Fostering Teacher Excellence: How Transformational Leadership Elevates School Performance

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Abstract:

This study aims to analyze the principal's transformational leadership in improving teacher performance in schools. The research method employed is a qualitative approach, with data collection conducted through participant observation, in-depth interviews with the principal, vice principal for public relations, and teachers, as well as document analysis related to the principal's transformational leadership. The study's results indicate that the principal employs transformational leadership, which fosters a positive work environment, encourages collaboration, and enhances teacher motivation. The individual attention given by the principal to teacher development is significant in improving their performance and creating a dynamic organizational culture. This culture motivates teachers to collaborate and improve the quality of teaching. Transformational leadership has a positive impact on teacher professionalism and performance, which ultimately improves educational outcomes. This study suggests that the application of the principal's transformational leadership can enhance teacher performance and foster a positive organizational culture. These findings provide a reference for principals and related parties to strengthen leadership practices that support teacher professional development, thereby contributing to the improvement of education quality.

Keywords: *Transformational Leadership, Teacher Performance, Organizational Culture*

Abstrak:

Penelitian ini bertujuan untuk menganalisis kepemimpinan transformasional kepala sekolah dalam meningkatkan kinerja guru di sekolah. Metode penelitian yang digunakan adalah metode kualitatif, dengan pengumpulan data melalui observasi partisipatif, wawancara mendalam dengan kepala sekolah, wakil kepala sekolah bidang hubungan masyarakat, dan guru, serta analisis dokumen terkait peran kepemimpinan transformasional kepala sekolah. Hasil penelitian menunjukkan bahwa kepala sekolah menerapkan kepemimpinan transformasional yang menciptakan lingkungan kerja yang positif, mendorong kolaborasi, dan meningkatkan motivasi guru. Perhatian individual yang diberikan oleh kepala sekolah terhadap pengembangan guru terbukti signifikan dalam meningkatkan kinerja mereka dan menciptakan budaya organisasi yang dinamis. Budaya ini memotivasi guru untuk berkolaborasi dan meningkatkan kualitas pengajaran. Kepemimpinan transformasional berdampak positif pada profesionalisme dan kinerja guru, yang pada akhirnya meningkatkan hasil pendidikan. Penelitian ini memberikan implikasi bahwa penerapan kepemimpinan transformasional kepala sekolah dapat meningkatkan kinerja guru dan menciptakan budaya organisasi yang positif. Temuan ini memberikan acuan bagi kepala sekolah dan pihak terkait untuk memperkuat praktik kepemimpinan yang mendukung pengembangan profesionalisme guru, sehingga berkontribusi pada peningkatan kualitas pendidikan.

Kata Kunci: *Kepemimpinan Transformasional, Kinerja Guru, Budaya Organisasi*

INTRODUCTION

A school is a formal educational institution in Indonesia that facilitates the teaching and learning process aimed at achieving national education goals. Education itself is an effort to shape an individual comprehensively, a process that typically requires a relatively long period, potentially lasting a lifetime (Albertson et al., 2024; Holmes & Tuomi, 2022). To develop well-rounded individuals, educators are needed who are capable of managing and designing educational institutions effectively. In an educational institution, there is always a leader who plays a central role in the school's leadership (Maheshwari & Nayak, 2022; Mincu, 2022; Muali et al., 2021). Leadership refers to a leader's ability to influence the individuals they lead, encouraging them to work diligently to achieve the organization's goals. Leadership is a process of mobilizing resources and influencing others to work together to achieve goals (Boeske, 2023; Mazzetti & Schaufeli, 2022). The essential elements of leadership include capability, influence, process, leaders, followers, mobilization, cooperation, and objectives.

The person who plays a crucial role in leadership within educational institutions is the school principal. A school principal is a teacher with the ability to manage all resources within an educational institution to achieve shared goals (Acton, 2021; Adhikari & Shrestha, 2023; Admiraal et al., 2021). In the context of school leadership, professionalism is defined as the commitment of members to enhance and develop their competencies to improve the quality of their professional practice in managing and leading collaboratively to achieve the objectives of the educational institution (Warisno & Hidayah, 2022). The school principal is an individual entrusted with the duties and responsibilities of managing the school, organizing, utilizing, and mobilizing all available resources to their fullest extent in order to achieve the predetermined goals. The school principal plays a vital role in developing an effective school through their leadership (Darling-Hammond, 2021; Hosseingholizadeh et al., 2023). As an educational leader, the principal must utilize all available resources to achieve school effectiveness. The success of a principal is reflected in their ability to understand that a school is a complex and unique organization and their capacity to fulfill the role of a responsible leader in advancing the school (Gurr et al., 2021; Leithwood, 2021; Reid, 2021). Thus, the principal is a functional teacher assigned to lead a school, recruited by the school committee, to manage all school activities.

Speaking of leadership, one leadership style that is particularly suitable for implementation in educational institutions is transformational leadership. A leader with a transformational leadership style is someone who has a forward-looking vision and is capable of recognizing changes in the environment and transforming them into the organization (Philip & Gavrilova Aguilar, 2022). They lead these changes, providing motivation and inspiration to employees to be creative and innovative, building solid team cooperation, and bringing renewal to work ethics and management performance (Zhang & Huang, 2024). Transformational leadership has a profound impact on teacher performance

within educational institutions (Tu et al., 2023). By applying this leadership style, the principal can foster an inspirational workplace where educators feel valued and motivated.

Teacher performance reflects the attitude, skills, values, and knowledge of teachers in carrying out their duties and functions, which can be seen from their appearance, actions, and work achievements. Teacher performance measures the extent to which a teacher can effectively fulfill their duties at school and describes the activities they carry out during the learning process (Rostini et al., 2022; Skinner et al., 2021). Teacher performance is a key factor essential for achieving educational goals comprehensively, which is why governments implement teacher performance assessments (Widayati et al., 2021). In addition to teacher performance, transformational leadership also affects the level of the teacher's professional competence (Amelia et al., 2022). Teacher professional competence encompasses abilities in personal skills, knowledge, mastery of technology, social interactions, and spiritual aspects, collectively forming the professional competence standards for a teacher. This competence enables teachers to carry out their functions and duties optimally, supported by extensive experience in their field, and meeting various competency requirements.

In the study of school leadership, most previous studies have focused more on the impact of leadership on school performance in general, without paying close attention to the relationship between transformational leadership style and the improvement of teacher performance and professional competence. Although several studies have linked transformational leadership with teacher performance, few have specifically examined the context of senior high school education in Indonesia, particularly in situations involving the role of principals in supporting innovation and renewal in teaching management. This study explores the novelty of how principals with transformational leadership styles can influence teacher performance and enhance their professional competence, focusing on two senior high schools with distinct characteristics and challenges.

This study aims to explore and describe the role of transformational leadership by principals in improving teacher performance and professionalism in two senior high schools. This study will analyze how principals who apply transformational leadership can motivate and inspire teachers to improve their teaching quality and how this leadership style impacts the development of teacher professional competence in both schools. The results of this study are expected to provide a clear picture of the best practices that principals can apply to create a work environment that supports innovation and teaching quality.

This study is important because quality education depends not only on the curriculum and facilities but also on the quality of school leadership in high schools in Banda Aceh. Transformational leadership has great potential to transform the school work climate, increase motivation, and enhance teachers' professional competence, ultimately improving the quality of teaching and student learning outcomes. By analyzing two schools with different approaches, this study will provide deeper insight into the factors that support or hinder the implementation of transformational leadership in improving teacher performance. This study is expected to contribute to the literature on educational leadership and

provide practical recommendations for principals in strengthening teacher professionalism in high schools.

RESEARCH METHOD

Qualitative research is descriptive and analytical. Descriptive in qualitative research refers to the process of describing and explaining the events, phenomena, and social situations being studied. Analysis means interpreting and giving meaning to the data, as well as comparing the research findings. Qualitative research is a research technique that uses narratives or words to explain and describe the meaning of each phenomenon, symptom, and specific social situation (Truman, 2023). In qualitative research, the researcher is the key instrument for interpreting and giving meaning to each phenomenon, symptom, and social situation. Therefore, the researcher needs to master theory in order to analyze the gaps that occur between theoretical concepts and facts.

Qualitative research is a humanistic research model, where humans are the primary subjects in a social event (Mulisa, 2022). In this context, the essence of humans as subjects lies in their freedom to think and make choices based on the culture and systems they believe in. The objectives of qualitative research comprise four main components: the primary objective, the central phenomenon, the research subjects, and the research location. The main objective of research with a qualitative approach is to understand, describe, develop, and discover the central phenomenon. The central phenomenon refers to the specific aspect that will be explored. The research subjects must be identified, and the research location should be detailed as well.

This study was conducted in two state senior high schools in Banda Aceh to facilitate a comparison and obtain more comprehensive conclusions. The researchers chose State Senior High School 3, Banda Aceh, and State Senior High School 15, also located in Banda Aceh. The study subjects included the principal, public relations personnel, and two teachers from each school. The data collection technique used was qualitative, through observation and interviews. The instruments used in this study were interview guidelines and observation guidelines. The interview guidelines contained questions that would be asked of the research subjects, specifically the principal, public relations personnel, and teachers at State Senior High School 3 and State Senior High School 15 Banda Aceh.

Meanwhile, the observation guidelines were in the form of observation sheets containing notes on the principal's supervision activities at the two schools. Data analysis in this study employed the approach proposed by Miles and Huberman, which consists of three main stages: data reduction, data presentation, and drawing conclusions or verification (Williams, 2021). In the first stage, data reduction is carried out by sorting, grouping, and filtering relevant information from the results of observations and interviews. Furthermore, at the data presentation stage, the results of data reduction are presented in the form of narratives or tables that are easy to understand, facilitating an understanding of the phenomena that occur. Finally, at the conclusion or verification stage, the researcher analyzes the data presented to draw valid and accountable conclusions regarding the role of transformational leadership in enhancing teacher

professionalism and performance in both schools. This process also involves checking the validity of the findings through triangulation of sources and techniques.

RESULT AND DISCUSSION
Result
Role of the Principal

This study examines the principal's role in enhancing teacher performance and professionalism in two senior high schools in Banda Aceh: SMA Negeri 3 and SMA Negeri 15. The findings of this study suggest that the principal plays a crucial role in implementing a transformational leadership style that can motivate teachers, foster a supportive work environment, and promote the development of teachers' professional competence. Each school has distinct characteristics in implementing this leadership, which are influenced by school culture, interpersonal dynamics between the principal and teaching staff, and support from related parties within the school environment. This study aims to investigate the direct impact of the principal's role on teacher performance in both schools.

The principal at SMA Negeri 3 Banda Aceh is known to have a very vision-oriented and innovation-oriented approach. This principle prioritizes open communication with teachers and staff, often involving them in the decision-making process for school policies and procedures. Through a transformative leadership style, the principal provides direction and creates an environment that fosters teachers' professional development. One of the main initiatives taken is a regular training program to improve teachers' pedagogical skills and encourage the use of technology in the teaching and learning process. This creates a collaborative working climate where teachers feel supported and valued in their career development.

The findings at SMA Negeri 3 Banda Aceh show that the principal plays a crucial role in creating a school culture that supports teacher professional development. The transformational leadership implemented by the principal at this school has proven effective in improving teacher motivation and performance. The principal has created a challenging yet supportive environment for teachers by providing ongoing training and professional development opportunities. This also shows that principals who can communicate their vision clearly and support collaboration can significantly impact the quality of teaching and teacher engagement in school activities.

The principal at SMA Negeri 15 Banda Aceh also applies a transformational leadership style, although with a slightly different approach. The principal focuses on empowering teachers through clear delegation of tasks and providing them with the space to manage their classes effectively. The principal also introduced a reward system for teachers who successfully demonstrate innovation in teaching, which aims to encourage positive competition among teachers. The principal also involves parents and the community in the school development program, creating a broader collaboration between the school and the community to support teacher professionalism.

The findings in SMA Negeri 15 Banda Aceh indicate that the principal plays a significant role in encouraging teacher professionalism by giving them greater responsibility and appreciating their innovations. Although the approach taken is slightly different from SMA Negeri 3, giving teachers the freedom to take initiative and responsibility in teaching has a positive impact on their motivation and performance. The reward system implemented is also effective in creating a competitive yet supportive environment, which provides teachers with space to continue developing their professionalism.

The role of the principal is vital in improving teacher performance and professionalism in SMA Negeri 3 and SMA Negeri 15 Banda Aceh. Although both principals apply a transformational leadership style, the differences in their approaches produce similar results, namely significant improvements in teacher performance and professional development. Whether through open communication, ongoing training, or teacher empowerment through initiatives, both principals have successfully created an environment that supports teachers' development. This study concludes that principals with a transformational leadership style can positively influence teacher performance and professionalism, which, in turn, contributes to the school's success in achieving its educational goals.

Organizational Culture

Transformational leadership at SMA Negeri 3 Banda Aceh and SMA Negeri 15 Banda Aceh fosters a work environment that encourages the exchange of ideas, creativity, and innovation. Through an open and inclusive leadership approach, the principals have successfully facilitated collaboration among team members to achieve common goals. This dynamic culture not only enhances teacher performance but also fosters greater satisfaction and engagement among school members. Furthermore, the transformational leaders here play a role as a source of motivation and inspiration, leading by example, demonstrating integrity, and affirming the values upheld by the organization. With an optimistic attitude and passionate spirit, the principals have effectively influenced teachers to contribute to their fullest potential.

The trust and commitment instilled by the principals have proven effective in overcoming obstacles and challenges, while also developing individuals within the team to grow better. With high intellectual capacity, transformational principals foster a learning environment and professional development, encouraging critical thinking, innovation, and the exchange of ideas aimed at improving the quality of teaching and learning at the school. The transformational leadership of the school principal facilitates collaboration among teachers through staff meetings, study groups, and joint projects. This collaboration enables teachers to share experiences and best practices in their teaching duties, thereby enhancing their performance.

This study found that the principals of SMA Negeri 3 and SMA Negeri 15 Banda Aceh implemented transformational leadership, creating a work culture that supported the exchange of ideas, creativity, and innovation. With an open and inclusive leadership approach, both principals facilitated collaboration between

team members to achieve common goals. This dynamic culture improved teacher performance and strengthened member satisfaction and engagement in the school environment. The principals acted as sources of motivation and inspiration, leading by example, demonstrating integrity, and reinforcing the values upheld by the organization. With an optimistic attitude and burning enthusiasm, the principals successfully influenced teachers to contribute their best. The trust and commitment instilled by the principals proved effective in overcoming obstacles and challenges, as well as in developing team members to grow and improve.

The principals in both schools succeeded in creating a work culture that supported the exchange of ideas and collaboration. The transformational leadership approach applied focused on openness and inclusivity, enabling teachers and staff to share experiences and best practices in fulfilling their teaching duties. The principal acts as a motivator who sets an example in terms of integrity and values that the organization believes in, creating a positive atmosphere for teachers to develop and contribute optimally. In such an environment, teachers' trust and commitment to their leaders increases, allowing them to work together to overcome existing challenges. In addition, the principals also succeeded in creating a culture that supports professional development, facilitating intellectual growth and collaboration in improving the quality of teaching and learning in schools.

The principals at SMA Negeri 3 and SMA Negeri 15 Banda Aceh have built an organizational culture that supports innovation, collaboration, and the exchange of ideas. Transformational leadership is crucial in fostering a work environment that motivates teachers to perform their best in fulfilling their duties. The inclusive attitude and open approach applied by the principals allow for the creation of mutual trust among team members, which in turn increases teacher engagement and satisfaction. In addition, the principals also succeeded in creating an atmosphere that fosters a spirit of professionalism among teachers, encouraging them to continue developing their pedagogical abilities and teaching skills. By fostering a work culture that supports learning and professional development, principals can enhance the quality of education students receive, making schools a fun and engaging environment for learning and growth.

The Leadership Impact on Teacher Performance

This study found that the transformational leadership of principals in SMA Negeri 3 and SMA Negeri 15 Banda Aceh has a positive influence on improving teacher professionalism and performance. Principals in both schools can encourage teachers' personal and professional growth through support, guidance, and constructive feedback. With a humanistic and empathetic approach, principals pay attention to individual needs and aspirations, and actively play a role in developing the potential of each teacher. This transformational leadership creates a culture that supports innovation and collaboration, with principals often holding regular meetings to discuss progress and provide feedback. Additionally, principals motivate teachers to prepare lessons effectively, provide training, and evaluate the learning process to enhance its quality.
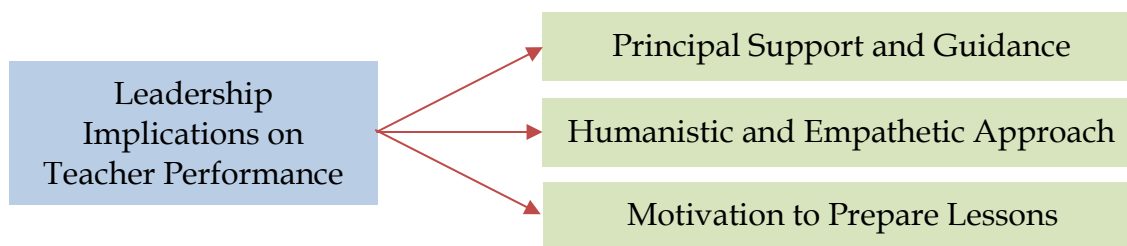
Figure 1. Leadership Implications on Teacher Performance

Figure 1 illustrates how the principal applies transformational leadership to improve teacher performance. The support provided by the principal includes guidance and constructive feedback that helps teachers overcome teaching challenges. An empathetic and humanistic approach fosters an environment that supports teacher professional development by attending to individual needs. Additionally, the principal facilitates collaboration and innovation among teachers, encouraging them to share new ideas and best practices. Learning evaluations are conducted regularly to ensure the quality of teaching, and teachers are encouraged to prepare lessons effectively, which in turn enhances learning outcomes.

The principal who applies transformational leadership plays a significant role in improving teacher performance and professionalism at SMA Negeri 3 and SMA Negeri 15 Banda Aceh. The transformational leadership applied not only improves individual teacher competencies but also fosters a work culture that supports collaboration and innovation. The principal who provides guidance, feedback, and individual attention to teachers successfully creates a climate that supports professional growth and development. The motivation given by the principal to prepare lessons well and provide training also contributes to higher-quality teaching.

The principal's transformational leadership has a significant influence on improving teacher performance and professionalism. Principals who support teachers through coaching, constructive feedback, and attention to individual development have successfully created an environment that supports collaboration and innovation. With motivation and regular evaluation, principals can encourage teachers to reach their full potential. The findings suggest that transformational leadership can bring about positive changes in the quality of education, as well as increase teacher engagement and job satisfaction, which in turn leads to better achievement of educational goals.

Discussion

The role of transformational leadership by the school principal at SMA Negeri 3 and SMA Negeri 15 Banda Aceh has a significant impact on improving teacher professionalism and performance. Based on data collected through participatory observation, in-depth interviews, and document analysis, these findings can be identified. Transformational leadership at both schools reflects the principal's ability to motivate, inspire, and encourage teachers to enhance their professional abilities and teaching performance within the learning process at the school (Alzoraiki et al., 2023; Bellibaş et al., 2021). Transformational leadership

enables principals to offer more support and motivation to teachers, thereby helping them achieve their expected goals.

The role of transformational leadership becomes crucial for principals in creating a participatory work environment by providing support and motivation, which in turn results in the desired professionalism and performance of teachers (Morales, 2022; Shava & Heystek, 2021; Sholeh, 2021). Transformational leadership emphasizes creating a positive and energetic work environment by providing emotional support and motivating teachers to achieve higher performance and exceed expectations (Ahmed, 2021; Messmann et al., 2022). Leaders pay attention to the needs and aspirations of each individual in the team, acting as mentors and coaches to help teachers develop their professionalism.

Tabel 1. Comparison Table

Aspect	SMA Negeri 3 Banda Aceh	SMA Negeri 15 Banda Aceh
Role of the Principal	The principal plays the role of a change agent who inspires, guides, and transforms the traditional leadership paradigm into a more dynamic one.	The principal also serves as a change agent who motivates, sets a positive example, and inspires teachers to achieve optimal performance.
Organizational Culture	Creating a dynamic and participatory organizational culture, motivating teachers to collaborate and achieve common goals.	Shaping an organizational culture that supports creativity and collaboration, thereby enhancing job satisfaction and teacher engagement.
Intellectual Stimulation	The principal stimulates critical thinking and creativity among teachers, encouraging innovative problem-solving.	The principal supports new ideas and experimentation, fostering an innovation culture that drives optimal performance.
Individual Consideration	Focus on providing personal attention, placing teachers in roles that align with their talents, and supporting personal development to enhance professionalism.	Providing personal attention and understanding the unique needs and potential of each teacher, creating an inclusive work environment.
Support and Motivation	The principal provides emotional support, guidance, and constructive feedback to improve teacher professionalism.	The principal leads by example, demonstrating integrity, and motivates teachers to exceed expectations through support and training.
Achieved Results	Improvement in teacher professionalism and performance in the learning process, the creation of a positive work environment, and the ability of teachers to face challenges.	Teacher performance and professionalism have significantly improved, with trust and commitment being established, as well as a culture of innovation growing in the school.
Vision and Communication	The principal is able to adapt to changing times, communicate the vision clearly, and motivate teachers with challenges that enhance creativity and collaboration.	The principal has a clear vision and is able to communicate it effectively to all teachers, motivating them to achieve common goals.

The results of the comparative Table 1 in the study on the role of transformational leadership in improving teacher professionalism and performance at SMA Negeri 3 and SMA Negeri 15 Banda Aceh show that

transformational leaders in schools play a crucial role in creating a dynamic organizational culture and motivating team members to achieve common goals. The transformational leadership of the principal not only leads but also inspires, guides, and shapes individuals within the team(Maker, 2021). The principal successfully transformed the traditional leadership paradigm into a more dynamic and inspirational model. In addition to performing conventional functions in leading and managing, the principal acts as an agent of change, driving the evolution of the organizational culture towards higher goals.

Transformational leaders have a greater responsibility, not only in making decisions or directing the team, but also as catalysts who inspire and guide team members to grow (Al-Aamri et al., 2024; Ghamrawi et al., 2024). Transformational leadership creates and implements a vision and work concept that is competitive and dynamic within an organization. This approach fosters a competitive work culture, enhancing the competencies of each employee and all school members to achieve the expected goals, as well as to be more effective in carrying out their responsibilities and roles. Leaders who can motivate, inspire, and attend to individual needs can create a dynamic, inclusive, and learning-oriented work environment.

Transformational leadership is very effective in creating a productive organizational culture in schools. Transformational leadership can enhance teacher motivation and performance by fostering collaboration and promoting professional development (Alzoraiki et al., 2023; Li & Liu, 2022; Lin et al., 2022). This aligns with the findings in SMA Negeri 3 and SMA Negeri 15, where the principal played a crucial role in creating a work environment that fosters the exchange of ideas and innovation. Research by Cenkci et al. (2021) also emphasized the importance of inclusive leadership in increasing teacher engagement and job satisfaction, which is reflected in the organizational culture created in both schools. An organizational culture that supports creativity and innovation contributes to the development of teacher professional competence, as evidenced by the findings of this study. Kılınç et al. (2024) demonstrated that principals who employ a transformational leadership style can foster a work culture that prioritizes collaboration, a positive factor in enhancing the quality of teaching.

The implementation of transformational leadership at SMA Negeri 3 Banda Aceh and SMA Negeri 15 Banda Aceh has had a significant impact on improving teacher professionalism and performance. The transformational leadership of the school principal, by ensuring that every team member feels valued and supported, fosters a favorable work climate (Boeske, 2023; Li & Liu, 2022). This, in turn, fosters creativity, innovation, and collaboration among teachers. In this context, individual consideration becomes the primary foundation of leadership success, where leaders who prioritize the personal development of each teacher can create a motivating and empowering work environment (Amelia et al., 2022). Additionally, the transformational leaders at both schools demonstrate the ability to adapt to changing times and possess a clear vision. They can communicate this vision effectively to all members of the school, especially teachers, who are then motivated to achieve it.

The leaders also provide challenges that enrich creativity, increase individual motivation, and encourage the achievement of common goals(Ahmed, 2021; Sholeh, 2021). The results of the research above align with the following opinion: Transformational leaders can encourage subordinates to always be creative and innovative. Individual consideration refers to the leader's ability to understand the individual differences among their subordinates. In this case, a transformational leader can recognize the potential achievements and development needs of their subordinates and provide appropriate support. Such leaders are also capable of understanding and appreciating their subordinates by considering their needs and paying attention to their desire to excel and develop(Ghamrawi et al., 2024; Lin et al., 2022). Transformational leaders, in terms of individual consideration, give special attention to the needs of each individual, enabling them to participate and develop by acting as a coach or advisor.

The role of transformational leadership has proven effective in enhancing teacher professionalism and performance at SMA Negeri 3 Banda Aceh and SMA Negeri 15 Banda Aceh. With a caring approach, the ability to adapt to change, and a clear vision, the school principal's transformational leadership has successfully created a dynamic and productive work environment focused on empowering the school community. This has made a positive contribution to enhancing teacher performance and professionalism, as well as the organization's overall success.

CONCLUSION

Transformational leadership in SMA Negeri 3 and SMA Negeri 15 Banda Aceh plays a crucial role in improving teacher professionalism and performance. The principal's transformational leadership has successfully created a dynamic organizational culture that encourages innovation and collaboration among teachers. The principal acts not only as a leader but also as an agent of change, directing and inspiring the team to achieve common goals. With an approach that focuses on individual growth, this leadership has successfully increased teacher motivation by attending to their personal and professional needs. This is reflected in the improvement of teacher performance, which is more collaborative, innovative, and learner-centered.

Some limitations need to be considered, namely that the study has not explored in depth how transformational leadership influences external factors such as education policies or community support. Recommendations for further research include expanding the study's scope by involving more schools across various regions, as well as examining the influence of transformational leadership on the sustainability of long-term outcomes, particularly in terms of teacher professional development and learning quality.

ACKNOWLEDGMENT

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