



REVITALIZATION OF TRANSFORMATIONAL LEADERSHIP AND ITS ROLE IN IMPROVING SCHOOL QUALITY IN THE ERA OF DIGITALIZATION

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Abstract: School principals have an important role in improving school quality in this era of digitalization. The principal's transformational leadership can have an impact on teacher competency and improve school quality. This research aims to understand transformational leadership and how to improve school quality. This research was carried out at SD Negeri Joho. The method used by researchers is a qualitative method. Data collection techniques were carried out using interviews and documentation. The research subject was the principal of SD Negeri Joho. The results of the research are 1) Revitalization of transformational leadership that transformational leadership is more focused on providing motivational support, respect, inspiration, collaboration and guiding towards organizational success. 2) The role of transformational leadership in improving school quality by: a) the principal as a manager, b) the principal as an inspirer, c) the principal as a motivator.

Keywords : Revitalization, Transformational Leadership, School principle, Quality of Education

Abstrak: Kepala sekolah mempunyai peran penting dalam peningkatan mutu sekolah di era digitalisasi ini. Kepemimpinan transformasional kepala sekolah dapat berdampak pada kompetensi guru dan meningkatkan kualitas sekolah. Penelitian ini bertujuan untuk memahami kepemimpinan transformasional dan cara meningkatkan kualitas sekolah. Penelitian ini dilaksanakan di SD Negeri Joho. Metode yang digunakan peneliti adalah metode kualitatif. Teknik pengumpulan data dilakukan dengan menggunakan wawancara dan dokumentasi. Subjek penelitian adalah kepala sekolah SD Negeri Joho. Hasil penelitian adalah 1) Revitalisasi kepemimpinan transformasional yaitu kepemimpinan transformasional lebih fokus pada pemberian dukungan motivasi, rasa hormat, inspirasi, kolaborasi dan bimbingan menuju keberhasilan organisasi. 2) Peran kepemimpinan transformasional dalam peningkatan mutu sekolah dengan cara: a) kepala sekolah sebagai manajer, b) kepala sekolah sebagai inspirator, c) kepala sekolah sebagai motivator.

Kata kunci : Revitalisasi, Kepemimpinan Transformasional, Kepala Sekolah, Mutu Pendidikan

INTRODUCTION

In the current era of digitalization, digital influence has entered every space of life. In the world of education, every educational unit is required to be able to develop and continue to

innovate in order to realize the goals of education itself. Digitalization is one of the things that needs to be paid attention to because it can have an impact on the quality of schools in the end. According to Arinushkina et al., (2023) said that the impact of digitalization can provide a new

color in the educational environment, so that it can provide good quality to the world of education.

Schools are educational units that can be a forum for educating the lives of the next generation of the nation. Schools are one of the assets that the nation currently has because they are a resource in realizing the goals of education itself. However, according to the Central Statistics Agency (BPS), school data for 2022/2023 is 219,485 schools. This statistical data has increased from previous years. This proves that schools must continue to be improved both in quality and quantity.

Improving school quality is a process that aims to improve the quality of education and student learning experiences (Madani, 2019). This involves many things, such as curriculum development, teaching techniques, physical school facilities, better teaching staff, and better school management (Efendi, 2023). Better schools not only meet academic standards, but also create environments that support overall student development, preparing students to become productive and responsible members of society.

There are several ways to improve school quality. In the current era of digitalization, the use of technology is very important to increase the effectiveness and efficiency of learning (Dakhi et al., 2020). Software, online learning platforms, and educational apps can help students learn in a more interactive and personalized way. In addition, the integration of technology in learning makes it easier for students to gain access to a wider range of educational resources, allows students to learn independently, and allows the curriculum to be tailored to students' unique needs (Tzenios, 2020).

All of these aspects cannot possibly be realized if the school principal as a leader does not have integrity in making it happen.

Leadership is the ability possessed by a leader to be able to motivate, influence, and direct other people to achieve predetermined desires or expectations (Tahar & Abdillah, 2021). Leadership can also be said to be leadership that can be an inspiration for members so that they can work according to their duties and functions. Leadership is important because it has the ability to move people towards a shared vision, solve complex problems, and achieve predetermined goals.

SD Negeri joho is a school located in Temanggung district, Central Java Province. Joho State Elementary School is a school that actively provides education that is in line with current developments and superior programs that are the school's priorities. In the learning process, the principal has provided instructions on how the application of technological knowledge can be empowered for students so that students' knowledge horizons are broad. Empowering students with technological knowledge should be appreciated, considering the rapid advances in technology in schools these days. Students are directed to be able to use technology so that it can be useful for them. Research Ahmadi, (2018) says that, apart from school principals, technology plays an important role in schools and can support the learning process. Therefore, the principal becomes a leader who applies the role-model system to his subordinates by providing a good example to teachers at Joho State Elementary School.

Transformational leadership is a leadership

style that tends to encourage subordinates or members to do something by motivating them. The focus of the leadership approach known as transformational leadership is to encourage, inspire, and transform organizations and their individuals towards positive and sustainable change. Several studies on transformational leadership have an impact on school quality in the era of digitalization. Research by Yusmansyah et al., (2024) revealed that transformational leadership can develop school quality in the digital era. The quality of schools in this digital era will be largely determined by how leadership can apply a transformational style that can provide motivation to members (Rizkie & Suriansyah, 2022).

Revitalization is a process, method and action to revive something that was previously empowered so that revitalization means making the action very important or necessary (Abrori, 2018). According to the Indonesian Dictionary, revitalization is a process, method, deed and action to reactivate something that is less powerful. Therefore, the revitalization of transformational leadership means the process of seeing and explaining transformational leadership again. The revitalization of transformational leadership aims to ensure that transformational leadership can be used by school leaders even though times have changed.

Based on this description, researchers are interested in scientifically studying the revitalization of transformational leadership and its role in improving the quality of schools in the digital era. Therefore, this research aims to understand transformational leadership and its role in improving school quality in the current era of Revitalization Of Transformational Leadership.... (Kinanti, Citriadin, & Badrun, 2024)

digitalization. This research has a problem formulation, namely 1) how to revitalize the concept of transformational leadership, 2) what is the role of transformational leadership in improving school quality at SD Negeri Joho.

RESEARCH METHODOLOGY

This research is a qualitative research. According to Creswell, (2020) states that qualitative research is used to describe, explore and understand how a number of individuals or groups of people perceive social or humanitarian problems. Researchers in qualitative research function as tools, collecting data, and analyzing data qualitatively to increase meaning (Sugiyono, 2019). The method used in this research is a case study that focuses on revitalizing transformational leadership and improving school quality. The case in this research is the role of transformational leadership in improving school quality in the era of digitalization.

This research was carried out at SD Negeri Joho which is located on Jl. Pioneers of Independence No.10, Joho Village, Temanggung District, Kab. Temanggung, Central Java Province. The research subjects in this study were the principal and several teachers at SD Negeri Joho who were determined using purposive sampling. Data collection techniques use interview techniques and documentation. Meanwhile, data analysis uses Data Collection, Data Reduction, Data Display, and Conclusion Drawing/Verification

FINDINGS AND DISCUSSION

Revitalizing transformational leadership

Transformational leadership is an approach

that explores hidden potential in individuals and organizations to achieve significant positive change (Bush, 2018). In this concept, leaders do not just focus on routine tasks or achieving targets, but rather on inspiring, motivating, and influencing others to grow and develop personally and professionally. Transformational leaders have a clear and inspiring vision (Usman, 2020). They enthusiastically introduce this vision to team members, guide them to understand the goals they want to achieve, and encourage active participation in making them happen. This vision is not just a dream, but also a view that can change the world around it.

Transformational leadership is able to motivate others through strong values. They understand the needs, desires, and motivations of team members, and are able to connect the organization's vision with their personal values (Williams Jr et al., 2018). By using this approach, leaders are able to create a work environment full of enthusiasm, where each individual feels motivated to contribute optimally. Transformational leaders empower others by providing autonomy and trust (Sinclair et al., 2021). They provide space for team members to take initiative, take appropriate risks, and develop new ideas. By empowering individuals, leaders create an environment that supports creativity and innovation, and encourages sustainable growth.

Transformational leadership cares about individual development. They not only pay attention to achieving targets or performance, but also pay attention to the personal and professional development of team members. Hawkins, (2021)

reveals in his book that leaders with this transformational type provide support, training and opportunities for team members to develop and reach their maximum potential. Transformational leaders are able to build strong relationships and emotional attachments with team members. They listen with empathy, value individual contributions, and create an inclusive work environment. By building positive, trusting relationships, transformational leaders encourage effective collaboration and produce extraordinary results for the organization as a whole. Thus, transformational leadership is not just about managing people, but more about inspiring and guiding them towards mutual success (Pratama, 2023).

The role of transformational leadership in improving the quality of Joho Public Elementary Schools in the era of digitalization

Principal as Manager

The ability to manage the resources available at the school effectively is the key to successful school principal leadership and can improve the quality of the school they lead (Mulyasa, 2022). School principals must be able to utilize these resources in a way that best suits their abilities. As a school manager, the principal's job is to manage the school, starting from planning work programs, monitoring and utilizing human resources (HR) and implementing programs that have been jointly designed, and monitoring and evaluating the implementation of school programs.

Based on field observations, we found that the principal at SD Negeri Joho uses Work Meeting (RAKER) activities at the beginning of

each school year to prepare school activity plans. All teachers and tutors at the school are involved in RAKER. The work program can be implemented relatively well. SD Negeri Joho School Activities (RKS) and the results of the SD Negeri Joho RAKER results report conducted by researchers, the role of the SD Negeri Joho principal in school planning allows educators and education staff to actively participate in school design.

The educational program is at the work meeting forum (RAKER) is held at the beginning of every academic year to carry out these activities. As a school manager, the principal is also responsible for coordinating and implementing programs designed by teachers and education staff (Siregar & Lubis, 2022). The principal of SD Negeri Joho gave special duties to his employees, even the principal himself, to supervise the implementation of school programs. They do this by forming the existing school organizational structure, where there is a person responsible for the school program. At SD Negeri Joho, the school's organizational structure is regulated in the principal's decree (SK) regarding the composition of the team that oversees the school program. Interview data and documents show that the principal of SD Negeri Joho, as a manager in running the school program, actively involves existing human resources, consisting of teachers and students, in efforts to improve the school program. This shows that the head of SD Negeri Joho encourages existing human resources to be conducted.

The results of our interviews show that the SD Negeri Joho principal manages the existing workforce to improve school programs by
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providing motivation and involving teachers in training to improve their abilities in an effort to improve students' abilities, specifically in the use of technology in learning. To help teachers fill each other in on material, the Principal of SD Negeri Joho also formed a Teacher Working Group (KKG). They also determined that a team coordinator be formed from the KKG periodically with a clear division of duties. The principal of SD Negeri Joho handles student activities related to improving school quality. The school principal forms a student coordinator who is responsible for academic and extracurricular activities.

The principal of SD Negeri Joho works together with the curriculum and quality coordinator to carry out supervision related to improving school programs. The forms of supervision carried out include supervision and monitoring of program development activities, coordination meetings, and achievement development program evaluation meetings. The principal as a manager who always plans well, tries to actualize the plan by utilizing existing potential, and then evaluates the policies or plans that have been realized is an example of a professional school principal (Samsilayurni, 2022). As a school manager, the principal is also responsible for the coordination and implementation of programs designed by teachers and education personnel. The principal of SD Negeri Joho assigned his employees to assist and supervise the implementation of the current program by creating an organizational structure that is responsible for improving the quality of the school.

School principals are responsible as planners,

organizers, leaders and controllers in their role as managers. Managers are very important for an organization because they function as a tool to achieve organizational goals, a place for various types of knowledge to develop, and as a place to foster and develop human resource careers. The principal is a manager who is able to plan, organize, lead and control so that the organization can achieve its stated goals (Hattahin, 2019). As a leader, the principal is responsible for creating a good learning environment for teachers, employees and students. In such an environment, students, teachers, and employees are motivated to learn from each other, encourage each other, and empower each other. In such an environment, there is an opportunity to learn from each other by example, take responsibility, and develop one's full competence. Therefore, school principals must be at the forefront in terms of modeling, motivation and empowerment.

The principal as a Motivator

Based on the results of interviews with the principal of SD Negeri Joho, the principal has implemented several things related to how to improve school quality. School principals strive to continue to provide motivation that will have an impact on achieving educational goals which specifically involve the use of technology as an alternative in developing teachers' professional abilities. so that in the end, teaching at Joho Public Elementary School will continue to be creative, innovative and effective. The end of the programs that have been created is that the quality of schools continues to improve with developments in times such as the era of digitalization. There are several

forms of motivation for SD Negeri Joho principals in efforts to improve the quality of the school, namely:

Innovation support

The principal provides support for teachers so that they can develop their professionalism by doing new things that can help create interesting learning for students. In this era of digitalization, teachers can increase their own experience and knowledge to innovate by using technology as a supporting facility. Based on the results of an interview with the school principal, the principal stated that "the principal encourages school members to take part in education and training, technical guidance, training, courses or other self-development activities both inside the school and outside the school. And provide space for school members to express ideas and create innovative learning for the advancement of education."

What the principal did was the right way to provide support to teachers and school staff. Monoyasa et al., (2017) stated that the innovative encouragement of school principals will increase teachers' experience and knowledge so that they can become professional teachers. In providing support by school principals, teachers provide additional rewards to teachers as a result of work in developing their capacity. The principal does this in the final period of the even semester.

Responsibility

When a teacher is given responsibility, it shows that the teacher is trusted to be able to complete the tasks or responsibilities given. This belief is what allows a teacher to be more motivated to improve their abilities. Responsibility

is giving authority to someone to carry out a task or assume responsibility and be involved in improvement or renewal efforts (Risdiyani, 2021). In this case, the school principal gives full responsibility to the teacher so that their duties and self-development become very important through broad access to information in this digital era. Based on the results of the researcher's observations, the responsibility given to teachers at SD Negeri Joho is that teachers are given the mandate to become accompanying teachers for students in need. This assistance is to provide a better approach between teachers and students. The principal gives this task to motivate teachers to work well and this becomes the school's selling point to the community.

Challenge

The challenge in question is how the school principal shows the challenges of being able to work harder to teachers and staff. This challenge can provide motivation for teachers to work optimally. The results of the interview revealed that "Every year the school gives an award to the "teacher of the year" teacher in the form of an award certificate. This charter is given to teachers who have good performance, make a positive contribution to elementary school, become an inspiration for other teachers, etc. So it is hoped that from one of these activities, teachers can be motivated to work even harder." This program will add enthusiasm to the work of teachers in schools. Manik & Siahaan, (2021) stated that reward programs that can raise enthusiasm for work must continue to be implemented in order to maintain the quality of schools that have been previously built.

CONCLUSSION

Based on the discussion of research findings regarding the revitalization of transformational leadership and its role in improving school quality, it can be concluded as follows:

Transformational leadership is leadership that is oriented towards the school principal providing motivational encouragement, direction, guidance, inspiration to teachers and school residents in order to achieve predetermined goals. Leaders who apply transformational leadership can have an impact on improving school quality due to the good performance of teachers and school residents.

The role of the principal's transformational leadership in improving the quality of schools is carried out in several ways, namely a) the principal as a manager whose job is to manage the school, starting from planning work programs, supervising and utilizing human resources (HR) and implementing programs that have been implemented. jointly designed, and monitoring and evaluating the implementation of school programs. b) the principal as an inspirer, namely the principal takes real action to make himself a role model for teachers and the school community, and c) the principal as a motivator, where support for innovation, responsibility and challenges become the focus of the principal as a motivator at SD Negeri Joho .

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