

Development of a Transformational Leadership Model for Principals at SD Negeri 126 Borong, Bulukumba Regency

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Abstract

The principal's transformational leadership model at SD Negeri 126 Borong, Bulukumba Regency, will be tested for practicality and efficacy. This study examined SD Negeri 126 Borong, Bulukumba Regency principals and teachers. Research and development follows the ADDIE model, which has five steps: analysis, design, development, implementation, and evaluation (evaluation). Data was collected through observation, questionnaires, interviews, and documentation. A model development observation sheet, research instrument sheet, questionnaire on school principals and teachers' practicality and effectiveness, and documents on school principals' transformational leadership model implementation at SD Negeri 126 Borong, Bulukumba Regency are used in the research instrument. Data analysis is done using qualitative and quantitative methods. This research shows that the principal at SD Negeri 126 Borong, Bulukumba Regency can implement the transformational leadership model to mobilize all stakeholders to achieve school goals, such as improving the teaching and learning process, establishing a positive school learning direction and climate, and improving excellent service to achieve high academic achievement (learning outcomes). Based on observations of school principals implementing transformational leadership and questionnaire responses from principals and teachers, this model passed the practicality test. The effectiveness test results show that this model is effective in moving all stakeholders to achieve school goals, including improving teaching and learning, establishing a positive school learning direction and climate, and improving excellent service to achieve high student academic achievement (learning outcomes).

Keywords: Transformational Leadership, ADDIE Model, Educational Effectiveness

Introduction

School principals must realize that structural changes in schools require changes in their roles, school principals need to review the transformational essence, characteristics, skills and leadership traits that must be maintained and developed (Khusnuridlo, 2014). Furthermore, Sumarno (2015) states "transformation leadership and school climate are key elements in an effective school effort". In the same vein, transformational leadership influences positive teacher attitudes and behavior so that the quality of teaching impacts and improves schools (Al-Mahdy, Emam, & Hallinger, 2018). Furthermore, the results of a study on the main problems faced by school principals according to Ambarita (2015: 211) stated that: Broad issues in order of frequency mentioned in groups, (1) various expectations regarding school progress, (2) limited time do administration; (3) compensation that is not relevant to the work load and risk; (4) many political interests; (5) support and recruitment chaos.

School principals, in view of the implications of the development of bureaucratization and the rigidity of school organizations, have to take proactive steps in responding to or anticipating changes, as well as the increasing demands of society for the quality of education. In this regard, according to Said A. (2018), school principals need to emphasize that the success

of a quality culture lies in the ability of the leader or school principal to link it by utilizing hard system tools such as strategy, structure, systems with soft system tools, namely share vacancies, staff, skills and style (the 7 S's of McKenzie). This is in line with the opinion of Timor H, Saud & Suhardan (2018) that "school principal leadership and teacher performance have a positive and significant influence on school quality".

The phenomenon of low student learning achievement, teachers and students lacking discipline, low levels of student satisfaction, slow administration staff in serving student needs, and low school work ethic as a whole is evidence of a principal's inability to manage existing resources in the school effectively and efficient to achieve educational goals.

Overcoming this phenomenon requires school principal leadership which is one of the competencies that school principals must have. Principal leadership becomes a determining focus in the educational process that takes place in schools. Principal leadership concerns the principal's ability and competence, both hard skills and soft skills, to influence all school resources so that they are able to achieve the goals and targets set by the school.

There are many models of leadership that can be embraced and applied in various organizations, both profit and non-profit. Schools, which are organizations that focus their services on the teaching and learning process, whose ultimate goal is to improve student learning outcomes, must be able to choose a leadership model that leads to this goal. Stronge (1988) in Pramudia (2012: 5) said that "obtaining good student achievement results requires a dramatic change in role from a principal who focuses on managerial issues to a principal who focuses on learning issues (Transformational)".

Suharsaputra (2016: 156) states that: "Instructional leadership emphasizes learning as the main activity in the school organization." Furthermore, Sukmawati C. (2016) concluded that the principal's instructional leadership is the behavior of the principal who prioritizes his activities on learning, namely by influencing, directing and guiding teachers in teaching and learning activities so that teachers can provide the best service to students.

Phenomena that develop in the world of education according to the conditions at SD Negeri 126 Borong, Bulukumba Regency, show a positive impact on the ongoing educational process. Preliminary information obtained from the profile at SD Negeri 126 Borong, Bulukumba Regency, shows that the interest of both students and the community to study at this pesantren has increased from year to year.

Even further, it was stated that since the last three years of schooling at SD Negeri 126 Borong, Bulukumba Regency. Limit the number of students who will be accepted. This indicates that educators and educational staff have been empowered professionally and effectively. This achievement was greatly influenced by the application of leadership at SD Negeri 126 Borong, Bulukumba Regency.

Transformational leadership is applied at SD Negeri 126 Borong, Bulukumba Regency. with reference to (1) the main focus on student learning processes and outcomes, (2) giving effect to increasing student learning achievement, (3) being able.

Method

This type of research is a type of qualitative research using a qualitative descriptive approach which seeks to analyze and present data naturally with the aim of finding and interpreting phenomena that occur and is carried out by involving various existing methods. This is in line with Moleong (2012: 44) who says that: "qualitative research is research that is rooted in a natural background as a whole by utilizing qualitative methods, is descriptive in

nature and is research that utilizes open interviews to examine and understand attitudes, views, feelings, and behavior of individuals or groups of people”.

This research uses a qualitative descriptive method approach, because researchers want to know in depth the description of instructional leadership strategies along with supporting and inhibiting factors in their implementation. The location of this research is at SD Negeri 126 Borong, Bulukumba Regency. The focus that will be examined in this research is transformational leadership with the sub-focus of transformational leadership strategies, supporting factors and inhibiting factors for transformational leadership.

Supporting factors for transformational leadership are all things that support the implementation of transformational leadership in schools. Factors inhibiting transformational leadership are all things that become obstacles to the implementation of transformational leadership in schools.

Sugiyono (2015: 299) in "qualitative research determining the data sources for interviewees is carried out purposively, that is, they are selected with certain considerations and objectives". Sources of data come from informants or resource persons taken purposively. Informants have sufficient knowledge and are able to explain the actual situation of the object of research. Informants are people within the scope of the research, namely all parties who are related or involved directly or indirectly in the research process at SD Negeri 126 Borong, Bulukumba Regency. Informants involved in this research include: the principal, 1 teacher, students at SD Negeri 126 Borong, Bulukumba Regency, 1 person and stakeholders, namely 1 school supervisor and 1 student's parents.

Data collection techniques in this research used qualitative data collection techniques and quantitative data collection techniques. Data collection techniques include observation, questionnaires, interviews and documentation.

The data collection instrument used in this research is

- 1) Observation sheet regarding the implementation of the school principal's transformational leadership model.
- 2) Questionnaire for responses from school principals and teachers regarding the practicality and effectiveness of the principal's transformational leadership model.
- 3) Interview guide on the implementation of the school principal's transformational leadership model.
- 4) Library format or document format for implementing the school principal's transformational leadership model.

The data analysis technique in developing the principal's transformational leadership model is carried out by means of qualitative data analysis and quantitative data analysis for each stage in the Analyze, Design, Development, Implementation and Evaluation model development procedure as described below:

1. At the Analyze stage, the data analysis techniques used are qualitative and quantitative.
2. At the design preparation stage, the data analysis technique used is qualitative.
3. At the Development stage, the data analysis techniques used are qualitative and quantitative.
4. At the Implementation stage, the data analysis techniques used are qualitative and quantitative.
5. At the Evaluation stage, the data analysis techniques used are qualitative and quantitative.

Result

Practicality in this research is using two types of tests, namely observation sheets on the implementation of transformational leadership and school principal response questionnaires.

Implementation observations were aimed at 2 observers (school principals) to assess the implementation of leadership and the products used. Next, the principal's response questionnaire aims to capture their interest in the principal's transformational leadership model, whether it is in line with their expectations.

1) Implementation of the Principal Transformation Leadership Model Based on Observation Results

To measure the level of practicality, the researcher used an observation sheet on the implementation of the principal's transformational leadership. This observation was carried out on the activities of the principal and teachers regarding the model steps, social systems, reaction principles, and support systems in the leadership model. This observation involved 2 (two) school principals to provide assessments based on the observations they made. The results of observations of the implementation of the principal's transformational leadership are shown in table 1 below.

Table 1. Implementation of Model based on Leadership Implementation Observation Result

Aspect	Mean Score Meeting -					Mean Score	Category
	1	2	3	4	5		
Model Steps	4,4	4,6	4,6	4,6	4,8	4,6	Well Implemented
Social System	4,2	4,4	4,6	4,4	4,6	4,4	Well Implemented
Principle of Reaction	4,2	4,6	4,4	4,6	4,4	4,4	Well Implemented
Support System	4,4	4,4	4,6	4,6	4,8	4,5	Well Implemented
Average	4,3	4,5	4,5	4,5	4,6	4,5	Well Implemented

Based on the analysis of the leadership implementation observation data above, an average score was obtained for the model step aspect of 4.6, the social system aspect of 4.4, the reaction principle aspect of 4.4, and the support system of 4.5. Overall, the average score for leadership implementation is 4.5. Thus, based on the implementation level value interval $4 \leq TK < 5$ it can be stated that the principal's transformational leadership model is being implemented well.

2) Implementation of the Pala Principal Transformation Leadership Model in trial I

The results of observations of the implementation of the principal's transformational leadership model in limited trial I using a principal's response questionnaire conducted on 3 (three) principals, are shown in table 2 below.

Table 2. Implementation of the Model based on Principal Responses

No	The Indicators of the Development Principal's Leadership Learning Model Based Sirande Pala Value	Average Principal's Response (V1-V3)	Category
1	Objectives and indicators are clearly stated	4,0	High
2	The steps in implementing the principal's transformation leadership are clearly stated	4,1	High
3	Assessment instructions are clearly stated	4,2	High
4	The use of this model supports the maximum achievement of principal transformation leadership	4,2	High

5	The use of this model can foster the value of cooperation	4,4	High
6	The use of this model can foster the value of openness	4,3	High
7	The use of this model can foster the value of honesty	4,3	High
8	The use of this model can foster the value of transparency	4,2	High
9	The use of this model can maintain harmonious relationships	4,2	High
10	The principal is enthusiastic about using this model	4,4	High
11	The principal is motivated during the process of applying this model	4,2	High
12	The principal is happy during the process of applying this model	4,0	High
13	The steps of implementing the model are easy to implement	4,2	High
14	All content instructions in this model are easy to use	4,3	High
15	The assessment tools in this model are easy to use	4,4	High
16	The time allocated is sufficient to implement the leadership model	4,4	High
17	The time allocated is sufficient to achieve the leadership objectives	4,2	High
Average		4,2	High
Presentase		78,41%	Positive

Overall, it shows that the average score for the implementation of the principal's transformational leadership model based on the principal's response to limited trial I was 4.2 with a percentage of 78.41% (positive). Referring to the implementation category, namely $4 \leq <5 =$ high, the school principal's transformational leadership model is included in the high category, which means it is practical in its implementation based on the responses of 3 (three) school principals. The results of observations of the implementation of the principal's transformational leadership model in limited trial I, based on teacher responses, are shown in table 3 below.

Table 3. Model Implementation Based on Teacher Responses

No	Indicators of Principal Transformation Leadership Model Development	Average Teacher Response (V1-V3)	Category
1	Objectives and indicators are clearly stated	4,4	High
2	The steps of implementing the principal's transformation leadership are clearly stated	4,4	High
3	Assessment instructions are clearly stated	4,2	High
4	The use of this model supports the maximum achievement of principal transformation leadership	4,2	High

5	The use of this model can foster the value of cooperation	4,0	High
6	The use of this model can foster the value of openness	4,0	High
7	The use of this model can foster the value of honesty	4,2	High
8	The use of this model can foster the value of transparency	4,2	High
9	The use of this model can maintain harmonious relationships	4,2	High
10	The principal is enthusiastic about using this model	4,0	High
11	The principal is motivated during the process of applying this model	4,2	High
12	The principal is happy during the process of applying this model	4,0	High
13	The steps of applying the model are easy to implement	4,2	High
14	All content instructions in this model are easy to use	4,0	High
15	The assessment tools in the model are easy to use	4,0	High
16	Enough time was allocated to implement the leadership model	4,4	High
17	The use of this model can foster the value of transparency	4,2	High
Average		4,1	High
Presentase		74,30%	Positive

Overall, it shows that the average score for the implementation of the principal's transformational leadership model based on teacher responses in limited trial I was 4.1 with a percentage of 74.30% (positive). Referring to the implementation category, namely $4 \leq <5 =$ high, it is included in the high category which means it is practical in its implementation based on the responses of 3 (three) teachers.

3) The Implementation of the Nutmeg Principal Transformation Leadership Model in Trial II

The results of observations of the implementation of the "Sirande Pala" value-based principal learning leadership model in trial II carried out on 30 principals using a principal response questionnaire, are shown in table 4. below.

Table 4. Implementation of the Model based on the Principal's Responses Trial II

No	Indicators of Principal Transformation Leadership Model Development	Average Principal Response (V1-V30)	Category
Model Steps			
1	Act in accordance with the vision and mission of the school (cooperation, openness and harmonious relationships)	4,8	High
2	Formulate goals that challenge oneself and others to achieve high standards (openness)	4,6	High
3	Developing the school towards a learning organization (cooperation and harmonious relationship)	4,8	High

4	Creating a school culture and climate that is conducive and innovative for learning (honesty, cooperation, and harmonious relationships)	4,8	High
5	Upholding the purpose of the school by acting as a learning leader by example (cooperation and transparency)	4,8	High
6	Exercising inspirational leadership (openness and transparency)	4,2	High
7	Building mutual trust and facilitating cooperation in order to create strong collaboration among school members (cooperation and harmonious relationships)	4,8	High
8	Work hard to achieve the success of the school as an effective learning organization (openness and transparency)	4,2	High
9	Developing curriculum and learning activities in accordance with the vision, mission and goals of the school (cooperation, openness and harmonious relationships)	4,2	High
10	Managing students in order to develop their capacity optimally (transparency)	4,8	High
11	Principal as facilitator of transformational realization	4,8	High
12	Principal interaction with teachers	4,8	High
13	Interaction of teachers with teachers	4,8	High
14	The principal creates a conducive atmosphere	4,8	High
Reaction Principle			
15	Principal establishes harmonious relationship	4,2	High
16	The principal gives rewards, every time there is an achievement of goals/improvement of the observed aspects	4,8	High
17	Teachers become calm in carrying out tasks	4,8	High
18	The principal provides motivation	4,2	High
19	every time there is a decrease in the achievement of goals/improvement of observed aspects	4,8	High
20	Teachers realize an increase in students' academic achievement (learning outcomes) to be better	4,8	High
Support System			
21	The selected supporting media can be used to achieve the principal's transformation leadership objectives.	4,2	High
22	The material in the model book provides theoretical and practical knowledge to principals related to transformation leadership.	4,8	High

23	The evaluation tools (assessments) developed can see the achievement of Transformation values.	4,8	High
Instructional and Accompanying Impact			
24	Principals are able to implement transformation leadership	4,4	High
25	Improved teaching and learning process	4,8	High
26	Shaping the direction and climate of positive school learning	4,8	High
27	Improved service excellence in order to achieve high academic achievement (learning outcomes) of students	4,2	High
28	The formation of the ability to cooperate, openness, honesty, transparency, interpersonal skills to maintain harmonious relationships.	4,8	High
Average		4,6	High
Presentase		88,26%	Positive

Overall, it shows that the average score of the implementation of the principal's transformation leadership model based on the principal's response in the limited trial II was 4.6 with a percentage of 88.26% (positive). Referring to the implementation category, namely $4 \leq <5 =$ high, the principal's transformation leadership model is included in the high category, which means it is practical in its implementation based on the response of the principal of 30 schools.

The results of observing the implementation of the Principal's transformational leadership model in the limited trial II on 30 teachers, are shown in table 5 below.

Table 5. Model Implementation Based

No	Indicators of Principal Transformation Leadership Model Development	Average Teacher Response (V1-V30)	Description
Model Steps			
1	Act in accordance with the vision and mission of the school (cooperation, openness and harmonious relationships)	4,8	High
2	Formulate goals that challenge oneself and others to achieve high standards (openness)	4,6	High
3	Developing the school towards a learning organization (cooperation and harmonious relationship)	4,8	High
4	Creating a school culture and climate that is conducive and innovative for learning (honesty, cooperation, and harmonious relationships)	4,8	High
5	Upholding the purpose of the school by acting as a learning leader by example (cooperation and transparency)	4,8	High

6	Exercising inspirational leadership (openness and transparency)	4,2	High
7	Building mutual trust and facilitating cooperation in order to create strong collaboration among school members (cooperation and harmonious relationships)	4,8	High
8	Working hard to achieve the success of the school as an effective learning organization (openness and transparency)	4,2	High
10	Managing learners in order to develop their capacity optimally (transparency)	4,8	High
Sosial System			
11	The principal as a facilitator for the realization of Transformation	4,8	High
12	Principal interaction with teachers	4,8	High
13	Interaction of teachers with teachers	4,8	High
14	The principal creates a conducive atmosphere	4,8	High
Reaction Principle			
15	The principal establishes a harmonious relationship	4,2	High
16	The principal gives rewards, every time there is an achievement of goals/improvement of the observed aspects	4,8	High
17	Teachers become calm in carrying out their duties	4,8	High
18	The principal provides motivation for every decrease in the achievement of goals/improvement of the observed aspects.	4,2	High
19	Teachers realize the improvement of students' academic achievement (learning outcomes) to be better	4,8	High
20	Principals facilitate teachers in expressing ideas/ideas to solve problems	4,8	High
Support System			
21	The selected supporting media can be used to achieve the principal's learning leadership objectives.	4,2	High
22	The material in the model book provides principals with theoretical and practical knowledge related to transformation leadership.	4,8	High
23	The evaluation tools (assessments) developed can see the achievement of transformation values	4,8	High
Instructional impact and accompanying impact			
24	Principal is able to implement Transformational learning leadership		High
25	Improved teaching and learning process	4,8	High

26	Shaping positive school learning direction and climate	4,8	High
27	Improved excellent service in order to achieve high academic achievement (learning outcomes) of students	4,8	High
28	The formation of the ability to cooperate, openness, honesty, transparency, interpersonal skills to maintain harmonious relationships	4,8	High
Average		4,7	High
Presentase		92,42%	Positive

Overall, it shows that the average score of the implementation of the principal's transformational leadership model based on teacher responses in the limited trial II was 4.7 with a percentage of 92.42% (positive). Referring to the implementation category, namely $4 \leq < 5 =$ high, the transformational leadership model for school principals is included in the high category, which means it is practical in its implementation based on the responses of 30 teachers.

4. Results of the Effectiveness of the Principal's Transformational Leadership Model

Testing the effectiveness of the school principal transformation leadership model was carried out by researchers on school principals through a research instrument, namely the school principal transformation leadership assessment sheet is shown in table 6 below.

Table 6. N-Gain Results of the Principal's Transformational Leadership Assessment

No	Principal Transformation Leadership Model Gain	Model Applicability		10-pre	Indeks
		Pre	Post		
1	Act in accordance with the vision and mission of the school (cooperation, openness and harmonious relationships)				
2	Formulate goals that challenge oneself and others to achieve high standards (openness)	3,2	3,8	0,8	0,75
3	Developing the school towards a learning organization (cooperation and harmonious relationship)	2,8	3,4	1,2	0,50
4	Creating a school culture and climate that is conducive and innovative for learning (honesty, cooperation and harmonious relationships)	3,2	3,3	0,8	0,13
5	Upholding the purpose of the school by acting as a leader of transformation (cooperation and transparency)	3,1	3,7	0,9	0,67
6	Exercising inspirational leadership (openness and transparency)	2,4	3,4	1,6	0,63
7	Building mutual trust and facilitating cooperation in order to create strong collaboration among school members (cooperation and harmonious relationships)	3,2	3,6	0,8	0,50

8	Work hard to achieve school success as an effective learning organization (openness and harmonious relationships)	2,6	3,8	1,4	0,86
9	Developing curriculum and learning activities in accordance with the vision, mission and goals of the school (cooperation, openness and harmonious relationships)	3,4	3,4	0,6	0,00
10	Managing students in order to develop their capacity optimally (transparency)	3,2	3,8	0,8	0,75
	Act in accordance with the vision and mission of the school (cooperation, openness and harmonious relationships)	3,2	3,8	0,8	0,75
N-Gain					0,55 (Medium)

Overall, it shows that the criterion for the N-Gain result is 0.55 with moderate criteria, this result shows an increase in the ability to realize the transformational leadership of school principals. the principal transformational leadership model is included in the category of being effective based on the responses of 30 school principals.

Discussion

a. Practicality of the Principal Transformation Leadership Model

The level of practicality of the model can be seen through the implementation of the principal transformation leadership model". It can be seen in the results of the implementation of the leadership model based on the results of observations of the implementation of leadership observed / supervised by 2 (two) observers obtained an overall average score of 4.5 which means the category is well implemented. In addition to using the leadership implementation observation sheet, then the level of practicality of the learning leadership model was obtained from the principal's response during the limited trial I to 3 (three) principals. The overall average implementation score was 4.2 which means high with a percentage of 78.41% (positive). The first trial was also conducted on 3 (three) teachers, which was indicated by an average score of 4.1 in the high category with a percentage of 74.30% (positive), which means it is practical.

Suharsaputra (2016: 156) states that transformation leadership emphasizes learning as the main activity in school organizations. Learning leadership focuses on student learning to achieve common goals at school by involving stakeholders. Likewise, Bellibas et.al. (2016) said that these included leadership practices aimed directly at improving teaching and learning processes; manages the Instructional Program), as well as practices aimed at shaping the direction; Defines.

The implications of the research results regarding the transformational leadership model at SD Negeri 126 Borong, Bulukumba Regency, are significant. First, the high scores in the practicality and effectiveness aspects of this model indicate that the transformational leadership model can be implemented successfully in elementary schools. This provides evidence that principals with transformational leadership capabilities are able to improve overall school performance. Secondly, as the model is proven to be effective in mobilizing all stakeholders to achieve school goals, it shows that the transformational leadership approach can be key in improving the learning and teaching process. This has an impact on creating a positive learning

environment, which in turn improves the quality of education services and student learning outcomes. Third, the high level of practicality of the model, supported by the positive responses from principals and teachers, suggests that it can be adopted in other schools with appropriate adjustments. This opens up opportunities for improved leadership in many other schools, which in turn can improve education standards at large. Finally, this study provides a framework and guidance for education policy makers and practitioners in developing and implementing effective leadership strategies, particularly in primary education settings. This contributes to the ongoing effort to improve the quality of education and learning in Indonesia.

b. Effectiveness of the Principal Transformation Leadership Model

The results of the effectiveness data analysis show that the principal's transformation leadership is effective to be applied. From the results of data tabulation, it is found that the model that has been developed has increased the leadership transformation by principals by 0.55. If referring to the Normalized Gain categorization, it is in the "medium" category. The effectiveness of the principal's transformation leadership is very supportive so that it can optimize the contribution of all stakeholders in the school in the process of implementing this leadership.

Reflection on the results of the research on the effectiveness of transformational leadership of school principals in SD Negeri 126 Borong, Bulukumba Regency, shows several important things. First, the 0.55 increase in leadership transformation achieved by the principal, which is classified as "medium" according to the Normalized Gain categorization, indicates a significant development. This suggests that the developed leadership model does have a positive impact on the way principals lead, although there is still room for further improvement. Secondly, the effectiveness of transformational leadership demonstrated by the principals is very supportive in optimizing the contributions of all stakeholders in the school. This reflects that adaptive and inspiring leadership is able to create positive changes in the school environment, not only among teachers and staff, but also in increasing engagement and participation from students and parents. Thirdly, the findings provide insight that implementing transformational leadership in an educational setting requires commitment and continuity. The moderate improvement indicates that significant change can be achieved, but it takes time and sustained effort to reach higher levels. Finally, the results of this study provide motivation for other school principals to apply or adapt the transformational leadership model. It also offers perspectives for further research in identifying factors that can increase the effectiveness of this leadership model, as well as how it can be applied in various other educational contexts.

Conclusion

Based on the results of data analysis and discussion, this research can be concluded as follows.

1. The principal's transformational leadership model is declared "practical" based on observations of the implementation of the principal's transformational leadership model and activities, all of which are carried out well.
2. The school principal's transformational leadership model was declared "effective" based on the results of trials and implementation, being able to increase the ability to collaborate, openness, honesty, transparency, interpersonal skills to maintain harmonious relationships and being able to influence, mobilize, develop and empower all stakeholders in the school environment.

Based on the research results reviewed in the previous section, the researchers put forward several suggestions as follows.

- 1) The school principal's transformational leadership model can be recommended as a leadership model that is applied at various levels of education.
- 2) The concept of transformational leadership of school principals as an effort to develop knowledge and contribute to educational management which can be applied in the education subsystem and is also linked to efforts to support the author's own professional duties in the field of education.

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