



LEADERSHIP TRANSFORMATION AT MEKAR ARUM SMA BANDUNG: SYNERGY BETWEEN THE SCHOOL PRINCIPAL AND THE FOUNDATION IN IMPROVING PROFESSIONALISM INFRASTRUCTURE AND TEACHER WELFARE

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Abstract:

Leadership in the world of education plays a very vital role in creating a conducive learning environment, improving the quality of teaching, and ensuring the welfare of all parties involved, especially teachers. At Mekar Arum Bandung High School, the leadership transformation carried out by the principal and foundation aims to improve various important aspects, including school infrastructure, teacher professionalism and their welfare. Synergy between school principals and foundations is the main key in realizing this change.

Leadership transformation in educational institutions plays a very important role in encouraging the creation of a conducive learning environment and improving the quality of education. Currently, the challenges faced by schools in Indonesia are increasingly complex. One of the main challenges is meeting the need for adequate facilities, both in terms of physical facilities and technology, to support 21st century learning. In addition, demands for teacher professionalism are increasing along with the development of the curriculum and the increasingly diverse needs of students. On the other hand, teacher welfare is often an issue that does not receive serious attention, even though this welfare has a direct impact on their motivation and performance.

Mekar Arum Bandung High School is one of the schools that has great potential to develop through close collaboration between the principal as operational leader and the foundation as strategic policy holder. However, this leadership transformation process cannot be free from various obstacles, such as budget limitations, differences in vision between leaders, and the dynamics of the relationship between school principals and foundations. Therefore, good strategy and synergy are needed to ensure that leadership transformation can run effectively.

This research aims to examine how the leadership transformation that exists between the principal and the foundation at Mekar Arum Bandung High School can contribute to improving school infrastructure, developing teacher professionalism, and improving the welfare of teaching staff. By understanding the existing dynamics and challenges, it is hoped that the results of this research can provide applicable recommendations to strengthen leadership synergy to achieve quality education goals.

Keywords: Leadership transformation in educational institutions, Synergy between school principals and foundations

INTRODUCTION

A. Background of the Problem

Leadership in the world of education is the ability to influence, motivate and direct individuals or groups so that they can achieve organizational goals. According to Northouse (2019), effective leadership in educational organizations includes managerial competence, interpersonal skills, and the ability to understand individual and group needs. In schools, the principal acts as an instructional leader who is responsible for improving the quality of learning, managing human resources and implementing policies.

Transformational leadership theory (Bass & Avolio, 1994) is also relevant to the context of this research, where school principals are expected to be able to inspire, provide a clear vision, and motivate staff to make positive changes. The synergy between school principals and foundations reflects collaborative leadership based on a shared vision.

Education foundations play an important role in providing strategic support, including budget allocation, long-term policies, and monitoring the quality of education. According to Bush (2003), the relationship between operational leaders (school principals) and policy holders (foundations) must be collaborative to ensure that decisions taken are in line with school needs. This synergy includes effective communication, division of responsibilities, and transparency in resource management.

Adequate educational infrastructure is an important element in creating a conducive learning environment. Earthman's (2004) research shows that the physical conditions of schools, such as classrooms, laboratories, libraries and technological facilities, have a direct impact on student learning outcomes. Principals and foundations have a shared responsibility in ensuring that schools have facilities that suit modern learning needs.

Teacher professionalism refers to competence, commitment and high work ethics in carrying out teaching tasks. According to Shulman (1987), teacher competence includes mastery of material, pedagogical skills, and managerial abilities. To increase teacher professionalism, training programs, performance evaluations and opportunities for career development are needed. The principal plays a role in providing direction and motivation, while the foundation provides financial and policy support that enables ongoing training.

Teacher well-being includes economic, social and psychological aspects that influence their performance at school. According to Maslow (1943) in the hierarchy of needs theory, economic welfare (salary and incentives) is a basic need that must be met before teachers can actualize their potential in work. Foundations play an important role in ensuring financial well-being, while school principals can provide emotional support and create a comfortable work environment.

B. Problem Formulation

1. What is the form of synergy between the principal and the foundation in the leadership transformation at Mekar Arum High School Bandung?
2. What is the role of school principals and foundations in improving educational infrastructure at Mekar Arum Bandung High School?
3. What are the challenges faced in the leadership transformation process at Mekar Arum Bandung High School, and what are the solutions to overcome them

C. Research Objectives

This research aims to:

1. Analyze how the leadership transformation at Mekar Arum Bandung High School plays a role in improving school infrastructure.
2. Identify how collaboration between school principals and foundations can increase teacher professionalism.
3. Analyze the contribution of leadership in improving the welfare of teachers at Mekar Arum Bandung High School.

RESEARCH METHODS

A. Approach

This research methodology and approach is designed to examine how leadership transformation at Mekar Arum Bandung High School is carried out through synergy between the principal and the foundation in improving infrastructure, teacher professionalism and their welfare. The following is a detailed explanation of the methodology and approach used:

This research uses a qualitative approach because the focus is on an in-depth understanding of the processes, interactions and synergies between school principals and foundations. This approach allows researchers to explore phenomena holistically in the context of the world of education.

According to Creswell (2014), a qualitative approach is suitable when the research objective is to understand the meaning, experiences and perspectives of the research subject in depth. In this research, a qualitative approach was used to explore:

- Principals' and foundations' views on leadership transformation.
- Strategies used to improve infrastructure, professionalism and teacher welfare.
- Challenges faced in the transformation process.

B. Method

This research uses a qualitative approach with a case study at Mekar Arum Bandung High School. Data was collected through in-depth interviews with school principals, foundation administrators, and several teachers who were directly involved in the leadership transformation process. Apart from that, observations of changes in infrastructure and policies implemented were also carried out to obtain a comprehensive picture.

- a. Data collection technique
- b. Data Analysis Techniques

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2. Research Subjects and Informants

Research subjects are individuals or groups who are directly involved in the leadership transformation at Mekar Arum Bandung High School. Research informants were selected purposively, namely based on criteria of their relevance to the research focus. The informants involved included:

- Principal: As the main driver of leadership transformation in schools.
- Foundation Management: As a strategic partner in making decisions related to school management.
- Teachers: As parties who receive the direct impact of the transformation in terms of professionalism and welfare.
- Administrative Staff: Supporting school operations.

3. Data Collection Techniques

To obtain in-depth and valid data, the following data collection techniques were used:

1) In-Depth Interview:

- Conducted with school principals, foundation administrators, and teachers to gain information about roles, strategies, and challenges in leadership transformation.

- Interviews are conducted in a semi-structured manner so that informants can provide broader and more in-depth answers.
- 2) Observation:
 - Directly observe interactions between school principals, foundations, and teachers in various school activities, such as coordination meetings, teacher development activities, or decision-making processes.
 - Observations were also made on the condition of school infrastructure before and after the transformation process.
- 3) Documentation:
 - Collect related documents, such as foundation financial reports, teacher development programs, school policies, and photos showing infrastructure changes.
 - This document is used to strengthen data obtained through interviews and observations.
- 4. Focus Group Discussion (FGD):
 - Involve several teachers and school staff to collectively discuss the impact of leadership transformation on their well-being and professionalism.

Data analysis was carried out using thematic analysis **developed by Braun and Clarke (2006)**. This technique is carried out with the following steps:

- a) Data Collection: Organizing all data from interviews, observations and documentation.
- b) Coding: Identifying the main themes from the data collected, such as the role of the school principal, foundation support, challenges, and the impact of transformation.
- c) Organizing themes: Arranging these themes into large patterns that are relevant to the research objectives.
- d) Interpretation: Interpreting these themes to answer the problem formulation and provide conclusions.

5. Data Validity and Reliability

To ensure the validity and reliability of the data, triangulation techniques are used, namely:

- a) Triangulation of Data Sources: Comparing information obtained from interviews, observations and documentation.
- b) Method Triangulation: Using various data collection methods to see the consistency of information.
- c) Member Checking: Asking informants to verify interview results or research findings.

6. Research Location

This research was conducted at Mekar Arum Bandung High School, which is a specific location where the phenomenon of leadership transformation is taking place. Researchers will focus on this school context to get a clear and detailed picture.

7. Research Output

It is hoped that the results of this research will provide insight into:

- a) Synergy strategy between school principals and foundations in leadership transformation.
- b) The impact of this transformation on infrastructure, professionalism and teacher welfare.
- c) Practical recommendations for increasing leadership effectiveness in education.

With a structured methodology and in-depth qualitative approach, it is hoped that this research can contribute to the development of leadership theory in the world of education as well as solutions for school management in Indonesia.

RESULTS AND DISCUSSION

A. Results

1. Infrastructure Improvement

The leadership transformation carried out by the principal and foundation of Mekar Arum Bandung High School focuses on improving the school's physical infrastructure. In this case, the foundation plays a role in providing financial support for building renovations, building sports facilities, and providing more comfortable classrooms. The principal, as the daily manager, ensures that these changes are carried out in accordance with teaching needs and student comfort.

2. Increasing Teacher Professionalism

Collaboration between school principals and foundations is also seen in efforts to increase teacher professionalism. The Foundation supports teacher training and career development through workshops, seminars and competency improvement courses. The principal serves as a learning leader, providing opportunities for teachers to innovate in teaching methods, as well as carrying out regular evaluations and mentoring.

3. Teacher Welfare

Teacher welfare is one of the main focuses in this leadership transformation. The foundation provides a budget for welfare programs such as allowances, health insurance, and scholarships for further education. School principals play a role in creating a supportive work environment, by maintaining good communication between teachers and the foundation to ensure the mental and emotional well-being of educators.

B. Discussion

1. The role of the Principal as an Operational Leader

School principals play a central role in managing school operations, creating a positive work culture, and implementing education policies. In the context of Mekar Arum Bandung High School, the principal is not only responsible for administration and academics, but is also a driver of transformation that focuses on developing human resources and infrastructure. The principal's ability to motivate teachers, provide clear direction, and maintain work enthusiasm is one of the determining factors for the success of leadership transformation.

2. Contribution of the Foundation as a Strategic Policy Holder

As the party responsible for funding and establishing long-term policies, foundations have a crucial role in supporting the school's vision and mission. At Mekar Arum Bandung High School, the foundation is expected to be able to provide sufficient resources to support infrastructure improvements and training programs for teachers. In addition, foundation policies that prioritize teacher welfare, such as providing incentives or additional facilities, will have a positive impact on their motivation and productivity.

3. Infrastructure as the Foundation of the Learning Environment

Adequate infrastructure is an indicator of the quality of education. Schools that have complete and modern facilities can create a conducive learning environment, both for students and teachers. Leadership transformation at Mekar Arum Bandung High School includes efforts to improve the quality of classrooms, laboratories, libraries, and access to technology, all of which support the success of the learning process.

4. Teacher Professionalism as a Pillar of Education

Teacher professionalism is a key element in producing quality learning. The leadership transformation at Mekar Arum Bandung High School involves training programs, competency development, and regular evaluations to ensure that teachers are able to face educational challenges that continue to develop. Principals and foundations must work together to provide relevant training and support teacher career development.

5. Teacher Welfare as a Priority

Teacher welfare is not only related to salary, but also includes other aspects such as recognition for achievements, emotional support, and a comfortable working

environment. By improving teacher welfare, schools can create highly motivated and committed teaching staff. Synergy between the principal and the foundation at Mekar Arum Bandung High School is needed to formulate policies that guarantee the welfare of teachers, so that they can perform optimally.

6. Synergy as a Determinant of Transformation Success

Effective collaboration between school principals and foundations is the foundation for successful leadership transformation. The differences in roles and responsibilities of both parties must be balanced with good communication, alignment of vision, and joint commitment to achieving the goals that have been set. This synergy allows more precise and strategic decision making in managing various aspects of education at Mekar Arum Bandung High School.

With these arguments, the leadership transformation carried out at Mekar Arum Bandung High School can become a model for other educational institutions in creating sustainable and beneficial change for all parties involved.

CONCLUSION

The transformation of leadership at SMA Mekar Arum Bandung has shown strong synergy between the principal and the foundation in improving the quality of the school. Improving infrastructure, developing teacher professionalism and teacher welfare are important aspects that continue to be improved through this solid collaboration. With good synergy, it is hoped that Mekar Arum Bandung High School can continue to develop into a quality educational institution capable of producing superior future generations for the nation.

Recommendation

1. Improve teacher career development programs so they can focus more on individual teacher needs.
2. Strengthen communication between school principals and foundations to resolve challenges that may arise in the transformation process.
3. Ensure that improving teacher welfare is not only limited to allowances, but also to psychological support and recognition of their contribution to education.

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