The principal dared to make changes through creative and innovative actions. Finally, the principal was able to build organizational awareness in teachers and employees by developing an attitude of belonging and a sense of responsibility to achieve the highest achievement. So, Transformational leadership can actually have implications for improving the quality of Basic Education because this leadership always provides space for change for Education, gives trust to members or colleagues, plus becomes a source of solutions when there is a crisis of problems that occur, especially in the field of Basic Education. The personality of the Transformational leader also has good and bad impacts when the implementation of this Transformational style role model is carried out. Transformational leaders must have calm thinking, have a Vision and Mission that is in accordance with the Foundation of Elementary School Education Goals and can be a role model for others, especially themselves.

## IV. CONCLUSIONS

In analyzing the impact of transformational leadership on improving the quality of education in elementary schools, it was found that transformational leadership plays a crucial role in creating a supportive learning environment that motivates and empowers all stakeholders, including teachers and students. Out of the ten articles reviewed, only three were relevant to the topic, while seven were excluded for not directly addressing transformational leadership. The three pertinent articles illustrate several significant positive effects of transformational leadership: first, Farid (2024) highlights how transformational leadership fosters a positive organizational culture within madrasas, encouraging all members to contribute towards shared goals, which in turn enhances staff motivation and overall educational quality. Second, Dewi Nurhasanah Nasution (2023) emphasizes that a transformational school principal can motivate and discipline teachers, thereby improving their performance; leaders who exemplify discipline and adherence to rules cultivate a better work culture among staff. Third, Wiratmoko et al. (2022) identify four dimensions of transformational leadership—Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration—which, when effectively implemented, can strengthen relationships between school leaders and staff and promote innovation in teaching. Overall, the application of transformational leadership in elementary education in Indonesia has yielded positive outcomes in teacher motivation, teaching quality, and student success. Transformational leaders focus not only on short-term achievements but also invest in the long-term development of individuals and teams, highlighting the relevance of transformational leadership in addressing increasingly complex educational challenges. Moving forward, it is recommended that the practices of transformational leadership be continually encouraged and expanded within the educational context to further enhance the quality of education in elementary schools.

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