



THE CONCEPT OF TRANSFORMATIONAL LEADERSHIP IN EDUCATIONAL INSTITUTION LEADERS

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Abstract:

Leaders in educational institutions play a crucial role in the development of these institutions. Consequently, a leader must possess a genuine spirit of leadership. Transformational leadership focuses on efforts to inspire, motivate and develop team members in order to bring about positive change within the organisation. This type of leadership involves leaders who are able to articulate a clear vision, create an environment that supports innovation, and attend to the needs of individuals so that they can reach their full potential. This study aims to explore and understand the nature of transformational leadership. It employs a descriptive and analytical approach through a comprehensive literature review to collect, sort, and analyse relevant literature. The findings indicate that the key characteristics of transformational leadership comprise four main components: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. It is hoped that this research will provide in-depth insights into leadership theory and offer guidance to practitioners on enhancing leadership effectiveness within their organisations.

Keywords: *Leadership, Transformational, Educational Institutions*

INTRODUCTION

The quality of a leader's leadership competencies within an educational institution will have a significant impact on the effectiveness and efficiency of the institution's management. Therefore, leaders who have mastered leadership competencies are required to lead their institutions. A leader of an educational institution must be able to make optimal use of available resources. As the management of education is the responsibility of the headteacher, who plays a vital role in driving the institution's progress, a headteacher with significant influence will be able to enhance the quality of education delivered (Kalrina et al. 2024).

However, not all leaders of educational institutions possess leadership qualities. This poses an obstacle to the advancement of education, as educational institutions should not be led by individuals who lack competence in their field. This can occur because the selection process for leaders fails to take leadership competence into account. Leadership is a skill; it is not inherited or innate, but is developed through an individual's ability, desire, capacity and understanding of sound leadership principles, based on correct leadership principles, systems, approaches and techniques, backed by knowledge and experience, and the ability to plan the direction and objectives of an institution (Jannah et al. 2021).

Empirical research shows that transformational leadership has a significant positive impact on various aspects of organisational performance, including productivity, job satisfaction, organisational commitment and innovation (Berson and Avolio 2004). Transformational leaders are able to create a working environment that supports the change and adaptation required to tackle dynamic and complex business challenges. However, the implementation of transformational leadership is not without its challenges. Leaders must possess strong interpersonal skills, the ability to communicate their vision effectively, and a strong commitment to supporting the development of individuals within the team (Northouse 2018). Furthermore, the success of transformational leadership is greatly influenced by organisational culture and situational context (G. Yukl 2012).

Given the various challenges and problems faced by educational institutions, it is essential for a leader to resolve these challenges and problems. Such challenges and problems can be easily resolved by leaders who embody leadership values. The aim of this study is to describe transformational leadership amongst leaders in educational institutions.

RESEARCH METHODS

The aim of this study is to analyse transformational leadership amongst leaders of educational institutions. It focuses specifically on transformational leadership. Consequently, this study employs a literature review approach. This approach is considered appropriate as it enables the researcher to gain a comprehensive understanding of the functions, characteristics and nature of leadership.

The aim of the literature review is to facilitate the identification of relevant theories and the collection of reliable sources pertaining to the subject matter of this research (Ridwan et al. 2021). Data collection was carried out through documentation, namely by searching for and recording relevant and up-to-date academic sources from both physical and digital libraries. This included searching for data such as books, articles, SINTA journals and Google Scholar. The data were analysed using *content analysis*, which involves the systematic identification, filtering and presentation of the literature's content to gain a conceptual understanding and derive practical recommendations (Klaus Krippendorff 2022). The data search was carried out systematically using predetermined keywords such as 'leadership', 'transformasional' and 'educational institutions'.

Drawing conclusions based on the results of the analysis is the final step in this research method. The conclusions not only cover the concept of leadership in educational institutions, but also provide recommendations regarding transformational leadership as a characteristic of educational institutions.

RESULTS AND DISCUSSION

Leadership in Educational Institutions

Leadership derives from the root word 'leader', which refers to a person recognised by others who seeks to influence their followers to realise their vision. Leadership and a leader have different meanings. A leader is someone whose role is to lead, whilst leadership is defined as a set of traits, personal behaviour, influence over others, patterns of interaction, cooperation, and the relationship between positions. A leader must possess leadership competencies. This is because a successful leader is one who possesses these competencies, enabling them to carry out their duties and responsibilities (Sukataman 2023).

Leadership is a process whereby an individual manages, motivates and coordinates individuals or groups to foster a spirit of cooperation in achieving predetermined objectives. The impact of leadership has a significant influence on educational institutions, because:

1. Leadership is the art of influencing others, in this case the stakeholders of educational institutions.
2. As a leader, one is followed by members because of one's charisma, competence and influence.
3. Since leaders are followed by their members, they must possess the qualities of honesty, perseverance, self-confidence and a sense of responsibility in advancing the educational institution they lead.

The role of the headteacher in an educational institution is crucial, as such institutions are organisations that carry out work and administrative activities with educational objectives. To achieve these educational objectives, educational institutions need sound management, effective teaching and learning, and supportive, competent human resources. Therefore, leadership under the headteacher is essential. The success of the headteacher as the leader of an educational institution is demonstrated by their ability to lead all stakeholders and manage the resources available within the institution they lead.

Leaders in educational institutions must be authoritative (*powerful*), of good character, skilled and flexible. Their objectives include the development of human resources, the management of the budget, facilities and infrastructure, and relations with the community. The objectives of an educational institution will be achieved if its leaders are able to fulfil their roles to the fullest (Jannah et al. 2021). The duties of leaders in educational institutions include developing, implementing and evaluating programmes within the school. A leader of an educational institution must be able to seek out programme innovations to improve the quality of pupils. If a programme being implemented is deemed to be underperforming, the leader of the educational institution must immediately evaluate it. As a leader of an educational institution, one needs to employ various methods to elaborate on key matters in the following ways (Fitri et al. 2022) :

1. To provide information regarding the vision and strategic plans for improving educational institutions.
2. Creating a positive learning culture
3. Building trust to collaborate and resolve issues
4. Evaluating teachers' performance, as well as guiding and holding them accountable for their performance in accordance with existing regulations and guidelines
5. Developing and innovating programmes that can improve the quality of the educational institution.

In addition to organising matters within the institution, leaders of educational institutions must also maintain good relations with external stakeholders, including parents, members of the community, individuals and businesses within the local community. Building relationships based on mutual trust with external stakeholders will have a positive impact on the educational institution. This is because support from external stakeholders can help the educational institution achieve its objectives by fostering positive cooperation between both parties.

In general, the duties of educational institution leaders include (Angga and Iskandar 2022):

1. Decision-makers,
2. Manager,
3. *Leader*
4. Supervisors
5. Administrator
6. Educator/teacher
7. Staff

In addition to these seven general duties, leaders of educational institutions must possess a number of leadership competencies as set out in the regulations of the Minister of National Education, including:

1. Personal competencies

In this regard, leaders must possess a good character, as they serve as role models for their staff.

2. Managerial competencies

Leaders of educational institutions must be proficient in managing the institution, as they are the top managers within their organisation.

3. Entrepreneurial Competencies

With entrepreneurial competence, leaders of educational institutions will constantly innovate, thereby creating self-sufficient institutions that generate income from entrepreneurial activities.

4. Supervisory competence

As leaders of educational institutions, they will always evaluate and supervise their staff. Not only do they supervise and evaluate, but they can also provide guidance to their staff.

5. Social competence

Leaders of educational institutions must be able to foster communication and maintain positive social relationships with both internal and external stakeholders of the educational institution.

Within educational institutions, the role of leadership encompasses various aspects that a leader must master. These include acting as *an educator*, a manager, an administrator, a supervisor, a leader, an innovator and a motivator. These aspects are commonly referred to as EMASLIM. Generally speaking, EMASLIM can be classified as follows (Ismail 2022):

1. The leadership function as a manager encompasses the roles of administrator and supervisor. This involves drawing up programmes, organising, managing staff, optimising the educational institution, and supervising within the institution.
2. The role of a leader encompasses being a motivator and an innovator. Thus, a leader must be able to set a clear direction for the institution, whilst supporting and guiding its members.
3. The leadership role as *an educator*. In this regard, a leader must be able to impart knowledge, as well as the values of discipline, trust, religious faith, compassion, justice and wisdom to *the stakeholders of the educational institution*.

The essence of leadership in educational institutions plays a hugely influential role in the implementation of school programmes. A competent, carefully selected leader is required to head an educational institution. Not a leader appointed through political deals, the buying and selling of positions, or one from a powerful family who lacks leadership qualities and good conduct.

Leadership Characteristics in Educational Institutions

Leadership has a significant influence on the progress of educational institutions. Therefore, to achieve educational objectives, a leader of strong character is required. A leader of good character will find it easier to steer the educational institution; this relates to the leader's ability to innovate, be creative, and forge relationships with various parties. A leader does not merely issue orders to their members, as the leadership process is linked to professional ethics. Consequently, every policy, authority and power must be grounded in the principles of goodness, justice and humanity. Being a leader is not merely about correcting members' performance, but also about guiding them, providing solutions and accepting feedback from them. Having a leader of good character is the aspiration of every member in any organisation or institution. Therefore, a leader's character must be exemplary. The characteristics of an exemplary leader include the following (Firdaus and Muttaqin 2024):

1. **Intelligent**
An intelligent leader will respond swiftly to and resolve problems. The success of an intelligent leader lies in their ability to foster innovation and make sound decisions when solving problems.
2. **Responsibility**
A leader must be willing to take responsibility for themselves and the members of their organisation.
3. **Honesty**
By possessing a character of honesty, a leader will be trusted by their members, both in their actions and their words.
4. **Trustworthy**
Gaining the trust of people both within and outside the organisation will make it easier for a leader to collaborate. A leader must take care not to make mistakes, so as not to lose the trust placed in them.
5. **Initiative**
A leader's initiative is demonstrated by the way they make decisions and find solutions to every problem.
6. **Firmness and consistency**
A leader's rules and policies must be clear and consistent so that members do not interpret them in multiple ways.
7. **Fair**
A leader's fair behaviour will create a comfortable working atmosphere, as there will be no jealousy amongst team members. The success of a fair leader lies in creating an inclusive environment
8. **Straightforward and clear**
A leader's communication does not confuse team members. Consequently, it is easily understood by them.

Leaders who possess the qualities of intelligence, responsibility, honesty, trustworthiness, initiative, firmness and consistency, fairness, directness and clarity will create a positive working environment and foster good relationships with both internal and external stakeholders. Solutions to any challenges within the institution will be readily found, thereby enabling the quality of the educational institution to be improved and its objectives to be achieved.

Transformational Leadership Style in Educational Institution Leaders

Leadership style can be defined as the pattern of behaviour exhibited by a leader in guiding their team to work with enthusiasm, thereby achieving the

objectives of the institution or organisation. In educational institutions, leadership style is manifested in the leader's approach to motivating, supervising and managing the institution's stakeholders effectively and efficiently (Auliaillah et al. 2025).

Leadership style is a reflection of a leader's ability to lead an institution or organisation. An institution's success in achieving its objectives is inextricably linked to the influence of its leader. Consequently, leaders must adopt a leadership style that is appropriate to the circumstances of their subordinates (Misrawani et al. 2025).

The theory of transformational leadership was first outlined by Bass in 1985. He argued that, unlike transactional leaders, transformational leaders inspire their followers to set aside personal interests for the sake of the organisation and have a profound impact on them. Bass found that this resulted in reduced staff turnover and increased productivity, alongside higher levels of staff satisfaction. Transformational theory views leaders as catalysts for a visionary approach whilst maintaining a strategic perspective on what needs to be done. Transactional leaders value networking and collaboration. These leaders are keen to seek out others who can also demonstrate transformational leadership skills. The transformational leadership approach appears to have captured the contemporary view of leadership. Transformational leadership theory asserts that people are motivated by the tasks they are required to perform. Those who practise transformational leadership emphasise cooperation and collective action, with individuals existing within the context of an organisation or community rather than in competition with one another (Suriagiri 2020).

Transformational leadership involves leaders who focus on creating a dynamic organisational culture, motivating team members, inspiring them and collaborating with them. Transformational leaders do not merely act as managers; they also serve as role models who are respected and emulated by their team members. Transformational leaders understand that, in order to achieve the organisation's vision, mission and objectives, every member of the team must be empowered and guided to perform to the best of their ability (Permatasari et al. 2023).

In the world of education, transformational leadership is not only relevant to school staff, but also to pupils—for instance, in motivating, inspiring, fostering innovation and providing positive support to pupils so that they can reach their full potential. In an educational setting, the strategies employed by transformative leadership include curriculum development, improving the quality of teaching and learning, monitoring learning, classroom management, collaboration with parents, the use of technology, the development of pupils' *soft skills*, and monitoring pupils' well-being (Roja and Salim 2023).

There are three key roles of a transformational leader: that of a manager, an educator and an entrepreneur. Consequently, transformational leaders must focus on processes, the utilisation of all the organisation's resources and the achievement of the organisation's established objectives (Makmur et al. 2023). Transformational leadership has several distinctive characteristics (Bass and Riggio 2006), one of which is 'Idealised Influence'. Transformational leaders behave in ways that enable them to serve as role models for their followers, to be admired, respected and trusted. Such leaders are blessed with followers who possess exceptional ability, perseverance and determination. Thus, there are two aspects to idealised influence: the leader's behaviour and the attributes attributed to the leader by followers and other colleagues. The idealised influence attributed to the leader is that 'the leader convinces others that obstacles will be overcome'. Furthermore, leaders are willing to take risks and are consistent; they are not

arbitrary, can be relied upon to do the right thing, and demonstrate ethical and moral behaviour.

Next is Inspirational Motivation. Transformational leaders behave in a way that motivates and inspires those around them, fostering team spirit, enthusiasm and optimism. They articulate a compelling vision and hope for the future, and seek to engage their followers and secure their commitment to the shared vision and goals.

The next characteristic is Intellectual Stimulation. Transformational leaders seek to stimulate their followers to be innovative and creative, reframing problems and approaching them in new ways. There is no public criticism of individual members' mistakes. Followers are encouraged to come up with new ideas and creative solutions to problems. They are encouraged to try new approaches, and their ideas are not criticised in public simply because they differ from those of the leaders. In other words, leaders encourage others to view problems from various perspectives.

Lastly, there is Individualised Consideration. Transformational leaders position themselves as coaches or mentors to help their followers achieve their goals and develop their potential. Leaders provide new learning opportunities within a supportive environment. Their behaviour demonstrates acceptance of individual differences by increasing personal interaction with followers and viewing individuals as whole persons, not merely as employees. Leaders delegate tasks as a means of developing their followers' potential. Delegated tasks are monitored to see whether followers require additional guidance or support and to assess their progress. In this way, followers do not feel as though they are being scrutinised or monitored.

Leaders of educational institutions who apply the principles of transformational leadership will be able to foster a positive environment, motivate and inspire teaching and non-teaching staff to achieve outstanding performance, and have a positive impact on the entire educational community.

CONCLUSION

Leadership is the driving force behind the sustainability of educational institutions. In transformational leadership, an educational leader must be able to apply their leadership model, as transformational leadership is not only based on the need for self-esteem, but also fosters an awareness in leaders to do their best in line with research on the development of management and leadership, which views people, performance and organisational growth as mutually influential factors. This form of leadership is oriented towards a vision of change—namely, the leader's ability to create, formulate, communicate, socialise, transform and implement ideal concepts originating from themselves or resulting from social interaction amongst organisational members and *stakeholders*, which are believed to represent the organisation's future aspirations to be achieved or realised through the commitment of all personnel. In carrying out the duties of a transformational leader, one must take into account the vision, mission, objectives, programmes and activities in their roles as a manager, educator and entrepreneur. The key characteristics of transformational leadership encompass four main components: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration.

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