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Implementation of The Principal's Transformational Leadership Style in Realizing A Quality Culture at Nurul Islam Tenganan Integrated Islamic Elementary School

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Abstract: This study is entitled "Implementation of Transformational Leadership Style of Principals in Realizing Quality Culture in Nurul Islam Tenganan Integrated Islamic Elementary School" which aims to analyze how principals implement transformational leadership in realizing quality culture in Nurul Islam Tenganan Elementary School, Semarang Regency. The research method used is a qualitative approach with data collection techniques including observation, interviews, and documentation. The results of the study showed that the principal at SDIT Nurul Islam Tenganan, Semarang Regency, applied four main dimensions of transformational leadership, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the aspect of idealized influence. Inspirational motivation is realized through schools that develop innovative programs that are in accordance with the needs of the current generation, such as Arabic and English classes and academic and athlete classes. Intellectual stimulation with teachers sharing ideas to create innovation. The principal encourages good communication between leaders and staff to maintain harmonious relationships. While individual consideration is carried out by the principal actively listening to the challenges faced by teachers and appreciating the uniqueness of each individual. Overall, the implementation of transformational leadership at SDIT Nurul Islam Tenganan proves that this approach is effective in realizing a culture of quality and creating an inclusive and productive work environment. This success is highly dependent on the commitment of the principal and the support of all team members in achieving common goals.

Keywords: Transformational Leadership, Principal, Quality Culture

INTRODUCTION

According to the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System in Article 1 Paragraph 1, it explains that Education is an effort made consciously and planned to create an ideal learning atmosphere and ideal learning, so that students actively

develop the potential within themselves to have spiritual religious strength, self-control, personality, intelligence, noble morals, and other skills needed by themselves, society, nation and state.

Government Regulation of the Republic of Indonesia No. 47 of 2008 Article 1 paragraph 2 states that basic education is a level of education that underlies secondary education. Basic education is in the form of Elementary Schools (SD) and Madrasah Ibtidaiyah (MI), or other equivalent forms and Junior High Schools (SMP), Madrasah Tsanawiyah or other equivalent forms. Furthermore, in PP No. 47 of 2008 Chapter II Article 2 it is stated that the purpose of basic education is to provide knowledge and skills, foster basic attitudes needed in society and prepare students to follow secondary education. Basic education in principle is education that provides basic provisions for the development of life both for individuals and for society.

School quality culture is an organizational value system that creates a conducive environment for the sustainability and continuity of quality improvement. A quality culture will not be realized if the thinking paradigm of its organizational members is not good, because only from a good thinking paradigm can a quality or superior culture be realized (Ulm, 2022:78). Schools that successfully implement a quality culture tend to show superior performance, especially in terms of academic achievement, management effectiveness, and stakeholder satisfaction. Indicators of quality culture, such as commitment to quality, leadership support, teacher participation, and continuous evaluation make a major contribution to achieving better performance (Puspitasari et al., 2024).

In order to realize a culture of quality that is relentless and continuous to make improvements in an educational unit, especially at SDIT Nurul Islam Tenganan, superior performance is needed, especially in terms of achievements that function as a benchmark to assess the extent to which the culture of quality has been achieved.

Table 1 Teacher Achievements of SDIT Nurul Islam 2020-2024

No	Achievement	Level				Champion Year
		Subdistrict	Regency	Province	National	
1	Principal of Achievement	yes				1 Year 2024
2	Best Practice of School Principal	yes				2 Year 2023
3	School Quality Culture Competition)		yes			2 Year 2020
4	A Rank (Score 96) Accreditation 2023				yes	1 Year 2023
5	Rating A (Excellent) JSIT Indonesia License				yes	1 Year 2024

Source: SDIT Nurul Islam Tenganan

Table 2 Student Achievements of SDIT Nurul Islam in 2022-2023

No	Achievement	Level					Champion Year
		Subdistrict	Regency	Province	National	International	
1	Karate		yes				1 Year 2022
2	Athletics		yes				1 Year 2022
3	Men's Badminton		yes				1 Year 2022

4	Practicing Prayer and Ablution for Girls	yes	1	Year 2022
5	Son's calligraphy art	yes	1	Year 2022
6	Taekwondo	yes	2	Year 2022
7	Martial arts	yes	1	Year 2023
8	Calligraphy	yes	1	Year 2023
9	Son's calligraphy	yes	1	Year 2023
10	Princess calligraphy	yes	1	Year 2023
11	Martial arts	yes	1	Year 2023
12	Martial arts	yes	1	Year 2023
13	Martial arts	yes	1	Year 2023

Source: SDIT Nurul Islam Tenganan

Based on several data on teacher achievement in 2020-2024 and students in 2022-2023 at SDIT Nurul Islam Tenganan, it tends to be consistent, some even go up to international level in making achievements and making SDIT Nurul Islam Tenganan proud. Quality in Educational Institutions must be used as a system that is carried out through movement so that a culture is realized in the institution, this becomes a quality culture. Quality culture, a set of values, beliefs, and practices applied by all members of the organization to ensure and continuously improve the quality of products, services, and processes. Quality culture, a comprehensive approach that emphasizes the importance of quality in all aspects of organizational operations. By building a culture of quality, organizations can achieve continuous improvement, customer satisfaction, and sustainable competitive advantage. Implementing a quality culture requires commitment from all members of the organization, appropriate education and training, and a systematic and data-based approach (Turi Hermelinda Meriana in Suhardin, 2024:2552). Quality culture can be measured through several indicators such as Quality culture indicators, such as commitment to quality, leadership support, teacher participation, and continuous evaluation make a major contribution to achieving better performance (Puspitasari et al., 2024).

The implementation of education that is able to produce a positive quality culture is highly dependent on the leadership of the principal. Transformational leadership plays a very important role in the process of improving the performance of employees or staff, this is indicated by evidence that if a leader has a high transformational attitude, he will provide a positive example to employees. In addition, in systematic transformational leadership, it can have an influence, where a leader enters into a structural part (formal leader) which influences the amount of authority held and the limits of that influence carried out by people, work and relationship patterns (Suryana in Sofiah Sinaga et al., 2021: 841).

Bass and Avolio (in Supriyanto & Troena, 2012:696) said that transformational leadership is defined as leadership that includes organizational change efforts (as opposed to leadership designed to maintain the status quo). It is believed that this style will lead to superior performance in organizations that are facing demands for renewal and change. A leader can transform his

subordinates through four ways called the Four I's, namely Idealized influence, Inspirational motivation, Intellectual stimulation and Individualized consideration.

Idealized influence. Transformational leaders set an example and act as role models in behavior, attitude, and commitment for their subordinates. They pay close attention to the needs of their subordinates, share risks, do not use their power for personal gain, provide a vision and sense of mission, and instill a sense of pride in their subordinates. Through such influence, subordinates will respect, admire, and trust their leaders, so that they want to do the same as the leader does. This is very beneficial in terms of adapting to change, especially radical and fundamental changes.

Inspirational motivation. Transformational leaders motivate and inspire their followers by clearly communicating high expectations, using symbols to focus effort or action, and expressing important goals in simple ways.

Intellectual stimulation. Transformational leaders strive to create a climate that is conducive to the development of innovation and creativity. Differences of opinion are seen as commonplace. Leaders encourage subordinates to come up with "new ideas and creative solutions to the problems they face. For this reason, subordinates are involved in the process of formulating problems and finding solutions.

Individualized consideration. Individualized consideration is a hallmark of transformational leadership, where leaders exhibit a profound commitment to recognizing and addressing the unique needs of each individual within their team. This approach involves leaders acting as coaches or mentors, providing personalized support and guidance tailored to the specific aspirations and challenges faced by their subordinates. By fostering an environment of open communication and trust, transformational leaders engage in meaningful personal interactions that encourage employees to express their thoughts, concerns, and ambitions. This individualized attention not only helps in identifying the strengths and weaknesses of each team member but also empowers them to set and achieve personal and professional goals

Overall, principal leadership is a key factor in creating a positive quality culture. Transformational leadership not only strengthens the relationship between leaders and subordinates but also encourages adaptation to radical and fundamental changes in the organization.

Based on the description above, this study aims to examine in more depth how "Implementation of Transformational Leadership Style of Principals in Realizing Quality Culture in Integrated Islamic Elementary School Nurul Islam Tenggara". By using a qualitative approach, this study will explore the experiences and perspectives of principals and teachers in the context of transformational leadership. It is hoped that the results of this study can provide new insights into effective leadership in elementary education and provide recommendations for the development of leadership models in other schools.

Through this research, it is hoped that concrete strategies can be found that can be implemented by school principals to create a positive quality culture as a whole.

METHOD

The research method used in this journal is a descriptive qualitative approach that aims to describe in depth the phenomenon of leadership at SDIT Nurul Islam Tenggara. According to Afrizal (2016:13) qualitative research is a social science research method that collects and analyzes data in the form of words (spoken or written) and human actions and research does not attempt to calculate or quantify the qualitative data that has been obtained and thus does not analyze numbers. According to Denzin and Lincoln, qualitative research is research that uses a scientific background, with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods (Moloeng in Nursetiawan, 2018:77). This research is a case study conducted at

SDIT Nurul Islam, Tenganan District, Semarang Regency which is located Jalan Raya Salatiga - Solo KM 8, Butuh Village, RT 20 RW 11, Tenganan Subdistrict, Semarang Regency, with a focus on transformational leadership. The research location was chosen because of its relevance to the topic being studied, and this research began in January 2025. The communication process with informants was carried out directly or through communication media such as Whatsapp.

Descriptive research design is done by focusing on certain aspects and often shows the relationship between various variables. Each research method used in research has a design or plan. The design is used as a guideline that can be taken by researchers in conducting research.

According to Moleong (2017:127) there are three stages consisting of the pre-field stage, the field work stage and the data analysis stage. The pre-field stage includes choosing a research location, taking care of permits, exploring and viewing the field, choosing and utilizing informants, preparing research equipment and research ethics issues. The field work stage includes understanding the research background and self-preparation, entering the field and playing a role while collecting data. The data analysis stage is the stage where researchers process data that has been obtained, both from informants and documents in the previous stage. This stage is needed before researchers write research reports.

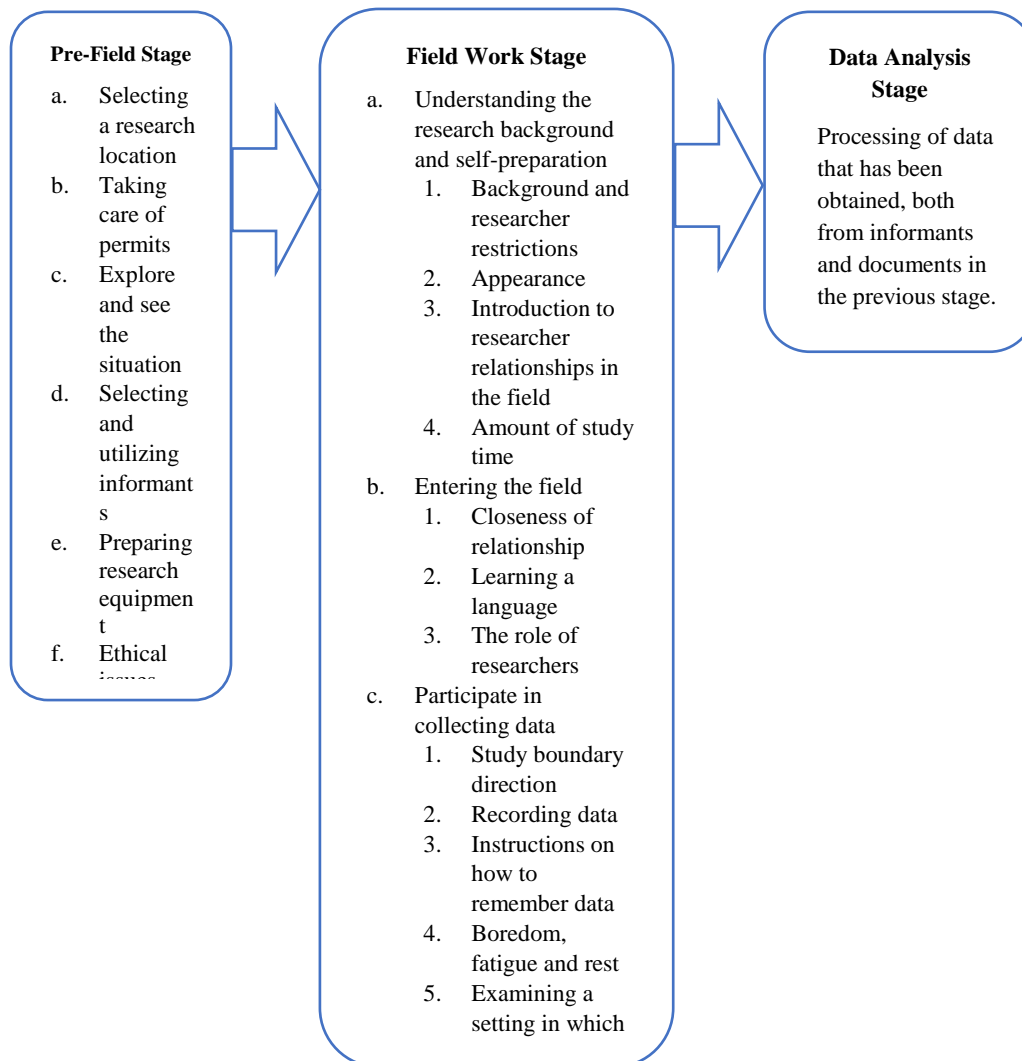


Figure 1. Moleong Research Design

The instrument used in this qualitative research is the researcher himself. In addition, additional instruments can be used to differentiate and complement the data generated from observation and interview activities (Sugiyono, 2013:227).

The data analysis technique used by the researcher refers to Miles, Huberman's theory which uses three stages, namely Data Reduction, Data Display and Conclusion/verification (Sugiyono, 2013:246).

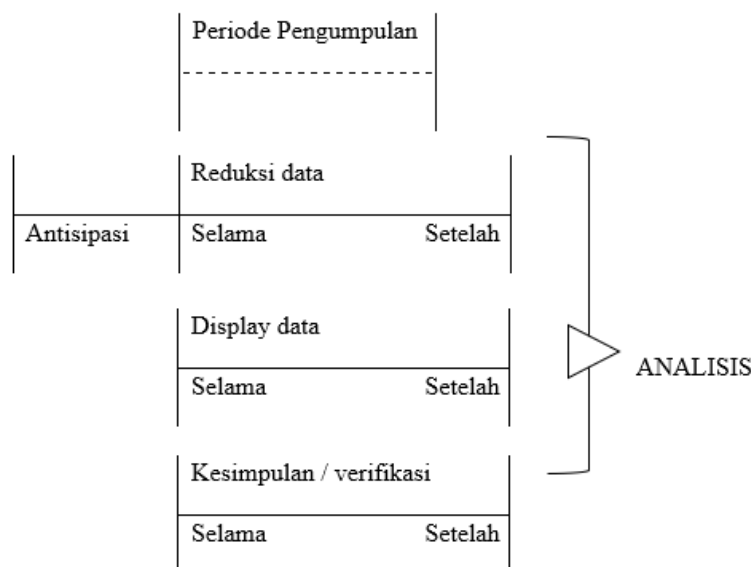


Figure 2. Components in data analysis (flow model)

RESULTS AND DISCUSSION

Idealized Influence: The Principal in making changes and strengthening the vision and mission at SDIT Nurul Islam shows a strong commitment to improving the culture of quality in the school. The evaluation conducted in 2022 and the formulation of a new vision and mission in 2023, involving various parties, reflect responsive leadership to the times. An example is the Principal in making changes and strengthening the new vision and mission in 2023. A significant addition to this new vision and mission is the emphasis on culture and global insight. The addition of cultural and global insight aspects is a strategic step to equip students with 21st century skills without neglecting Islamic values. By continuously updating the vision and mission, the school ensures that each educational program is in line with the needs of students and global challenges. This effort contributes to building a sustainable culture of quality, where Islamic character, digital literacy, and critical thinking are integral parts of the student learning and development process.

Inspirational motivation: The principal is committed to adapting to the times and the needs of the current generation. By integrating cultural values and global insights, as well as strengthening Islamic character, SDIT Nurul Islam presents innovative programs such as great classes that focus on Arabic and English, academic classes, and athlete classes. This program is designed to explore students' potential from an early age through structured majors and competition preparation. For example, the principal emphasizes the importance of setting an example through discipline and optimism, and inviting teachers to excel. Because a thousand words are no more effective than examples or role models. With various achievements that have been achieved, including in the fields of sports and academics, SDIT Nurul Islam strives to create a learning environment that supports the development of students' character and talents optimally.

Intellectual stimulation: The principal provides a discussion space held every week, teachers in this private school share ideas with each other, creating an innovative environment. By involving all members, including non-teaching staff such as cleaning services, creative ideas continue to flow and contribute to the progress of the school. Innovations such as tahfidz classes and olympiad classes have been successfully implemented, while input to charge for athlete classes aims to improve professionalism. The importance of good communication between leaders and team members is emphasized so that the relationship remains harmonious and productive. In addition, cultum activities at meetings and teacher assemblies serve to strengthen spiritual bonds and motivation. Mentoring for teachers through religious studies is also a strategic step to improve their piety and performance.

Individualized consideration: Principals are effective leaders because they listen and serve, rather than be served. An example of this is reflected in their active interaction with teachers, where they not only seek new ideas but also try to understand the challenges faced by the staff. It is important for leaders to provide genuine attention and be good listeners, especially when there are teachers who show signs of losing enthusiasm. By respecting the differences among teachers and recognizing that each individual has unique potential, Principals create harmonious collaboration to achieve a shared vision. Differences are seen as blessings and gifts from God, which are a source of strength in creating an inclusive and productive work environment. By appreciating the uniqueness of each teacher, Principals not only strengthen the team but also encourage the development of diverse characters and skills for the betterment of the school as a whole.

CONCLUSION

Based on the analysis and discussion that has been carried out regarding Implementation of the principal's transformational leadership style in realizing a culture of quality at Nurul Islam Tengan Integrated Islamic Elementary School, then several conclusions can be drawn as follows:

Idealized Influence: The principal of SDIT Nurul Islam Tengan, Semarang Regency has demonstrated the characteristics of idealized influence by being a role model and having a strong vision and mission for the progress of his school because private schools must be of high quality. By involving various parties, it reflects leadership that is responsive to the development of the times.

Inspirational motivation: The principal is able to provide inspirational motivation by emphasizing the importance of setting an example through discipline and optimism, and inviting teachers to excel. Because good input will produce good output.

Intellectual stimulation: The principal has encouraged teachers and students to think creatively and innovatively in the discussion room held every week, teachers in this private school share ideas with each other, creating an innovative environment. Support for the development of these new ideas improves the quality of the quality culture at SDIT Nurul Islam Tengan, Semarang Regency.

Individualized Consideration: The principal emphasized that an effective leader is one who listens and serves more, rather than being served. Paying attention to the individual needs of teachers and students, realizing a positive quality culture and supporting the development of potential that has an impact on improving achievement at SDIT Nurul Islam Tengan, Semarang Regency.

Overall Implementation of the principal's transformational leadership style in realizing a culture of quality at Nurul Islam Tengan Integrated Islamic Elementary School, Semarang Regency provide a positive influence on the resulting quality culture.

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