The Role of Transformational Leadership on School Achievement

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ABSTRAK

Sistem pendidikan di Indonesia masih menempati posisi kelima terbawah dalam indeks pendidikan negara-negara ASEAN. Oleh karena itu, pemerintah harus mengambil langkah-langkah transformative untuk membenahi system Pendidikan Indonesia. Penelitian ini bertujuan untuk mengkaji transformasi nilai-nilai budaya dan pengaruhnya terhadap pencapaian prestasi. Jenis penelitian ini yaitu kualitatif. Metode yang digunakan adalah pendekatan kualitatif dengan desain studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Proses analisis data dilakukan dengan kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa nilai-nilai budaya yang ditransformasikan ke dalam kehidupan warga sekolah adalah nilai-nilai agama, sosial, gotong royong, nasionalisme, dan integritas. Nilai-nilai budaya tersebut ditransformasikan menjadi simbol nonverbal dengan menggunakan slogan 5S dan peduli lingkungan dan ke dalam simbol verbal dengan memberikan penghargaan dan pujian atas kinerja warga sekolah, penyampaian secara langsung tentang nilai budaya yang diterapkan, memberikan dorongan dan motivasi kepada warga sekolah untuk memiliki etika dan moral yang baik, serta memberikan dorongan untuk menciptakan suasana sekolah yang bersih dan sehat. Dampak dari transformasi nilai budaya adalah meningkatnya motivasi warga sekolah untuk berprestasi dalam bidang akademik dan non akademik sehingga tercipta generasi yang unggul, berkarakter kuat serta berbudaya yang memiliki pemikiran kritis dan analitis.

ABSTRACT

The education system in Indonesia is still in the fifth lowest position in the education index of ASEAN countries. Therefore, the government must take transformative steps to improve the Indonesian education system. This study examines the transformation of cultural values and their influence on achievement. This type of research is qualitative. The method used is a qualitative approach with a case study design. Data collection techniques are carried out through observation, interviews, and documentation. Data analysis is done by condensing, presenting, and drawing conclusions. The study results show that the cultural values that are transformed into the lives of school members are religious, social, cooperation, nationalism, and integrity values. These cultural values are transformed into non-verbal symbols by using the slogan 5S and caring for the environment and into verbal symbols by giving awards and praise for the performance of school members, conveying directly about the cultural values that are applied, giving encouragement and motivation to school members to have good ethics and morals, and giving encouragement to create a clean and healthy school atmosphere. The impact of the transformation of cultural values is to increase the motivation of school members to excel in academic and non-academic fields to create a superior generation with strong character and cultured with critical and analytical thinking.

1. INTRODUCTION

The process of forming cultural values in the organization begins with the leadership role of the principal who has power within the organization and the way the principal influences subordinates through a good interpersonal communication process in order to achieve organizational goals. This type of leadership is transformational with a clear vision and a holistic picture of how the organization will be in the future when all its goals and objectives have been achieved (Maryati et al., 2020; Sahara, 2020). A transformational leader sees organizational values as noble values that need to be designed and

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implemented by all members in it to foster a sense of belonging and commitment in the implementation (Elpisah & Hartini, 2019; Kaso et al., 2021). The term transformational itself has the root word "transformation" which comes from the Latin "*transformationem*" which means change of form. According to the Oxford Dictionary, transformation means changing one form into another that changes the appearance or character of the old form into something completely new, different, and better. Therefore, transformation in the field of education can be interpreted as an effort to make the existing system better to be able to create generations with brilliant achievements and character (Agustina et al., 2020; Navaridas-Nalda et al., 2020; Prihatini et al., 2021).

Transformation in the field of education is needed to create a better education system because education is a conservation institution that has the function of social control, cultural preservation, selection, and allocation as well as an agent of change (Akmaluddin & Siburian, 2018; Effendi et al., 2020; Hastuti et al., 2020). Education is part of civilizing whose process has an impact on the behavior of students who are prepared to become the next generation of the nation with brilliant achievement (Guo et al., 2020; Marhayani, 2016; Sumardi et al., 2022). At the same time, education is part of training for students to develop critical thinking in following the cultural values they receive (Daratista & Yusuf, 2021; Guo et al., 2020; Rochadiana et al., 2022).

In Indonesia, transformation in the field of education has long been promoted by the government (Nursyifa, 2019; Rustandi, 2020). Previously, many schools in Indonesia still adhered to the "dictation" system in educating students where this method could hamper their creativity and development which ultimately resulted in low achievement and low competitiveness in global competition. The education system in Indonesia is still in the fifth lowest position in the education index of ASEAN countries. Although the Indonesian government continues to improve the existing education system in a better direction, the willingness of school stakeholders in Indonesia to implement this better system is still relatively low (Mustikaningrum et al., 2020; Wijaya et al., 2016; Yuni et al., 2016). Therefore, the principal as the leader of the school organization should take transformative steps that can influence and motivate its members to be more productive, confident, achieve brilliantly, have integrity, patriotic, and at the same time build great character within each member (Elpisah & Hartini, 2019; Navaridas-Nalda et al., 2020; Sahara, 2020).

There are several studies that prove that transformational leaderships plays importance role in an organizational performance because it is able to create a very conducive, motivated, productive, integrity, patriotic, and strong characters of the members led within (Alessa, 2021; Allameh et al., 2012; Boerner et al., 2007; Dionne et al., 2004; Effiyanti et al., 2021; Ihsani et al., 2020; Ismaya, 2017; Khan et al., 2020; Korejan & Shahbazi, 2016; Lai et al., 2020; Lin et al., 2022; Mamat et al., 2021; Mukhtar & Prasetyo, 2020; Nugroho & Pudiastuti, 2021; Rachmawati et al., 2021; Ríordáin et al., 2019; Steinmann et al., 2018; Tomic, 2016). Thus, it can be stated that one of the ways to achieve a quality education system that is able to align with the education system in developed countries must start from the school itself and from the way the principal as the highest leader brings his citizens into transformation of cultural values to achieve the goal of conducive, motivated, productive, innovative, strong characters of school members (Karmini & Paramartha., 2019; Tomic, 2016). Regulations that are as much as possible adapted to technological developments and the cultural values applied within that are adapted to the conditions of the students' times will also be a way to realize a quality education system. Schools without transformational leader will find it difficult to create students with brilliant achievement (Noe, 2012).

SMAN I Limboto Public High School is one of the high schools in Indonesia, specifically in Gorontalo Province, that is led by a transformational school principal. The principal transforms the cultural values adopted by this organization into the lives of all members. SMAN I Limboto Public High School has received an award as an Adiwiyata Mandiri school at the national level and has become a reference school in Gorontalo Province, and many more achievements both in academic fields and non-academic fields. Based on these achievements, then the purpose of this study is to identify the organizational cultural values that were transformed by the principal of SMAN I Limboto Public High School into the lives of the school members, as well as how these cultural values were transformed into symbols in order to be implemented easily by all members, and also to identify the impact of the transformation of these cultural values on school achievement both on a national and global scale.

2. METHOD

This type of research is qualitative. Qualitative research aims to explain a phenomenon in depth and is carried out by collecting data as deeply as possible. Qualitative methods prioritize observation of phenomena and examine more into the substance of the meaning of these phenomena. This study uses a qualitative approach with a case study design. The case study research design is a research design that examines a problem through a case consisting of a single unit. Data sources in this study were obtained

from key informants who were the main actors in the transformation of organizational cultural values at SMAN 1 Limboto: Principal; Vice principal; Organization Supervisor; and President of the Student Association. Observation, interviews, and documentation carry out data collection techniques. *Observation* is a data collection technique carried out through observation, accompanied by recordings of the state or behavior of the target object. The interview technique is a systematic way of obtaining information through oral statements about an object or event in the past, present and future (Hakim, 2013). The documentation method finds data regarding matters in the form of notes, books, transcripts, newspapers, inscriptions, magazines, meeting minutes, agendas and photos of activities (Hakim, 2013). The data analysis technique uses qualitative descriptive analysis. The process of data analysis is done by condensing the data, presenting the data, and drawing conclusions.

3. RESULT AND DISCUSSION

Result

The results of this study describe (1) organizational cultural values that are transformed into the lives of school members; (2) symbols that represent the transformation of organizational cultural values; (3) and the the impact of the transformation of these cultural values on school achievement both on a national and global scale. First, organizational cultural values transformed into daily activities. School organizational culture influences the way school members behave and how they work (Horton, 2018). School culture affects the achievement of students in it (Karadağ, 2017). School culture is built on deeply held beliefs about how schools should be managed or operated. The better the school culture, the better the work culture of the members in it. Based on the findings and facts in the field, it can be seen that the organizational cultural values that are transformed at SMA Negeri 1 Limboto are as follows.

Religious values, namely values that come from beliefs in religion by carrying out the commands of Almighty God and staying away from His prohibitions (Altaş, 2015). Activities in schools that contain religious values include: (a) helping underprivileged communities through collecting alms; (b) dhuha prayer; (c) the congregational midday prayer; (c) dhikr together every Friday morning; (d) a seven-minute speech delivered by students and teachers held in the school mosque; (e) Al-Qur'an memorizing program for students led by the the Spiritual and Islamiyah (*ROHIS*) program; (f) and practicing fasting to develop empathy of students about the difficulty that people in need are facing. The tolerance towards the implementation of worship by adherents of other religions is shown by the attitude of providing opportunities to perform rituals of worship and mutual respect for friends who are carrying out their worship rituals (Degil & Régnier, 2014). The strategy for cultivating religious values in schools can be done through the use of power, in this case the role of the principal with all his power, to make changes, and through the formation of opinions and views of school member, as well as through planting a new paradigm of thinking that is better than previous paradigm (Ismail et al., 2013). Moreover, these religious values are the foundation in strengthening character of the members of the school (Masaong & Tipuwo, 2019) because character defines personality of human related to the Almighty God which are manifest in their thoughts, attitudes, feelings, words, and actions based on religious norms, laws, and manners, culture, customs, and aesthetics and can be developed by strengthen it through religious habituation (Arsyad et al., 2017; Sutrisno et al., 2021).

Social values, namely values that must exist in each individual because in essence, humans are social beings who have dependence on other individuals. Activities in schools that contain social values include: (a) scouting activities in the form of service camps, high school adventure trails, and social service activities; (b) the establishment of the *SMANSAL Sport Club* to create social interaction and sportsmanship between fellow students in fostering relationships with each other by prioritizing social values; (c) the establishment of the Teenager Red Cross (*PMR*) club as the first aid for unhealhty students in the school. Mutual cooperation values, namely values of attitudes and actions that show love and care for the surroundings. Activities that contain the mutual cooperation values include: (a) the establishment of a Green Community organization with the Waste Bank Program; (b) as well as the establishment of an IT Club with the aim of helping each other and working together in increasing students' creativity through slogans and interesting videos. Nationalism values, which is a form of love for the nation and homeland of Indonesia. Activities that contain the nationalism values include: (a) the establishment of the School Security Patrol program which assists the traffic police in maintaining traffic safety and security; (b) holding a flag ceremony every Monday; (c) and commemorate Indonesia's independence day with the theme of becoming a golden generation for brighter Indonesia in the future. The value of integrity, namely the value to instill an attitude of honesty, responsibility, trustworthiness, discipline, consistency, ethics, morality, and the courage to make decisions by upholding the principles of truth. Activities that contain the value of integrity include: (a) scout activities by imitating the integrity values held by national heroes,

namely Nani Wartabone and Raden Ajeng Kartini; (b) School Security Patrol program activities to instill the value of high integrity with great responsibility for the good name of the school; (c) on *SMANSAL Smart* and *SMANSAL Sport* activities that instill values of integrity in the form of honesty and sportsmanship in competitions and competitions; d) and on the Pohala'a art studio program, and on the Active, Skilled, and Energetic Journalist (*WATER*) program, as well as the *Cooperation on Fun English Improve Teach Organitation* (*CONFEITO*) program which were formed to instill values of integrity in the form of discipline, consistency, and responsibility in carrying out the assigned tasks. These cultural values transformation by transformational principal of SMAN 1 Limboto Public High School can be illustrated into context diagram as presented in Figure 1. Fig. 1 shows that the process of forming cultural values begins with the leadership role of the transformational principal at SMA Negeri 1 Limboto Public High School who has the power to influence subordinates through a good interpersonal communication process to achieve organizational goals. The principal transforms the vision and mission of transforming religious values, social values, mutual cooperation values, nationalism values and integrity values into the daily lives or habituation of the school members.
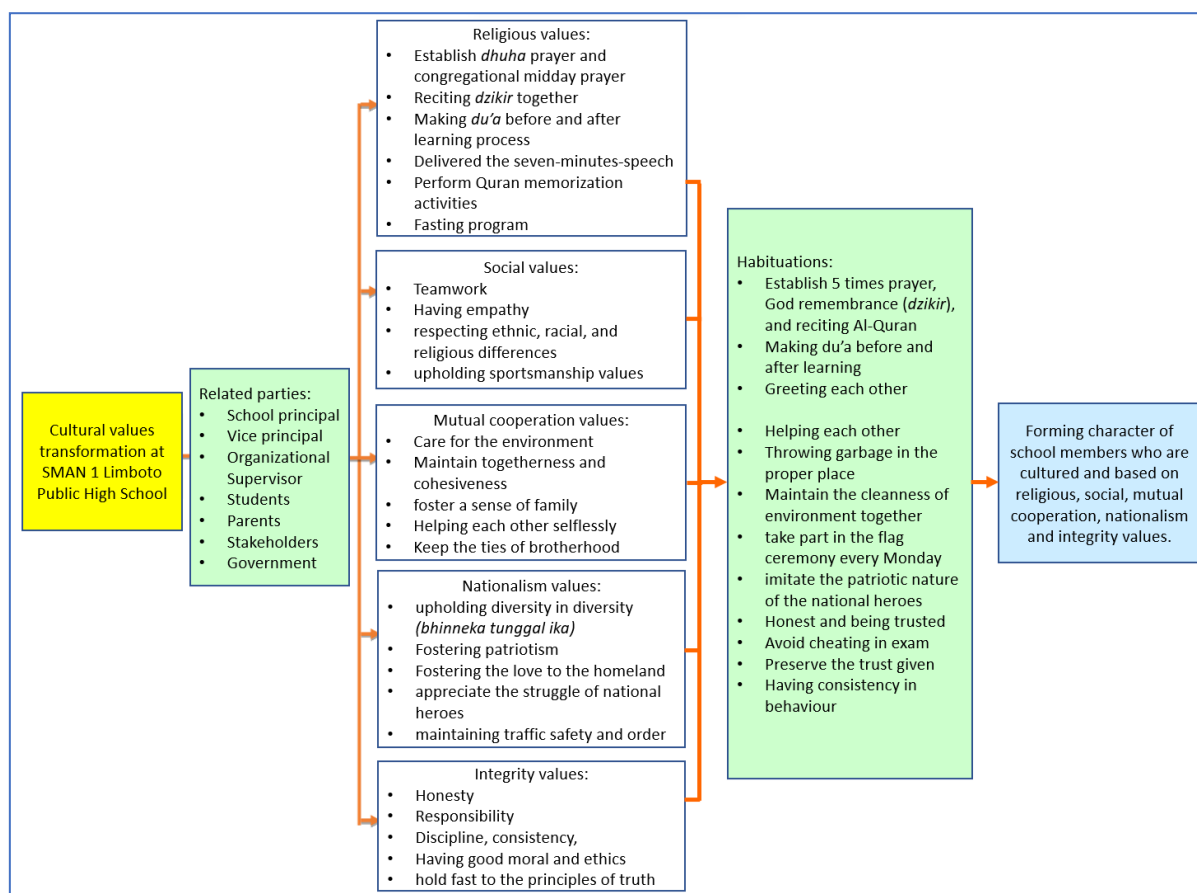

Figure 2. Context Diagram of Cultural Values Transformed

Second, symbols that represent the transformation of organizational cultural values. Symbols are something that is very useful for communicating. Thus, symbols have an important role in the occurrence of communication. Symbols can be interpreted in the form of verbal language and nonverbal language while communication is a process of interaction of meanings contained in the symbols used. The symbols that represent the transformation of organizational culture into the daily activities of school members at SMAN 1 Limboto Public High School are as follows. First, non-verbal Symbols. Non-verbal symbols are manifested in the form of creating and implementing slogans in schools. The slogan applied by SMAN 1 Limboto Public High School are the 5S cultural slogan and the environmental care slogan. The 5S slogan comprise of five cultures namely *senyum* (smile), *salam* (spreading peace, secure, and respect), *sapa* (greeting), *sopan* (polite), and *santun* (well mannered). This slogan has the meaning of the behavior of each student in carrying out their daily activities at school by prioritizing ethical and moral values. As for the slogan of environmental care, it is applied with the aim of creating a clean and healthy school environment. A clean and healthy environment is believed to improve brain performance so that it works better and will have a good impact on student achievement at school and also encouraging students'

enthusiasm for learning. If the school environment and the classroom environment, including the classrooms are clean and well-organized, student learning motivation will arise. Environmental cleanliness will also be a school advantage. The cleanliness of the school environment has a big impact on students and the entire school community as well.

Second, verbal symbols. Verbal symbols used and applied as an effort to transform organizational cultural values into the lives of SMAN 1 Limboto Public High School members are through direct speech by the principal to students as well as teachers and employees in conveying cultural values, including protecting the school environment. The teacher also directly conveys to the students what needs to be done in making the clean environment as part of the culture they should preserve with all their hearts so that through these verbal symbols the effort to to strengthen the implementation of cultural values for students becomes more optimal. The use of nonverbal symbols can increase the motivation of school members achievement in the academic field in order to create superior and cultured generations who have critical and analytical thinking to face changing times whereas the use of verbal symbols can provide stimulus or messages that encourage and motivate school members to inculcate cultural values as the school's foundation so for the better behaviours. The cultural values transformation into verbal and nonverbal symbols can be illustrated into context diagram as presented in Figure 2.
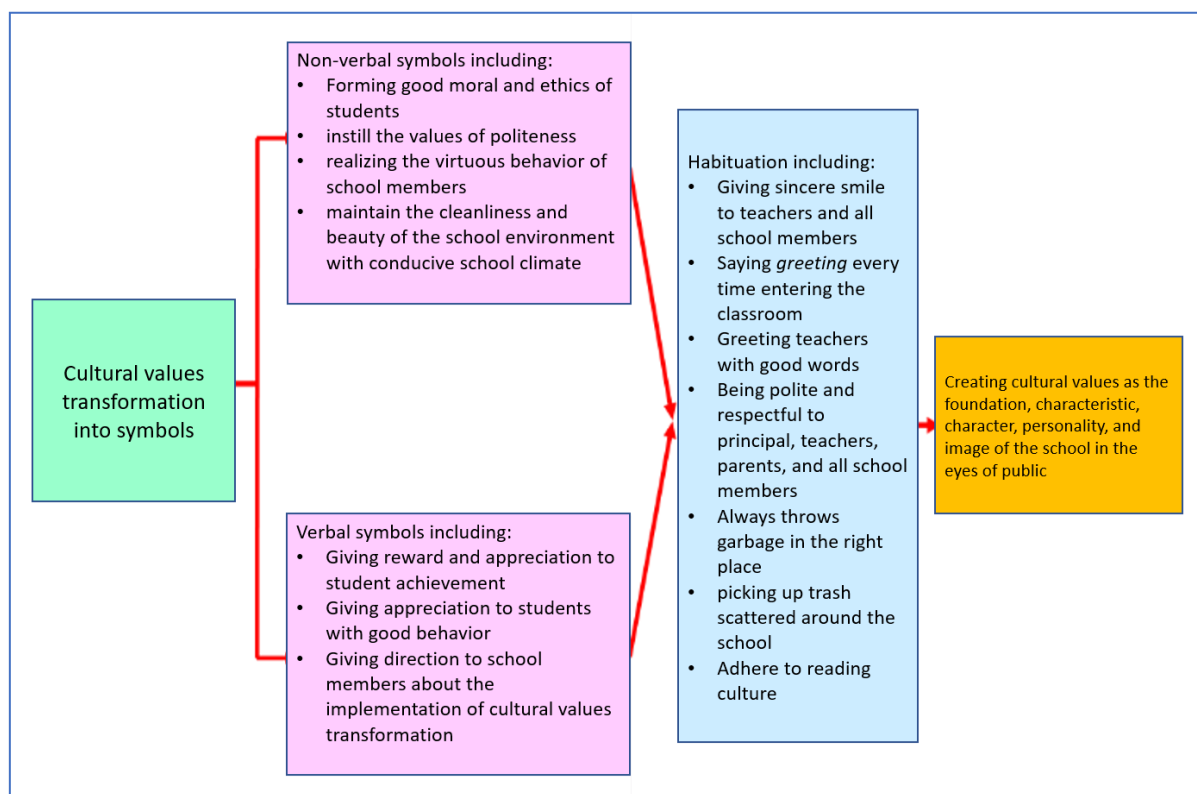

Figure 2. Context Diagram of the Cultural Values Transformation Into Symbols

Discussion

The impacts of transformation of organizational cultural values into daily activities of school members can be seen in the achievement results in academic and non-academic fields as well as the character building of the school members represented in their behaviors (Bintara et al., 2021; Suprapto et al., 2021). Based on the findings and facts in the field, it can be seen that the impact of the transformation of cultural values applied in the leadership of the transformational principal of SMAN 1 Limboto Public High School in the academic and non-academic fields are as follows.

Student success or output can be seen from the academic achievements obtained by students (Abuhassna et al., 2020; Al-Hariri & Al-Hattami, 2017; Kristiani et al., 2015). In the academic field, SMAN 1 Limboto Public High School achieved academic prestige in the American Indonesian Exchange Foundation (AMINEF) program, a binational organization that manages the Fulbright Scholarship Program, held for nine months in Indonesia and for one year in United States of America. This program was funded by the United States government and the Indonesian government. In the non-academic fields, the achievements include being a member of the Heritage Flag Hoisting Troop (*PASKIBRAKA*) program. Moreover, in art, the

students also became member of Gita Bahana Nusantara (GBN), forum for the younger generation from all over Indonesia in the field of music; singing competition at the National Student Art Competition Festival, and dance competition. Other achievements were becoming the winner of the swimming competition at the National Student Sports Olympiad, and the 4 pillar quiz competition. district level (in 2018 and 2019), as well as being the winner of the School Security Patrol program competition at the provincial level.

The habituation of establishing five times prayer and practicing God remembrance (dzikir), and reciting Al-Quran, making du'a before and after learning, greeting each other, helping each other, throwing garbage in the proper place, maintaining the cleanness and healthy of environment together, taking part in the flag ceremony every Monday, imitating the patriotic nature of the national heroes, baing honest and trusted in every way, avoiding cheating in exam, preserving the trust given give positive impacts on the characters of the school members which are represented in the personalities that having consistency in behavior and noble character, being sources of peace, security, and respect for each others, tolerant, high social spirit, willingness to help others, empathy and solidarity; nationalist, patriotic, pondness and willingness to sacrifice for the homeland, integrity, honesty, responsibility, trusted, consistent in action, as well as having good moral and ethics. The impact of the transformation of cultural values at SMAN 1 Limboto Public High School can be arranged into a context diagram to provide an overall picture of the transformation of the organizational cultural values by the transformational Principal at SMA Negeri 1 Limboto as presented in Figure 3 and Figure 4.
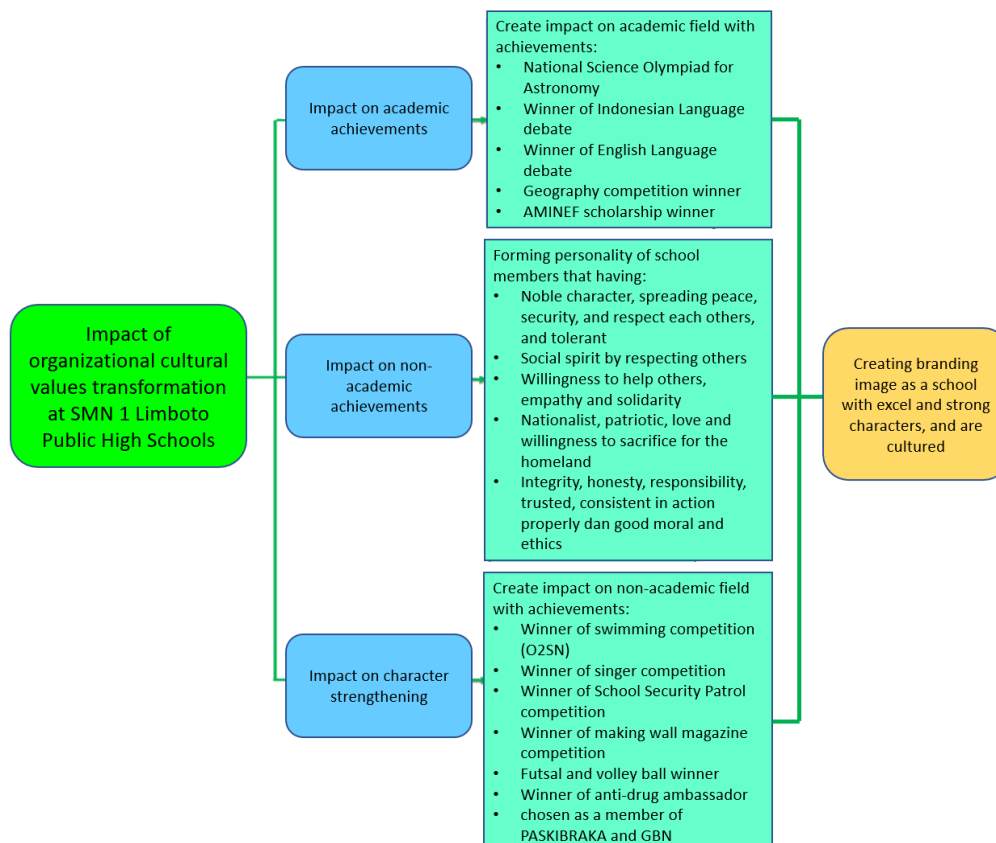

Figure 3. Context Diagram of the Cultural Values Transformation Impacts to the Achievements of School Members

The results of this impact are in line with research which states that religious culture can improve reasoning power and also learning outcomes (Ali et al., 2020; Fithri, 2011; Hayati et al., 2020; Sedana Suci et al., 2018). This is because the power of reasoning and learning outcomes will increase if emotions experience calm. One of the factors that influence learning outcomes is personal problems, namely emotions and it can be calmed by religious culture (Huri & Marwanto, 2019; Marashian & Esmaili, 2012). Religious values should be a foundation in the education system to strengthen character (Badriyati & Usman, 2020; Darmayenti et al., 2021; Masaong et al., 2016). On the other hand, the social values become one of the important points in developing a conducive learning climate in schools for students. The empathy, the awareness of duties and responsibilities at school, the high service capability, and the way students obeying teacher will make students able to establish relationships with all group friends, school

members, and society in general. The values of mutual cooperation on the other side also forms a loyal attitude to each citizen as a unit. These values has had a positive impact because work in schools has become easier and lighter than if it was done individually, as well as strengthens the relations between citizens and reduces the level of disputes or racism among students (Huri & Marwanto, 2019; Warti'ah, 2020). The giver of knowledge and ways to implement the values of nationalism and the development of an attitude of nationalism through classroom learning, commemoration of national holidays, flag ceremonies, and through extracurricular activities also fosters a sense of love for the homeland in the hearts of school members. Likewise, the transformation of integrity values within every school member creates individuals with high integrity and is evident in their brilliant achievements in various fields.
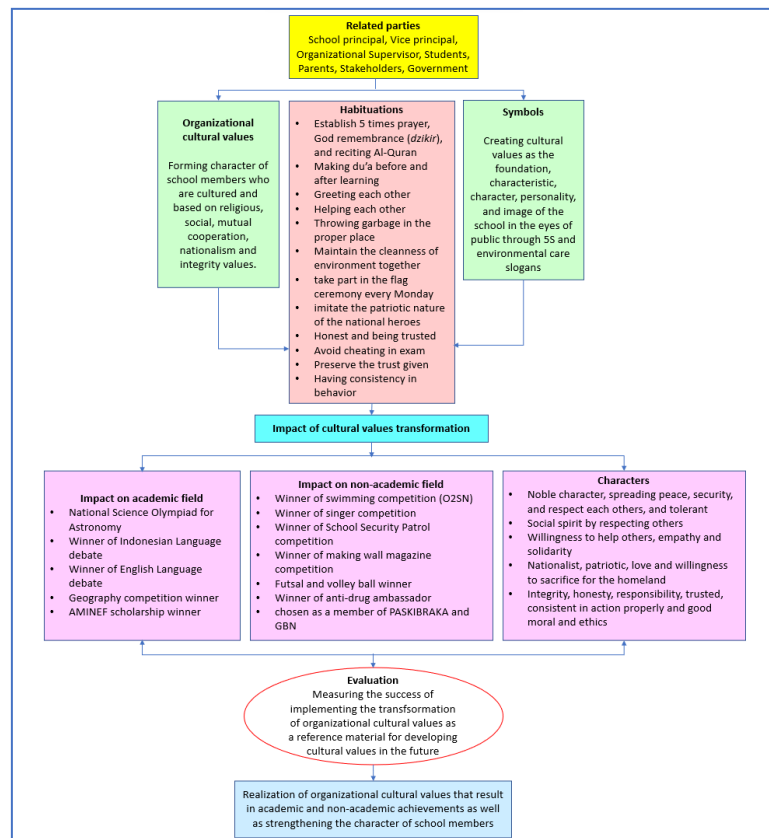

Figure 4. Context Diagram Cultural Values Transformation

To be able to change culture or habits according to the rules that apply in schools gradually, the transformation of school organizational culture requires a joint process and commitment from stakeholders related to the school, namely parents, school principals, and the ranks of the teaching staff. The implementation of organizational culture transformation can encourage the appreciation of organizational members towards improving work performance to achieve organizational goals, so that it can become an instrument of excellence for the organization itself. The impact of the transformation of cultural values at SMAN 1 Limboto Public High School can be seen from the emergence of encouragement and motivation of school members in producing the next generation of the nation who excels in academic and non-academic fields both at national and international levels, improvement in the quality of performance, behaviour, moral, and ethics of the school members, and development of superior, strong character and cultured generations who have critical and analytical thinking.

4. CONCLUSION

The values of organizational culture that are transformed into the daily lives of school members in SMAN 1 Limboto Public High School are the religious values which are formed through the five daily prayers, dhikr, tadarus Al-Qur'an, and almsgiving, the social values which are formed through the culture of greeting and spreding peace, secure, and respect to others, the mutual cooperation values which are formed through the activities of disposing of waste in proper place and maintaining environmental cleanliness, the nationalism values which are formed by holding flag ceremonies every Monday and

imitating the patriotism of national heroes, and the integrity values which are formed through a culture of honest behavior, not cheating during exams, maintaining the trust given, and being consistent in behavior. Organizational cultural values at SMAN 1 Limboto Public High School are transformed into (a) nonverbal symbols by creating and implementing 5S cultural slogans.

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