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Synergy of Transformational Leadership and Improving Managerial Competence of School Principals: A Case Study in State Elementary School 2 Selanegara

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ABSTRACT

The research aims to describe and analyze the synergy between the transformational leadership of the principal and the improvement of his managerial competence at SDN 2 Selanegara. Transformational leadership, characterized by the ability to inspire and motivate teachers and students, is believed to have implications for how principals carry out their managerial functions. Through a qualitative case study approach, data was collected through interviews with principals, teachers, and education staff, as well as observation of school activities and analysis of related documents. The results of the study showed that the transformational leadership practices of school principals at SDN 2 Selanegara, which included providing a clear vision, providing individual support, stimulating intellectually, and providing inspiration, positively correlated with the improvement of managerial competence in planning, organizing, implementing, and supervising school activities. The principal's ability to inspire and motivate staff creates a collaborative and innovative work environment, to facilitate the effective and efficient implementation of school policies and programs. The conclusion is that transformational leadership significantly contributes to strengthening the managerial competence of school principals in managing and developing schools.

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1. INTRODUCTION

The principal is a teacher who is given the task of leading learning and managing the educational unit. By regulation, school principals carry out their duties and functions as educators as well as education personnel. As educators, school principals are bound by the competency provisions that apply to educators, while as education personnel, school principals are bound by the competency provisions that apply to education personnel. Thus, there are two categories of technical competencies that apply cumulatively for teachers assigned as school principals, namely (1) the teacher competency model and (b) the principal's competency model. The existence of a principal in a school is like a captain on a ship, he becomes the operator and determinant of where the ship is going and anchors. Likewise, the principal is the controller and determinant of where the school he leads moves and what the target is.

Principals as leaders in schools have a strategic role in efforts to improve the quality of graduates, who are able to demonstrate their fighting power and competitive nature in global competition. School principals play a crucial role in the success of an educational institution, especially at the elementary school (SD) level which is an important foundation for student development. A transformational leader must be able to optimally transform organizational resources in order to achieve meaningful goals in accordance with predetermined targets. Such as: Human resources, facilities, funds, and external factors of the organization. Meanwhile, in the indicators, by providing updates, setting an example, encouraging subordinate performance, harmonizing the work environment, empowering subordinates, acting on the value system, and improving their abilities and being able to face complex situations .

In this context, the concept of transformational leadership emerged as a promising approach in encouraging positive change and improving the quality of education. This leadership style is able to keep up with information developments, technological advancements, the demands of work professionalism, and changes in the character of its users. Inclusive and sustainable educational transformation requires the role of the Principal as a leader in the education unit who directly deals with students and educators in the world of education. The principal needed in this situation is the principal with a transformational leadership style. Transformational leadership is characterized by a leader's ability to articulate a clear and compelling vision, inspire and motivate his followers to exceed expectations, provide individual support, and stimulate intellectual thinking.

Principals with a transformational leadership style are believed to be able to create a positive school culture, increase teacher and student engagement, and encourage innovation in the learning process. The transformational leadership model describes transformational leadership along six dimensions: building the school's vision and goals; provide intellectual stimulation; offer individualized support; symbolize professional practice and values; demonstrate high performance expectations; and develop structures to encourage participation in school decisions . From some of the above understandings, it can be concluded that the transformational leadership of the principal is the ability of the principal to transform his influence on all school residents effectively through idealize charismatic influence, inspirational motivation, intelectual stimulation and individual consideration in developing and professionalizing.

On the other hand, the managerial competence of school principals is a fundamental aspect in the effective management of school operations. This competency includes the ability to plan, organize, implement, and supervise all school activities. School principals who have good managerial competence are able to manage resources efficiently, develop relevant programs, and ensure that the implementation of school curriculum and policies runs smoothly. Although transformational leadership and managerial competence are often discussed separately, there is an assumption that these two aspects are interrelated and can synergize in improving the effectiveness of principals. To achieve a quality school, of course, the school leadership model acts as an agent of change that has an example in the eyes of followers and also has a vision and mission far ahead to advance and achieve the expected school achievements. As a manager in a school, the principal has a great duty and responsibility in making decisions. .

Principals who are able to inspire and motivate teachers and students (transformational leadership aspect) are more likely to be more effective in implementing school plans and programs (managerial competency aspect). The positive and collaborative work environment created by transformational leadership can facilitate the process of decision-making, team coordination, and the execution of managerial tasks. The managerial competence of the principal starts from preparing school planning, developing the school organization, utilizing school resources, so that they can carry out supervision of school activities in accordance with the applicable supervision standards.

State Elementary School 2 Selanegara is one of the elementary education institutions that strives to continue to improve the quality of its education. Initial observations show that there are efforts by the principal in building good communication with teachers and students, as well as encouraging active participation in various school activities. However, a deeper understanding of how a principal's transformational leadership practices concretely correlates with the improvement of his managerial competence in this school still requires more in-depth research. Based on this background, this study aims to describe and analyze the synergy between the transformational leadership of school principals and the improvement of their managerial competence at State Elementary School 2 Selanegara.

Through this case study, it is hoped that it can provide a more comprehensive understanding of how the ability of school principals to inspire and motivate teachers and students contributes to their effectiveness in carrying out managerial functions, so that it ultimately has a positive impact on improving the quality of education at the elementary school level.

2. RESEARCH METHODS

Qualitative research method on "Transformational Leadership Synergy and Managerial Competency Improvement of School Principals: A Case Study in State Elementary School 2 Selanegara". This research uses

a qualitative approach with a case study type. A qualitative approach was chosen to deeply understand the phenomenon of synergy between transformational leadership and improving the managerial competence of school principals in the specific context of Sekolah Elementary Negeri 2 Selanegara.

The case study allowed researchers to explore the complexity of the interactions and dynamics that occur within the school environment. Case studies can make a great contribution in diagnosing cases or problems that occur in the learning process, cases from the aspect of the students, educational materials, the process of delivering materials and educational facilities. Finally, educators can take the right steps to overcome these problems in order to achieve the learning goals that have been formulated in the learning design. The case study method is a learning design based on the level of the educational unit, this method is in the form of an explanation of a particular problem, event or situation, then students are tasked with finding alternative solutions then this method can also be used to develop critical thinking and find new solutions from the topics that are solved .

Research on Transformational Leadership Synergy and Improving Managerial Competence of School Principals: Case Study at State Elementary School 2 Selanegara will be carried out at State Elementary School 2 Selanegara. The selection of this location is based on considerations of the school's accessibility and potential in demonstrating transformational leadership practices as well as efforts to improve the managerial competence of school principals. The research time will be adjusted to the availability of participants and the required data collection stages.

The main participants in this study are: (1). The principal, as the main focus of the research, the principal will be interviewed in depth about his leadership style, the efforts to improve managerial competence that have been carried out, and how these two aspects interact with each other and contribute to the performance of the school; (2). Teachers, some of the teachers who are purposively selected will be interviewed to get their perspective on the principal's leadership, the changes they feel in the principal's managerial competence, and its impact on the work environment and learning process, the criteria for selecting teachers can be based on the length of time they have worked in the school and involvement in various school activities; and (3). School Committee, school committee members are interviewed to gain a broader perspective on stakeholder support and involvement in school leadership, relevant school committee members may be interviewed.

Data collection in case studies can be drawn from a variety of sources of information, as case studies involve gathering "rich" data to build an in-depth picture of a case. Yin revealed that there are six forms of data collection in the case study, namely: (1) documentation consisting of letters, memorandums, agendas, reports of an event, proposals, research results, evaluation results, clippings, articles; (2) lists of names, personal records such as diaries, calendars, etc.; (3) interviews are usually open-ended types; (4) direct observation; (5) observation of participants and (6) physical or cultural devices i.e. technological equipment, tools or instruments, works of art etc. In addition to in-depth interviews, there are five Case Study research data collection techniques, namely documentation, direct observation, participant observation, and physical artifacts. Each of them is to complement each other. This is the strength of Case Studies compared to other methods in qualitative research .

The data in this study will be collected through several techniques, namely: 1). in-depth interviews; 2). Semi-structured interviews will be conducted with the principal and teachers, interview guides will be prepared with open-ended questions to explore their experiences, perceptions, and views regarding the principal's transformational leadership, efforts to improve managerial competence, and synergy between the two. The interview will be recorded with the consent of the participant and then transcribed for analysis; 3). Participatory observation, namely the researcher will make direct observations of various activities in the school, such as teacher meetings, professional development activities, interaction of the principal with teachers and students, as well as the management of school resources, field notes will be made during the observation to record behaviors, interactions, and contexts relevant to the focus of the research; 4). Document analysis, relevant school documents will be analyzed to obtain additional information and triangulation of data, these documents can be in the form of school work plans, reports on principals' self-development activities, meeting notes, school vision and mission, and other documents related to school leadership and management.

Creswell argues that case studies involve collecting a lot of data because researchers are trying to build an in-depth picture of a case. A good analysis is needed in order to compile a detailed description of the case that arises. For example, the analysis of a theme or issue, namely the analysis of a case context or setting where the case can describe itself

The collected data will be analyzed qualitatively through several stages, including: 1). transcription, namely interview recordings will be transcribed verbatim to facilitate the analysis process; 2) data reduction, i.e. data that has been transcribed and field records will be reduced by selecting, focusing, simplifying, and abstracting data that is relevant to the research question; 3). coding i.e. the data that has been reduced will be given codes that represent themes or patterns that emerge related to transformational leadership, managerial competence, and synergy between the two, the coding process can be done manually or with the help of qualitative data analysis software; 4). Data interpretation, the codes that have been formed will be grouped and interpreted to identify

deeper meanings and understand the relationships between concepts, this will make it easier to find patterns, themes, and variations in the data to answer research questions; 5). Triangulation, i.e. data from the results of interviews, observations, and documents will be compared and confirmed to increase the validity and reliability of research findings.

The validity and reliability of this qualitative research research, using various data sources (principals, teachers, school committees, documents) to verify the findings. Present a rich and in-depth description of the research context, participants, and observed phenomena. Share initial findings with participants to obtain feedback and ensure interpretation accuracy and systematically document the entire research process, including field notes, interview transcripts, analysis codes, and researchers' reflection notes.

3. RESULTS AND DISCUSSIONS

3.1. Research Results

This case study research at Sekolah Elementary Negeri 2 Selanegara aims to analyze the synergy between the transformational leadership of school principals and the improvement of their managerial competence. Data was collected through in-depth interviews with principals, senior teachers, and school committee representatives, as well as through observations of school documents and principal-led activities.

The principal is the backbone of the school dynamics. The existence and progress of the school is highly dependent on the principal. Therefore, the principal must be a dynamic, creative, and competitive figure, and not easily give up, be discouraged, and have weak ideals. The results of this research have three discussions, including transformational leadership, managerial competence of school principals and synergy of transformational leadership of school principals with improvement of managerial competence. The explanation of the results of his research is as follows: Principal transformational leadership is a leadership style in which the principal not only manages the day-to-day operations of the school, but also inspires and motivates teachers, staff, and students to reach their full potential and exceed expectations.

Transformational leadership can foster confidence and confidence among subordinates, empower them, and instill an entrepreneurial attitude (innovative and creative) in achieving goals; (3) Oriented towards goals and values, here, transformational leadership is able to encourage subordinate beliefs to achieve higher goals in their work, build commitment, and improve performance. Transformational principals focus on positive change and innovation in the school environment. Based on the results of interviews with the principal, teachers and school committee, it is known that the principal of Sekolah Elementary Negeri 2 Selanegara shows strong transformational leadership characteristics, which include:

a) Idealized Influence, where the principal becomes a role model who is respected and trusted by the entire school community, demonstrating high integrity, strong ethics, and a deep commitment to the school's vision and mission. Transformational leaders act as role models who are respected and trusted by their followers. They show high integrity, morality, and ethics in their every action. This leader is committed to the vision and values of the organization, and is able to build trust among his followers. The results of the study show that the principal at Sekolah Elementary Negeri 2 Selanegara has succeeded in compiling a clear and easy-to-understand school vision. This is an important foundation in transformational leadership. However, the overall effectiveness of leadership and its synergy with the improvement of managerial competence is hampered by significant challenges in the ideal dimension of influence. The finding that leadership effectiveness in the Ideal Influence dimension has not been maximized indicates that there are challenges related to how school principals are seen as leaders and role models. School principals are less able to show high integrity, consistency between words and deeds, as well as strong ethics, trust and respect from teachers and staff can be reduced. This will hinder the principal's ability to influence and direct the team. In addition, less strong role models in the form of principals do not consistently demonstrate the values of professionalism and dedication in their daily actions, teachers and staff may be less motivated to emulate such positive behaviors. This can affect the work culture and performance standards in schools. Although the vision is clear, if the principal is not able to be a convincing role model in pursuing the vision, the vision itself may lose its appeal and fail to inspire commitment from the entire school community. So a strong ideal influence from leaders is essential in building a positive, collaborative, and growth-oriented school culture. If this dimension is not maximized, efforts to create a culture that supports the improvement of managerial competence and school progress can be hampered. The combination of a lack of inspirational motivation and the lack of optimal ideal influence significantly weakens the synergy between transformational leadership and the improvement of managerial competence of principals. The principal may have a clear vision, but without the ability to inspire the team toward that vision and be a respected and trusted role model, the effectiveness of his overall leadership will be diminished. Managerial competence in leading teams, building school culture, and implementing change will be hampered if the foundations of trust, motivation, and exemplary have not been firmly built.

b) Inspirational Motivation is that the principal is able to articulate a clear, interesting, and challenging school vision. The principal communicates high expectations and inspires the team to work towards a common goal with enthusiasm and optimism. Transformational leaders are able to articulate a compelling vision and motivate followers to work toward lofty goals. They use optimistic and enthusiastic communication to convey their vision, so followers feel inspired and encouraged to contribute more to the organization . Based on the findings of a case study at Sekolah Elementary Negeri 2 Selanegara, with a focus on challenges in the dimension of Inspirational Motivation. Analysis of Transformational Leadership Synergy and Managerial Competency Improvement at SDN 2 Selanegara shows that principals at Sekolah Elementary Negeri 2 Selanegara have several positive transformational leadership characteristics, especially in terms of Ideal Influence (integrity, clear vision, exemplary, professionalism, and dedication) and Intellectual Stimulation (encouraging critical thinking and innovation). This has great potential to encourage the improvement of the managerial competence of school principals in various aspects, such as planning, decision-making, and staff development. However, crucial findings related to Inspirational Motivation show that there are challenges that need to be overcome. Although the school's vision is considered clear and easy to understand, the principal's ability to communicate it effectively and generate enthusiasm and commitment from all teachers and staff is not optimal. The response that has not been entirely positive indicates that the vision has not been fully "landed" and internalized by all school members. The implications for synergy include: 1). implementation of a vision that is not optimal, even though the vision is clear, without enthusiasm and strong commitment from the entire team, the implementation of programs that support the vision can run slowly and less effectively, managerial competence in planning and organizing becomes less than optimal if it is not supported by high motivation from the implementer, 2). collaboration between school residents that is not optimal has an impact on the lack of A sense of belonging to the vision can reduce the spirit of collaboration. Teachers and staff may work individually or in small groups without feeling connected by a common goal. Managerial competence in building teams and facilitating cooperation becomes less effective, 3). innovation is stifled, even if the principal encourages innovation (Intellectual Stimulation), without strong motivation and commitment to the vision, teachers may be reluctant to take risks or invest time and effort in developing new ideas that are in line with the school's vision; 4). less effective staff development, the condition of teachers and staff not motivated by the school's vision, professional development efforts initiated by the principal may not be responded to enthusiastically or considered as an additional burden so that managerial competence in developing staff becomes less impactful if there is no awareness of the importance of contributing to the common vision; 5). Less participatory decision-making, school principals tend to make top-down decisions without involving teachers and staff to the maximum so that they reduce the sense of ownership and commitment to the decisions taken.

c) Intellectual Stimulation, where the principal encourages critical thinking, innovation, and creativity among teachers and staff. Principals challenge assumptions, seek out new ideas, and support measurable experimentation and risk-taking and create an environment where people feel safe to express different opinions and learn from mistakes. This inspirational motivation often involves the use of symbolism and stories to illustrate the goals and expectations to be achieved. The results of the study showed that the principal at Sekolah Elementary Negeri 2 Selanegara has a foundation in transformational leadership, especially in terms of ideal influence (integrity, clear vision, exemplary, professionalism, and dedication). A clear and easy-to-understand school vision is an important asset. However, the effectiveness of transformational leadership as a whole and its synergy with improving managerial competence is hampered by significant challenges in two key dimensions, namely inspirational motivation and intellectual stimulation.The effectiveness of leadership in the dimension of Intellectual Stimulation that has not been maximized also contributes to weak synergy, including: 1). Principals lack to encourage teachers to think critically and innovate in teaching methods, the potential to improve the quality of learning is limited so that managerial competence in curriculum development and learning innovations is not optimized; 2). The potential for unexplored problem-solving hinders the ability of school teams to find creative solutions to the educational challenges faced so that managerial competence in decision-making and problem-solving becomes less effective; 3). Teacher capacity development is hampered Teachers are not used to thinking critically and developing new ideas and are less motivated to proactively improve their self-competence so that managerial competence in staff development becomes less impactful.The impact on synergy with managerial competence improvement is a combination of lack of inspirational motivation and not optimal overall intellectual stimulation weakens the synergy between transformational leadership and the improvement of managerial competence of school principals. Principals may have a good vision, but without the ability to inspire, motivate, and stimulate the creative thinking of their team, the potential to improve the effectiveness of school management becomes limited as a result of which managerial competencies in various aspects such as planning, organizing, decision-making, staff development,

and innovation cannot develop optimally if it is not supported by a motivated, engaged, and critically thinking team.

d) Individualized Consideration, where the principal pays attention to the needs, development, and aspirations of individuals in the school. The principal acts as a mentor and coach, providing support, constructive feedback, and professional development opportunities tailored to the needs of individual teachers and staff and building strong, trusting relationships with team members. These leaders recognize and value individual differences among their followers, and strive to help them achieve their personal and professional goals. The results of the study show that the principal at Sekolah Elementary Negeri 2 Selanegara has succeeded in compiling a clear and easy-to-understand school vision. This is a positive first step in transformational leadership. However, the effectiveness of overall leadership and its synergy with improving managerial competence is hampered by significant challenges in the dimensions of inspirational motivation and individual consideration. As in the previous analysis, the ability of the principal to communicate the vision and has not been able to generate motivation and a sense of common purpose among teachers and staff is the main obstacle. The impact on synergy is that a vision that is not well communicated and not internalized will be difficult to realize in real action. Managerial competence in planning and organizing becomes less effective without the same understanding and enthusiasm from the entire team. Teachers and staff who are not motivated tend to be less actively involved in school initiatives aimed at achieving the vision so that managerial competence in building teams and facilitating collaboration becomes less optimal, besides that without a sense of common purpose, individual initiative and responsibility towards the achievement of school goals can decrease.An obstacle due to the lack of maximization of individual consideration is the finding that the effectiveness of leadership in the dimension of individual consideration has not maximized adding other dimensions to this synergy challenge, such as the development of individual potential that is inhibited. If principals pay less attention to the individual needs and potential of teachers and staff, opportunities for targeted and tailored professional development become limited. Managerial competence in staff development becomes less effective. Lack of support and mentorship from the principal results in teachers and staff feeling less supported or guided individually by the principal. This can hinder their competency development and reduce their sense of appreciation. School principals in delegating tasks that are not appropriate, without a deep understanding of the abilities and interests of each individual, task delegation may not be optimal, so that it does not maximize the potential of the team which has an effect on low job satisfaction and attachment. Teachers and staff who feel less attention is paid to their needs tend to have lower levels of job satisfaction and attachment to school. This can affect motivation and overall performance.The combination of a lack of inspirational motivation and a lack of optimal individual consideration significantly weakens the synergy between transformational leadership and the improvement of principals' managerial competence. Principals may have a clear vision, but without the ability to inspire the team towards that vision and provide support and development that suits individual needs, the potential to improve the effectiveness of school management is limited. Managerial competence in leading teams, developing staff, and building a positive work culture cannot develop optimally if these important dimensions of transformational leadership have not been implemented properly.

3.2. Discussion

Synergy of Transformational Leadership and Improvement of Managerial Competence of School Principals at SDN 2 Selanegara. The context of the case study research at Sekolah Elementary Negeri 2 Selanegara highlights the dynamics between the transformational leadership of the principal and the improvement of his managerial competence. In particular, the research examines how the transformational leadership of school principals is manifested in the preparation of school vision, the ability to motivate teachers and staff, build a sense of belonging to the vision, and communicate the vision. The principal at SDN 2 Selanegara has succeeded in compiling a clear and easy-to-understand school vision. The ability to articulate a clear vision is an important indicator of transformational leadership. A clear vision provides a strong direction for all school residents and serves as a foundation to achieve common goals. In this context, the principal has shown good managerial competence in formulating a vision that can be understood by all parties.

Not all teachers and staff feel motivated and have the same goals. Transformational leadership emphasizes the importance of motivating and inspiring followers to achieve common goals. These findings suggest that principals need to increase efforts in motivating teachers and staff to align with the school's vision. Managerial competence in motivating, providing feedback, and building a solid team needs to be improved. The principal has begun to build a sense of ownership of the school's vision, but it is not optimal. A sense of ownership is very important so that the school's vision is not only a formal document, but also a shared commitment. Principals need to actively involve teachers and staff in the process of internalizing the vision, listening to their aspirations, and providing a clear role in the achievement of the vision. The findings at SDN 2 Selanegara show that the principal is not able to communicate his school's vision, and the response from teachers and staff has not

been all positive. Principals need to communicate the vision repeatedly, through multiple channels, and in an engaging and inspiring way. Responses that are not entirely positive indicate that there are barriers in communication, which need to be identified and overcome. These obstacles can be a lack of understanding of the school's vision, a lack of involvement in the formulation of the vision, or a lack of effective communication style by the principal. The effectiveness of transformational leadership can be seen from the extent to which the school's vision can be internalized and realized by all school residents. The findings of ineffective leadership of school principals show that even though the principal already has a clear vision, the effectiveness of his leadership still needs to be improved so that the vision can become a reality. This research highlights the importance of synergy between transformational leadership and managerial competence. Principals who have a strong vision need to be supported by adequate managerial competence in terms of: (1) planning, namely designing programs and activities that are in line with the school's vision; (2). organization, namely forming an effective and efficient organizational structure; (3). mobilization, namely motivating, inspiring, and empowering teachers and staff; (4). supervision, namely monitoring and evaluating the implementation of programs and activities; (5). Communication: conveying vision and information clearly, effectively, and persuasively; and (6). Decision making is making the right decisions and oriented towards achieving the vision. The recommendation based on these findings is that school principals need to continue to develop their managerial competencies, especially in terms of motivating, communicating, and building teams, designing more effective communication strategies to ensure that the school's vision is understood, lived, and implemented by all school residents, involving teachers and staff in the decision-making process and implementation of school programs, to increase a sense of belonging and commitment to the school's vision. Principals need to build a school culture that is positive, collaborative, and vision-oriented.

Transformational leadership has great potential to improve the quality of education. However, this potential can only be realized if it is supported by adequate managerial competence. Research at SDN 2 Selanegara shows that the principal has shown a good first step in developing the school's vision, but it is necessary to continue to develop his managerial competence to ensure that the vision can be internalized and realized by all school residents. The results of this study are in line with the opinion of Bass and Avolio that transformational leaders are characterized by four separate components or characteristics referred to as the 4 I of transformational leadership (Avolio, Waldman, and Yammarino (1991). These four factors include ideal influence, inspirational motivation, intellectual stimulation, and individual consideration. Transformational leaders combine creative insight, persistence and energy, intuition and sensitivity to the needs of others to "forge a cultural blend of strategy" for their organization.

4. CONCLUSIONS

The ideal influence characteristics shown by the principal of Selanegara State Elementary School 2 build trust and respect from teachers and staff, which is an important capital in the implementation of school policies and programs. The inspirational motivation provided is able to arouse the enthusiasm and commitment of teachers to provide the best in the learning process. Intellectual stimulation encourages teachers to continuously learn and develop themselves, which directly contributes to the improvement of the principal's managerial competence in managing human resources and developing staff capacity. Individualized consideration allows the principal to understand the needs and potential of each teacher, so as to be able to provide appropriate support and assignments, which ultimately increases the effectiveness of the school's work team.

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