



A TRANSFORMATIONAL LEADERSHIP OF PRIVATE HIGH SCHOOL PRINCIPALS IN MAKASSAR CITY

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ABSTRACT

Leadership is the most important management function compared to other management functions such as planning and supervision. This study aims to obtain an overview of the transformational leadership of the head of a private high school in Makassar City. The approach in this study is Quantitative with a descriptive type of research that seeks to describe the four dimensions of transformational leadership of the head of a private high school in Makassar City. In this study, the data collection technique used was a questionnaire that was distributed to 92 samples from 1203 teacher populations who gave assessments to the heads of private high schools in Makassar City. The data analysis technique used in this study is descriptive statistics that only describe the state of the data as it is through parameters such as mean, median, mode, frequency distribution and other statistical measures. The results showed that the transformational leadership of the head of a private high school in Makassar City has (1) a tendency to ideal influence or charisma with a presentation of 77 or 83.16% is in a very high category, (2) inspirational motivational tendencies with presentations of 68.5% are in a very high category, (3) intellectual stimulation tendencies with a percentage of 66.3% are in a very high category, and (4) the tendency of individual consideration with presentations of 50% is in the high category. Research findings: Principals as transformational leaders can improve response, and commitment, pay attention to the concerns and needs of teachers and employees under them, change the awareness of teachers and employees under them about problems by helping them see problems in new ways, and excite and inspire teachers and employees under them to make extra efforts to achieve school goals. can help teachers and employees to see the positive impact of their work through direct interaction by responding, building commitment and making extra efforts to achieve school goals.

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1. INTRODUCTION

The In the era of the industrial revolution 4.0 which triggers social changes in all aspects of life, especially education, both at the practical and theoretical levels, it has changed more or less the form of management systems, communication relationships, networking systems, performance goals, organizational achievement goals, strategies, including educational leadership. The challenge of educational leadership is the driving force for a variety of resources to continue to exist effectively.

Leadership is the most important management function compared to other management functions such as planning and supervision (Sohiron, et al., 2019). A number of studies even reveal that the core of management is leadership (Sellang, K., & Darman, M. (2017); Tampubolon, 2018). This is due to the leadership function that can ensure the implementation of planning by coordinating organizational resources to achieve goals (Abijaya, et al., 2021). The same is true in the field of education. Educational leadership is one of the determining factors for educational success (Ginting & Haryati, 2012). This is because educational leadership plays an important role in mobilizing and directing educational resources for educational success. In the world of education, various potential resources such as teachers, students, parents and the community as well as facilities and infrastructure that need to be managed efficiently and effectively to achieve educational goals (Supriadi, et al., 2022).

Transformational leadership is the last approach that has been hotly discussed over the past two decades. According to Robbins and Judge in the book entitled *Organizational behavior* in 2017, that transformational leadership belongs to the modern theory of leadership whose original idea was developed by James McGroger Burns, which explicitly raised a theory that "Transformational leadership is a process by which the leader and his subordinates seek to achieve a higher level of morality and motivation". Similarly, the leadership of the principal largely determines the successful achievement of school goals. Numerous studies have shown that principal leadership contributes to nearly one-third of school success. As explained by Kemendikbud in the website entitled *Pusat pengembangan tenaga kependidikan* in 2013, in terms of practice, it is also proven that schools that perform well are due to having a competent principal.

The principal's leadership is currently undergoing a test because the world has been in a new normal due to the coronavirus pandemic-19 so that the leadership approach has undergone a change. The transformational leadership model is a relatively new model in leadership studies. Transformational leadership essentially emphasizes a leader building persuasive relationships, motivating and inspiring his subordinates to carry out his responsibilities more than expected (Lai, et al., 2020). Transformational leaders are considered as the right model of leaders and who are able to commit to improving efficiency, productivity, creative and innovative and optimistic about achieving the vision, mission and goals of the school (Litz & Blaik-Hourani, 2020).

Transformational leadership is generally assumed to facilitate employee innovation across all cultures. Based on field studies from 17 countries, it reveals that supervisor transformational leadership is positively linked to individual and team-level innovation regardless of national boundaries. However, the relationship tends to be stronger in countries with higher levels of uncertainty avoidance. The findings suggest that employee innovation in most countries can be improved by investing in transformative leadership of supervisors, but organizations operating in countries with higher levels of uncertainty avoidance can benefit more from these strategies (Watts, et al., 2020).

The results in Monje Amor et al.'s (2020) study imply that transformational leaders encourage work engagement by enabling access to adequate information, opportunities, support, and resources. This empirical study is one of the first to test the role of structural empowerment as a mediator between transformational leadership and work engagement and can serve as a reference to promote work engagement in service organizations (Monje Amor, et al., 2020). Research results's Kadiyono et al. (2020) reveals that transactional, and transformational leadership models have a positive and significant effect on teacher performance.

Studies of Prestiadi et al. (2020) affirming that the role of transformational leadership plays a strategic role in the era of education 4.0 (Prestiadi, et al., 2020). According to Cahyono et al. (2020) that the transformational leadership dimension in the form of intellectual stimulation and individual considerations has a positive effect and ideally affects job satisfaction, as well as mediation of organizational commitment (Cahyono, et al., 2020). The results of research conducted by Suyanto et al. (2019) reveal that transformational leadership can be enhanced and optimized through the application of ideal dimensions of influence, intellectual stimulation, inspirational stimulation and individual consideration (Suyanto, et al., 2019).

Other findings by Peng Liu (2015) shows The four dimensions of transformational leadership practice together explain the moderate effect on the four dimensions of teacher commitment to change, among them the most prominent effect of managing instructional programs. The results of multiple regression analysis also revealed that variables such as culture, strategy, environment, and teacher age had a significant relationship with teachers' perceptions of school transformational leadership. Teacher culture, environment, strategies, structure, and factors such as age and classroom taught have moderate effects on different dimensions of teachers' perceptions of transformational school leadership. These findings contribute to the management of education in China and similar contexts, and the study advances further knowledge and understanding of the transferability of the theory to different contexts (Liu, 2015).

Other researchers Asad et al., (2021) reveals that there is a moderate positive relationship between transformational leadership behavior and school culture (Asad, et al., 2021). Correspondingly Shuto wang (2019) In her research asked teachers to report on the transformational leadership of their principals, the school climate, and the modernity of students. that the school climate, including the affiliate climate, the climate of innovation, and the climate of justice, is significantly influenced by the transformational leadership of the principal. These three school climates have a positive effect on student modernity, and partly mediate the relationship between the transformational leadership of the principal and the modernity of students (Wang, 2019).

Based on this background, transformational leadership, including in the field of education, will be higher in use in the future and more specifically in this new normal era. Traditional leadership becomes a strategy in carrying out organizational transformation, the greater the range of services and the less costs incurred. However, there are a number of potential challenges in implementing transformational leadership in Indonesia, among others. The first challenge is the uneven distribution of information and communication technology infrastructure. Some regions do not yet have a power grid, moreover the internet so transformational leadership cannot be supported by information and communication technologies. In addition, the availability of computer devices or devices has also not been evenly owned, especially by educators and education staff.

The second challenge is related to the competence of educational actors in the field of information and communication technology which is still very limited. One of the studies conducted during the covid-19 pandemic showed that 60 percent of principals stated that their teachers could not afford to use online learning facilities through Google Classroom, Google Meet, and Zoom. Most teachers only use the WhatsApp application as a learning medium (Fendi, et al., 2021). In addition to teacher competence, the principal's competence in the application of communication and information technology is also still limited, especially in mastering virtual face-to-face applications. (Purwatiningsih & Soelistyowati, 2021). Experience during the COVID-19 pandemic also shows that some principals are facing information technology problems in school management to keep running optimally, As explained by Musfah in the seminar entitled *Kepemimpinan kepala sekolah di masa pandemi* (School principal's leadership during the pandemic) in 2020.

By paying attention to the challenges to competency needs in the field of application of information and communication technology in school management, the main agenda for strengthening the competence of principals is on mastering transformational leadership competencies. So far, the competence of the principal is based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning Principal / Madrasah Standards which states the five main competencies of the principal, namely: (1) personality competence, (2) managerial competence, (3) entrepreneurial competence, (4) supervision competence and, (5) social competence. As explained by Kemdikbud in the website entitled LPPKSPS Kemdikbud in 2020. Of the five competencies, communication and information technology competencies are only mentioned in general in managerial competencies, namely: utilizing advances in information technology for improving learning and school / madrasah management.

Based on the results of the literature review conducted, Northouse (2001) concluded that the importance of a person who can display transformational leadership can actually better demonstrate being an effective leader with better work results. Some new thoughts on the transformational competence of the principal have already been put forward by experts. In a study of the principal's leadership in the industrial era 4.0, Kin and Kareem (2019) revealed the 12 main competencies of school principals that must be possessed in responding to the challenges of the industrial era 4.0, namely: a) learning leadership; b) integrity and accountability; c) communication; d) collaboration; e) critical thinking; f) creative and innovative; g) decision-making; h) problem solving; i) managing changes; j) entrepreneurship; k) digital literacy; and l) emotional intelligence (Kin & Kareem, 2019).

Therefore, it is a positive start for a school to develop for the better Because transformational leadership must be able to build the confidence of subordinates so that they feel confident that they will be possessed. The leader must have higher expectations of expectations for subordinates to achieve the expected success, and as a principal. This study aims to obtain an overview of the transformational leadership of the head of a private high school in Makassar City.

2. METHOD

2.1 Approaches and Types of Research

The approach in this study is Quantitative with a descriptive type of research that seeks to describe a single variable, namely the transformational leadership of the head of a Private High School in Makassar City. Although it is descriptive, this study also seeks to explore the relationship between the principal's transformational leadership and several factors such as age, gender, education level, length of service, and school status. The results of this analysis will provide a comprehensive mapping of the principal's transformational leadership competencies that can be used as a basis for improving the principal's leadership.

2.2 Population and Sample

The population of this study was all principals of private high schools in Makassar City. The basis for considering this population selection is because based on the results of previous research, it was found that the leadership of private high school principals is more unique than the competence of state high school principals.

The total population of private high school principals in Makassar City is 1,203 spread across 15 districts, as explained by Kemdikbud in the website entitled *Pusdatin Kemdikbud* in 2022. The sampling used is simple random sampling, which is taking sample members from the population. Sampling using the slovin technique is determined by using the following formula:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{1203}{1 + 112(0,1)^2}$$

$$n = \frac{1203}{1 + 1203(0,01)}$$

$$n = 92,33$$

Information: n: Sample; N: Population;
 e: margin error 10%

Therefore, a sample was found from the population of this study of 92.33 respondents or rounded up to 92 respondents.

2.3 Data Collection Techniques and Procedures

To obtain the data, researchers used questionnaires. The questionnaires used to collect data in this study were compiled by the researchers themselves based on indicators that support the variables revealed.

1) Validity test

Before conducting data analysis, validity testing is carried out on the principal's transformative leadership research instrument. Hussein said that, "Validity is a statement of the extent to which the data contained in a questionnaire can measure what it wants to measure". The validity test aims to measure an instrument that has been compiled and can be said to be valid, that is, if the instrument can measure something exactly what it wants to measure. This validity is carried out by consulting an expert. After consultation with the questionnaire expert, it is analyzed regarding the sentence structure related to the things studied.

To determine the validity of research instruments, it is necessary to conduct field testing by comparing sig values. with a significant rate of 0.05. This means that if the sig value < from 0.05 then it is declared valid.

2) Reliability test

The next test is reliability testing. Husein "Reliability is a term used to indicate the extent to which a measurement result is relatively consistent when the measurement is repeated twice or more". Significant tests are carried out at a significance level of 0.6 which means that if the sig value < from 0.6 then it can be declared reliable or consistent.

2.4 Data Analysis

The data analysis technique used in this study is descriptive statistics. The goal is to describe the mechanism of a process and create a set of categories or patterns. In descriptive statistics, research only describes the state of the data as it is through parameters such as mean, median, mode, frequency distribution and other statistical measures, as explained by Prasetyo and Jannah in the book entitled *Metode penelitian kuantitatif: Teori dan aplikasi (Quantitative Research Methods: Theory and Applications)* in 2014. To measure the variables used, it is asked to respond to each statement by choosing one of the answers among five choices", namely:

- a) As explained by Siregar in the book entitled *Metode penelitian kuantitatif dilengkapi dengan perhitungan manual dan SPSS (Quantitative Research Methods with Manual Calculations and SPSS)* in 2017, Likert scale based on the weight of respondents' answers, as shown in Table 1 below.

Table 1.
Likert Scale Weights

Criterion	Score
Never	1
Infrequently	2
Sometimes	3
Often	4
Always	5

- b) As explained by Siregar in the book entitled *Metode penelitian kuantitatif dilengkapi dengan perhitungan manual dan SPSS (Quantitative Research Methods with Manual Calculations and SPSS)* in 2017, to draw conclusions researchers provide assessment guidelines, as shown in Table 2 below

Table 2.
Criteria for Scoring Respondents' Responses to the Ideal Score

Interval	Category
min < (X) ≤ ...	Low
... < (X) ≤ ...	Moderate
... < (X) ≤ ...	High

... < (X) ≤ max

Very high

Statistical calculations in this study used the SPSS 2.5 for windows program, so that the average, lowest score, highest score, standard deviation, frequency distribution, and percentage were obtained. Data analysis was performed using descriptive statistics and simple regression analysis. As for the Thurstone approach used to search for intervals, it is as follows:

$$\text{Interval} = \frac{\text{max ideal score} - \text{min ideal score}}{n \text{ (number of categories)}}$$

3. RESULTS AND DISCUSSION

The transformational leadership of the head of a private high school in Makassar City in this study was reviewed from 4 indicators which include (1) Idealized Influence, (2) Inspirational Motivation, (3). Intellectual Stimulation, and (4) Individualized Consideration. More details are presented as follows:

3.1 Idealized Influence

Based on the results of data processing through SPSS 20, a mean value (Me) of 53.49 median (Med) 55, mode (Mo) 56, a maximum value of 60 and a minimum value of 40 were obtained. It is known that the length of the interval class is 12, with an upper limit value of 60 and a lower limit value of 12. As for the results of data analysis on SPSS 20, the average Ideal Influence score of the head of the Makassar City Private High School was 53.49, which was in the range of a score of $48 < (X) \leq 60$. Table 3 exhibits the frequency distribution.

Table 3.
Frequency Distribution of Ideal Influence Indicators

Interval	F	Percent (%)	Category
$48 < (X) \leq 60$	77	83,7	Very high
$36 < (X) \leq 48$	15	16,3	High
$24 < (X) \leq 36$	0	0	Moderate
$12 < (X) \leq 24$	0	0	Low
Total	92	100	

Looking at the distribution of scores above, it is known that the number of tendencies of the Ideal Influence of Private High School principals in Makassar City has the highest frequency of 77 or (83.16%) which indicates that the Ideal Influence of principals tends to be in a very high category.

3.2 Inspirational Motivation

Based on the results of data processing through SPSS 20, a mean value (Me) of 51.79 median (Med) 53, mode (Mo) 52, a maximum value of 60 and a minimum value of 38 were obtained. It is known that the length of the interval class is 12, with an upper limit value of 60 and a lower limit value of 12. As for the results of data analysis on SPSS 20, the average inspirational motivation score of the head of Makasar City Private High School is 51.79, which is in the range of a score of $48 < (X) \leq 60$. Table 4 below exhibits the frequency distribution.

Table 4.
Frequency Distribution of Inspirational Motivation Indicators

Interval	F	Percent (%)	Category
$48 < (X) \leq 60$	63	68,5	Very high
$36 < (X) \leq 48$	29	31,5	High
$24 < (X) \leq 36$	0	0	Moderate
$12 < (X) \leq 24$	0	0	Low
Total	92	100	

Looking at the distribution of scores above, it is known that the number of Inspirational Motivation frequencies of private high school principals in Makassar City has the highest frequency, namely 63 (68.5%) which indicates that the inspirational motivation of principals tends to be in the very high category.

3.3 Intellectual Stimulation

Based on the results of data processing through SPSS 20, a mean value (Me) of 51.40, median (Med) of 51, mode (Mo) of 60, a maximum value of 60 and a minimum value of 37 were obtained. It is known that the length of the interval class is 12, with an upper limit value of 60 and a lower limit value of 12. As for the results of data

analysis on SPSS 20, the average Intellectual Stimulation score of the head of the Makassar City Private High School was 51.40, which was in the range of a score of $48 < (X) \leq 60$. This can be seen in Table 5 below.

Table 5.
 Frequency Distribution of Intellectual Stimulation Indicators

Interval	F	Percent (%)	Category
$48 < (X) \leq 60$	61	66,3	Very high
$36 < (X) \leq 48$	31	33,7	High
$24 < (X) \leq 36$	0	0	Moderate
$12 < (X) \leq 24$	0	0	Low
Total	92	100	

Looking at the distribution of scores above, it is known that the number of intellectual stimulation frequencies of private high school principals in Makassar City has the highest frequency, namely 61 (66.3%) which indicates that the intellectual stimulation of principals tends to be in a very high category.

3.4 Individualized Consideration.

Based on the results of data processing through SPSS 20, a mean value (Me) of 40.33, median (Med) of 40, mode (Mo) of 38, a maximum value of 50 and a minimum value of 26 were obtained. Based on the calculation above, it is known that the length of the interval class is 10, with an upper limit value of 50 and a lower limit value of 10. As for the results of data analysis on SPSS 20, the average score of the Head of Makassar City Private High School Consideration is 40.32, which is in the range of scores of $30 < (X) \leq 40$. Table 6 presents the frequency distribution.

Table 6.
 Frequency Distribution of Indicators Individual considerations

Interval	F	Percent (%)	Category
$40 < (X) \leq 50$	41	44,6	Very high
$30 < (X) \leq 40$	46	50	High
$20 < (X) \leq 30$	5	5,4	Moderate
$10 < (X) \leq 20$	0	0	Low
Total	92	100	

Looking at the distribution of scores above, it is known the number of frequencies of individual considerations of private high school principals in Makassar City. The highest frequency is 46 (50 %) which indicates that the individual considerations of the principal tend to be in the high category.

4. Discussion

4.1 Idealized Influence

Based on the results of the study, it is known that the tendency of the ideal influence of the head of a private high school in Makassar City, having a presentation of 77 or 83.16% is in a very high category, this indicates that the head of a private high school in Makassar City is often: (1) being a school figure carrying out the vision and mission of the school, carrying out his duties and obligations in a disciplined manner, (2) paying attention to and learning from criticism and suggestions, (3) arouse mutual respect, (4) treat people with respect, (5) sacrifice personal interests for the school, (6) make teachers ready to sacrifice personal interests for the benefit of the school, (7) make those around them enthusiastic, (8) cultivate the loyalty of school personnel, (9) show confidence and have a stance on their opinions.

The findings of this study are supported by the views of Bass & Riggio in the book entitled Transformational leadership in 2021, which explains that the idealized influence of transformational leaders behaves that reflects as a role model for their followers (Charisma). Leaders are admired, respected, and trusted. Followers idolize leaders and want to emulate them; Leaders are rated by their followers as having extraordinary ability, persistence, and determination. That leadership quality is what followers identify so as to view the leader as outstanding and therefore give rise to respect and pride. In addition, transformational leaders also create ideal behaviors (specific behaviors that are highly valued and appreciated by followers). This leadership trait by most other authors is called charisma.

Likewise with Minan's research results (2019) shows that Idealized influence is owned... i.e. the principal involves teachers, employees, supervisors, and school committees both in the preparation of the vision, mission, goals, and programs of school activities, always holding regular meetings related to the obstacles faced in the school activity program (Minan, 2019).

Freeman (2014) also found that other dimensions of transformational school leadership (i.e., providing vision and inspiration, exemplifying behavior, cultivating commitment to purpose, and providing individual

support) had nothing to do with the teacher's commitment to students. The theoretical and practical implications of these results are presented, and research suggestions are discussed for the future (Freeman, 2014).

As explained by Grenberg in the book entitled *Behavior in organizations* in 2011, he affirms that Charisma, transformational leaders have a mission and inspire others to follow them, often in a very emotional way. Transformational leaders have an idea of how to improve the status quo and do what is necessary to change things for the better, even if it means making personal sacrifices.

Charisma is the most important part of transformational leadership because of the power it gives to a leader. Followers of charismatic leaders trust them, identify with them, and have high confidence in them. Charismatic leaders often have high self-confidence, self-esteem, and self-determination (Champoux, 2016).

Thus, there are two aspects of ideal influence: the behavior of the leader and the elements attributed to the leader by followers and other colleagues. Leaders who have a great ideal influence are willing to take risks and be consistent rather than arbitrary. They can be relied upon to do the right thing, demonstrating high standards of ethical and moral behavior. In short, transformational leaders are charismatic because they are able to become figures, pay attention to and learn from criticism and suggestions, arouse mutual respect for opinions, treat people with respect, sacrifice personal interests for groups, make enthusiasm, cultivate loyalty, and look confident.

4.2 Inspirational Motivation

Based on the results of the study, it is known that the inspirational motivation tendency of the head of a private high school in Makassar City, having a presentation of 68.5% is in a very high category, this indicates that the head of a private high school in Makassar City often (1) observes teachers in expressing their ideas and opinions, listens to complaints and responds to things experienced by teachers related to their duties, (2) heightens the teacher's optimistic feelings for the future, (3) rewarding teachers, (4) recognizing teachers' work, (5) offering new sources of ideas in conveying them to teachers, and providing teachers with the latest information and skills, (6) recognizing teachers individually and caring about absenteeism.

The findings of this study are supported by the views of Bass and Riggio in the book entitled *Transformational leadership in 2021*, explains that inspirational motivation behaves in a way that motivates and inspires those around them by giving meaning and challenge to the work of their followers. The team spirit is aroused. Enthusiasm and optimism are displayed. Leaders engage followers in describing compelling future circumstances; They create clearly communicated expectations that followers want to fulfill and also show commitment to common goals and visions.

Likewise, with Minan's research results (2019) shows that inspirational motivation has... that is, the principal does not only use one leadership style but always looks at the situation and conditions faced. The values instilled by the principal include mutual greetings, greetings, smiles. The principal joins teachers and employees during recess, or when there are no tasks or obligations to be completed (Minan, 2019).

The influence of idealized leadership and inspirational motivation usually forms a single combined factor of charismatic-inspirational leadership. The charismatic-inspirational factor is similar to the behavior described in the theory of charismatic leadership. In short, inspirational motivation refers to the capacity of the leader to inspire those around him and to see the future in an optimistic way. This gives subordinates enthusiasm about what people are working on and confidence about future achievements, as explained by Bass & Riggio in the book entitled *Transformational leadership in 2021*

Inspiration They clearly communicate the importance of the organization's mission and rely on symbols (e.g., pins and slogans) to help focus their efforts, as explained by Grenberg in the book entitled *Behavior in organizations* in 2011. Transformational leaders on the inspirational motivational aspect have the nature of observing members in expressing their ideas and opinions, heightening members' feelings of optimism for the future, rewarding members, recognizing the results of work and appreciating them, offering and conveying various sources of new ideas, and getting to know individual members.

4.3 Intellectual Stimulation

Based on the findings of the research above, it is known that the tendency of the frequency of intellectual stimulation of private high school principals in Makassar City has a percentage of 66.3% is in a very high category. This indicates that the head of a private high school in Makassar City is capable; (1) conditioning barriers of difference flexibly and providing freedom of expression, and giving teachers the freedom to address school problems, (2) changing old problems in new ways by using creative ways and deep approaches, to overcome a problem, (3) encouraging teachers to be able to think in a new way in various activities, and guiding teachers to develop skills according to their duties, (4) increase teacher motivation to be more successful, (5) encourage teachers to innovate, work hard and professionally by encouraging all activities that are creative in school development, conducting coaching related to teacher tasks, having initiatives to develop teacher potential, assisting teachers in overcoming problems related to their duties.

The findings of this study are supported by the views of Bass and Riggio in the book entitled *Transformational leadership in 2021*, explains that the intellectual stimulation of transformational leaders stimulates the efforts of their followers to be innovative and creative by reformulating problems and providing solutions to old situations in new ways. Creativity is encouraged. There is no criticism of the mistakes of individual members. New ideas and solutions to creative problems are collected from followers, including in the process of overcoming problems and finding solutions. Followers are encouraged to try new approaches and their ideas are not criticized even if they differ from the leaders' ideas.

Likewise, with Minan's research results (2019) indicates that intellectual stimulation is owned ... i.e. the principal instills a deft, timely completion of work, and the principal also avoids patronizing the teachers and employees but invites each other to cooperate (Minan, 2019).

Intellectual stimulation is the ability of transformational leaders to build a high awareness of problems and their solutions. Such a leader encourages a change in the values and beliefs of subordinates. They stimulate subordinates to imagine new and different future circumstances for the group. As explained by Champoux in the book entitled *Organization behavior: Integrating Individuals, group, and organizations* in 2016, Intellectual stimulation is more than just a change of direction today—it demands a huge leap in the values, beliefs, and focus of subordinate problems.

Intellectual stimulation. Transformational leaders help followers recognize problems and identify ways to solve them, as explained by Grenberg in the book entitled *Behavior in organizations* in 2011. This indicator also refers to the ability of leaders to awaken followers to think outside the box, to challenge their old assumptions and to come up with new ideas or solutions to the problems they face (Bass & Riggio, 2021). In other words, transformational leaders encourage creative thinking and nurture a work environment to always be open-minded. They condition differences flexibly and provide freedom of opinion, change classical problems in new ways, encourage members to think in new ways in a variety of activities, enhance member motivation for success, encourage members to innovate, work hard and professionally.

4.4 Individual Considerations

Based on the findings of the research above, it is known that the tendency of individual considerations of private high school principals in Makassar City has a presentation of 50% which is in the high category. This indicates that the principal of a private high school in Makassar City has always been; (1) Communicate high expectations for teachers by conducting two-way communication related to teacher expectations of school progress, and being sensitive to complaints from teachers regarding school progress, (2) using symbols to focus various efforts such as focusing the vision and mission, using key words in inspiring, and developing key words in generating commitment, (3) Expressing the main objectives through simple and flexible ways such as carrying out the vision and mission, responding to changes, and turning problems into opportunities.

The findings of this study are supported by the views of Bass and Riggio in the book entitled *Transformational leadership* in 2021, explains that individualized consideration Transformational leaders pay special attention to the needs of each of their members for individual achievement and growth by acting as a coach or mentor. The potential of his followers and colleagues is developed to the maximum level of potential. Individual consideration is practiced with the creation of new learning opportunities accompanied by a favorable climate. Individual differences in terms of needs and desires are recognized. The behavior of the leader indicates the acceptance of individual differences (for example, some employees receive more encouragement, some more autonomy, others more firm standards, and still others the task structure). A two-way communication exchange is encouraged, and "management by working around" is practiced in the workplace. Interaction with followers is carried out privately (for example, the leader remembers previous conversations, is aware of individual problems, and views the individual as a whole person and not just as an employee). Leaders this way individually listen effectively. The leader delegates tasks as a means of developing a following. Delegated tasks are monitored to see if followers need additional direction or support and to assess progress; Ideally, the followers don't feel like they're being checked.

Likewise, with Minan's research results (2019) shows that the principal's individualized consideration always follows up on the needs of teachers, employees and students, always holds workshops, training such as internal MGMP and external MGMP, and comparative studies (Minan, 2019).

Transformational leaders give followers the support, encouragement, and attention they need to do their job well, as explained by Grenberg in the book entitled *Behavior in organizations* in 2011. The brevity is that leadership traits are visible when leaders understand the differences (in needs) between followers and adjust their behavior according to expectations. Transformational leaders are wonderful coaches or mentors and constantly seek to encourage the personal development of their followers. They are able to reflect themselves as attentive, listening, responding to complaints, expectations of ideas, and all inputs such as communicating high expectations to members, using symbols to focus various efforts, and expressing the main goal in a simple way, as explained by Bass & Riggio in the book entitled *Transformational leadership* in 2021.

The completeness of this research is in line with the results of the research of Harahsheh et al., (2021) showing that there is an influence of transformational leadership in terms of all its dimensions (ideal effect, inspirational motivation, intellectual excitement, empowerment) on the achievement of decision effectiveness in terms of its dimensions (decision quality, decision time) (Harahsheh, et al., 2021).

There is a positive, significant and moderate relationship between principals and transformational leadership and teacher job satisfaction and innovative behavior. In addition, transformational leadership predicts teacher job satisfaction and innovative behaviors (Çobanoğlu, 2021).

The results of the research of Monje Amor et al. (2020) implies that transformational leaders encourage work engagement by enabling access to adequate information, opportunities, support, and resources. This empirical study is one of the first to test the role of structural empowerment as a mediator between transformational leadership and work engagement and can serve as a reference to promote work engagement in service organizations (Monje Amor, et al., 2020).

The results of research by Kadiyono et al. (2020) revealed that transactional and transformational leadership models have a positive and significant effect on teacher performance. The results of the hierarchical linear regression analysis of Lai et al. (2020) show that, after controlling for some relevant variables (e.g., leader-

member exchange [LMX], role-based self-efficacy, and transactional leadership) and some participant demographic variables (e.g., gender, age, and education), work engagement still mediates the positive relationship between transformational leadership, job performance, and helpful behavior. (Lai, et al., 2020).

Studies of Prestiadi et al. (2020) affirming that the role of transformational leadership plays a strategic role in the era of Education 4.0. According to Cahyono et al. (2020) that the transformational leadership dimension in the form of intellectual stimulation and individual considerations has a positive effect and ideally affects job satisfaction, as well as mediation to organizational commitment. The results of the research of Suyanto et al., (2019) reveal that transformational leadership can be improved and optimized through the application of ideal dimensions of influence, intellectual stimulation, inspirational stimulation and individual considerations.

Other findings by Peng Liu (2015) suggest the four dimensions of transformational leadership practice together explain moderate effects on the four dimensions of teacher commitment to change, among them the most prominent effects of managing instructional programs. The results of multiple regression analysis also revealed that variables such as culture, strategy, environment, and teacher age had a significant relationship with teachers' perceptions of school transformational leadership (Liu, 2015).

Transformational leadership research in Indonesia has also been widely carried out and generally confirms the results of research conducted abroad. The research of Slivana et al. (2016) for example found the following. First, the transformational leadership of principals at A-accredited public elementary schools in Cianjur district as a whole is in a very high category. This shows that the principal has implemented the indicators in the transformational leadership of the principal. Second, the transformational leadership of the principal has a significant effect on the quality of the school. This influence is seen through the principal's ability to transform potential into real energy; The principal has been able to turn the potential of his institution into energy to improve the quality of student learning processes and outcomes (Slivana, et al., 2016).

Azizah et al. (2019) also shows the significant influence of transformational leadership styles on teacher performance. Transformational leadership has a positive effect on teacher performance, work motivation does not have a positive effect on teacher performance (Azizah, et al., 2019). The findings reveal that employees' ongoing performance is positively influenced by transformational leadership. In addition, more than half of those influences are mediated by their organization's civic behavior. These findings remind project managers of the need to pay attention to transformational leadership, to foster the behavior of members of the organization, and thus ultimately improve sustainable employee performance (Jiang, et al., 2017).

Junaidi (2017) also concluded that there is a significant influence between the transformational leadership of madrasah heads on the implementation of school-based management. This means that the higher the transformational leadership score of the madrasa head, the higher the successful implementation of School-Based Management. According to Junaidi, the findings of this study show that the transformational leadership of madrasah heads can be used as one of the significant factors in the implementation of school-based management. Leadership is one of the factors that determine the success of SBM implementation which gives schools the flexibility to manage their potential by involving all stakeholders to achieve quality improvement in the school. Because the school has such broad authority, the presence of a leader figure becomes very important (Junaidi, 2017).

Research conducted by Gunawan (2020) statistically shows that simultaneously there is a positive and significant influence between transformational leadership and school culture on the work motivation of state junior high school teachers in Medan City, where the influence is 5.9%. Likewise, transformational leadership, school culture and work motivation had a significant and significant influence on the effectiveness of seoklah, which was 13.7% (Gunawan, 2020).

A review of research conducted by Jovanović & Ćirić (2016) revealed that the transformational leadership style of principals increases job satisfaction, creates a positive school climate, improves performance in schools, engages in problem solving and decision-making, develops the quality of education at all levels, increases the commitment, capacity, and involvement of school members in achieving goals and increases acceptance, motivation, commitment, and teacher professional growth. Teacher transformational leadership positively influences student learning outcomes, and is primarily concerned with the development of high-quality learning and teaching in schools. It focuses at its core on improving learning and represents a leadership mode based on the principles of professional cooperation, development and growth.

5. RESEARCH IMPLICATIONS

The research has significant implications on a variety of aspects, including policy, educational leadership practice, graduate education, and teacher education research. Here are some possible implications:

- 1) **Policy:** This research can influence the development of education policy. The results showed that transformational leadership provides ideal influence, inspirational motivation, intellectual stimulation, and high individual consideration, so that it has a positive impact on teachers. This has encouraged governments and educational institutions to adopt a more transformational leadership approach in their policies. This can encourage improved leadership qualities and provide a foundation for broader change in the education system.
- 2) **Educational Leadership Practice:** This research provides a theoretical and practical basis for the development of effective educational leadership practices. Research findings can help educational leaders to understand the leadership characteristics and behaviors necessary to achieve transformation in educational organizations. This can affect management approaches, communication, staff development, and efforts to create an inclusive and learning-oriented school culture.

- 3) Graduate Education: This research may influence graduate education curricula and programs related to educational leadership. Graduate education institutions can use research findings to develop programs that prepare aspiring educational leaders with the knowledge and skills necessary to become transformational leaders. This may include teaching about the theory and practice of transformational leadership, organizational change strategies, effective communication, and conflict management.
- 4) Teacher Education Research: This research can influence teacher education research by highlighting the role of leadership in improving teacher performance student learning outcomes. This research may encourage teacher education researchers to examine the relationship between school leadership and effective teaching practices. Research can also influence the development of assessment instruments and research methods relevant in the context of educational leadership and their effect on teacher and student performance.

Overall, this transformational leadership research provides a better understanding of the important role of leadership in educational contexts. The implications can shape policy, leadership practices, graduate education, and teacher education research to improve the overall quality of education. This research has the potential to provide valuable insights into the transformational leadership role in the context of private high school education. Despite of that, it should be considered in the planning and implementation of transformational leadership research in private high schools, and can be useful for future research.

6. CONCLUSION

Based on the results and discussion, it can be concluded that the transformational leadership of the head of a private high school in Makassar City has (1) a tendency to ideal influence or charisma; (2) a tendency of inspirational motivation; (3) a tendency of intellectual stimulation; and (4) a tendency to individual consideration. However, this study is not without pitfalls. The limitations of this transformational leadership research, which may need to be considered are related to data accessibility, sustainability of transformation, and external factors. This study on private high schools faced limitations in accessing the necessary data. Some SMAs have privacy policies so certain administrative constraints limit researchers' access to their internal data. Therefore, researchers establish good cooperation with schools and obtain the necessary permits to collect data. Transformational leadership can involve significant changes in a school's culture, structure, and practices. However, this study at private high schools faces limitations in tracking the sustainability of such transformations. Private high schools can experience leadership changes, policy changes, or unique challenges that can affect the sustainability of transformation. Therefore, it is necessary to consider these factors in future research. Last but not least, this transformational leadership research has not considered external factors that might influence leadership implementation and impact. For example, the socioeconomic conditions of students, government education policies, or the context of the community in which private high schools are located can play a role in changing the dynamics and outcomes of transformational leadership. These factors need to be taken into account in future studies.

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