The Principal's Transformative Leadership Model in Resulting Competitive Graduates

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ABSTRACT

This article investigated the principal's transformative leadership efforts in developing school organizational culture to realize competitive graduates. The data were collected by in-depth interview technique to the principal who was a primary data source; while educators, educational staffs, and students were secondary data sources. The data from the primary data source were cross-checked its correctness to the secondary data source (data source triangulation). This article unveiled some important findings from the research. The principal's transformative efforts to preserve and develop school organizational culture were artifacts, symbols, systems of values, norms and assumptions, beliefs, religions. The result contributed to formal education institutions, where the principal's transformative leadership model to realize competitive graduates consists of some aspects, namely: input, process, output, and continuous feedback. The model initially derived from transformative leadership management in the field of enterprise applied in educational institutions and was successful in realizing quality graduates having high competitiveness at national and global levels.

Keywords: *Transformative Leadership Model, Competitive Graduate, Principal Leadership*

INTRODUCTION

The principal's leadership is a very essential factor in implementation of educational policies and operations at the school. The educational policies are related to vision, mission, and educational goals at school; short, medium, and long-term work programs; school relationships with other educational institutions either at local, regional, national, or international levels; school relationships with other social institutions including relationships with parents. In contrast, educational operations are related to curriculum management, learning management, human resource management, infrastructure management, student management, library management, financing management, public relations management, and others. The principal's role and duty will be more successful if he/she implements a transformational leadership style (Danim & Suparno, 2009).

In realizing the school's ideals and goals, including the realization of competitive graduates, the transformational principal will get more effective and efficient by

developing a school organizational culture. According to Robbins and Timothy A. Judge, organizational culture is a shared meaning system embraced by the members; the meaning system is a set of critical characteristics upheld by the organization (Robbins & Judge, 2014). School organizational culture is also essential for the realization of student achievement since the school culture is positively correlated with increased motivation and student achievement as well as job satisfaction and teacher productivity (Stolp, 1996).

The competitive high school graduates are highly desired by students, parents, community, and government, because usually have high percentage of acceptance in reputable Indonesian universities. SMAN 3 Semarang was a prestigious school, and since its establishment until now, this educational institution has spawned influential figures, either in local, regional, national, and international levels, such as Retno Marsudi (Minister of Foreign Affairs of Republic of Indonesia 2014-2019), Sri Mulyani Indrawati (Minister of Finance of Republic of Indonesia 2005-2010, 2014-2019 & former Managing Director of World Bank), and Sri Sultan Hamengkubuwono IX (Sultan of Yogyakarta as well as The Second Vice President of Republic of Indonesia). Also in recent years, the students have spawned glorious achievements both at national and international levels. One factor that affects its success is that the principal implements a transformative leadership style.

The aim of this study are to describe and analyze the concept of competitive graduates according to the view of the principal, to describe and analyze the concept of school organizational culture, and to describe and analyze the efforts of principal in building and developing the school organizational culture to produce competitive graduates. This study had significance compared to studies conducted so far. The focuses of discussion of a study conducted by Pradhan & Pradhan were on transformational leadership, practical organizational commitment, and contextual performance (Pradhan & Pradhan, 2015). In contrast, a study carried out by Zhu & Engels emphasized more on features of organizational culture, namely view on innovation approach and response to learning (Zhu & Engels, 2014). Both studies did not completely address the principal's transformative leadership, school organizational culture, and its impacts on competitive graduates.

According to Departemen Pendidikan Nasional, competitive is related to competition, meaning that senior high school graduates can compete with other competitors to enroll in the desired universities (Depdiknas RI, 2011). The senior high school education in Indonesia has a 3-year study period (X, XI, and XII Grades) or six semesters. The senior high school curriculum levels consist of X, XI, and XII Grades, and have several study programs namely Natural Science, Social Science, and Language (Depdiknas, 2006). The curriculum structure of each study program consists of three components: subjects, local content, and self-development amounted to 15-16 subjects and allocated 38-29 face-to-face meetings in which each face-to-face meeting lasts for 45 minutes. In short, competitive senior high school graduates are graduates who understand, master the contents of the curriculum structure of SMA X, XI, and XII Grades according to their majors and can compete nationally and globally to continue to higher education in domestic or abroad.

School culture can be interpreted as school culture reflecting shared ideas, assumptions, values, and even beliefs that can provide school identity and is the expected standard behavior. Moreover, there are three kinds of school organizational culture components, namely: Artifacts, symbols, how school buildings are decorated, other treated relics; Systems of values, norms, how school residents behave and act

while doing work, interacting, and communicating with others; and Assumptions, beliefs, Philosophy, and religions that every school resident has and is aware of, all of those are for school advancement (Direktorat Pembinaan Sekolah Menengah Atas Direktorat Jendral Manajemen Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional, 2009). Based on the above description, it can be concluded that school organizational culture is systems of values, ideas, Philosophy, norms, assumptions, and beliefs/ that school has and becomes a guideline for school residents in activities to achieve the desired goals. To be able to develop the school organizational culture well, two steps are needed to be done: building excellence called The Six P (people, policies, processes, products, practices, and performance); and build achievement culture. Achievement culture is result-oriented, superior customer service, innovation, fairness, respect, changed responsive, accountability, and passion (Tan, 2002).

The Six P model of excellence can be detailed as follows; (a) People excellence means that only qualified people who can create organizations having superior performance. (b) Policies of excellence are some policies that can be implemented by school residents well and bring benefits to educational institutions. (c) Product excellence is an ability to produce a good product or service delivery or adequate supply form according to customer needs or desires. The superior product can be known through careful research or development, especially compared to the results or educational achievements that have been achieved previously. (d) Processes excellence. The superior process is the overall implementation including teachers' teaching and learning work, principal leadership, administrative work of administrative staffs from the beginning, middle, and end of the activity goes well without any significant obstacles; if it encounters obstacles, those obstacles can be overcome quickly. (e) Practices excellence. The superior practice referred to here is the workings or ways of treating one another such as principal to teachers or school administrative staffs; as well as teachers to school administrative staff especially in serving students and community. (f) Performance excellence is primarily performance performed by school residents, either school leaders, teachers, school administrative staff, and students about long-term school programs.

Bush states that transformational leadership is a collegial leadership form in which leaders and led ones work together, develop programs together, and implement programs together since they have the same interests and values, so they agree on the decision (Bush, 2011). Danim and Suparno stated that transformational leadership has the following indicators: a) being a reformer, b) setting examples, c) encouraging subordinate performance, d) harmonizing work environment, e) empowering subordinates, f) acting on value systems, g) improving his/her ability continuously, and h) being able to overcome complicated situations (Danim & Suparno, 2009). Futhermore, Ihsan and Ihsan conclude that educators are adults responsible for providing guidance or assistance to students in physical and spiritual development to reach their maturity (Ihsan & Ihsan, 2007). Educational staffs are school administrative staffs whose duty is to serve teachers and students in the learning process. Senior high school students are generally between 15-18 years old, when they enter their teenages. At this age, they experience rapid physical, cognitive, and psychosocial development. In the cognitive development of adolescence, the capability to obtain and use knowledge efficiently reaches its peak since, in this adolescent period, the brain growth process reaches perfection (Mussen et al., 1990).

METHOD

The research method used was the qualitative approach in the form of a case study. The researcher dug data in the field using in-depth interview techniques to the principal and using observations and document studies. The principal was the primary data source while the educators, educational staffs, and students were the secondary data source. The interview results from the primary data source were cross-checked with the secondary data source (data source triangulation). The cross-check material to the educators was the principal's role in developing the school organizational culture; artifacts, symbols; systems of values and norms; assumptions; beliefs, Philosophy, and religions with 6P's model and eight achievement culture model, the cross-check material to the educational staffs was related to the equipment or facilities and infrastructure that should be prepared when the principal developed the school organizational culture indirectly through the educators or directly to the students. On the other hand, the cross-check material to the students was their attitude or response to the development of the school organizational culture either with 6P's model or achievement culture model.

The observations were done in the meeting room when the principal carried out the school organizational culture coaching or development to the educators and/or educational staffs, as well as when the principal carried out the school organizational culture coaching or development during the flag ceremonies of national day commemoration or school's anniversary on November 1 and directly at informal meetings. The document studies were used to identify the problems or obstacles encountered by school residents in implementing/practicing the school organizational culture development documented. The data were analyzed using qualitative analysis, according to Milles and Huberman, consisting of three stages, namely data reduction, data presentation, and conclusion (Miles et al., 2014).

RESULT AND DISCUSSION

The concept of competitive senior high school graduates

According to the principal, competitive graduates were student passing with having high mark grades in their transcripts, high national examination score, and accepted as students in the reputable and favorite higher education or departments and faculties. The entrance test at a state university in Indonesia was very competitive, therefore the graduates of SMAN 3 Semarang was showed a remarkable success rate (> 80%) to be accepted in state universities. The favorite subject of departments and faculties that mainly chosen by the graduate generally were as follows: medicine, informatics, engineering, international relations, economics/accounting, and Education. From the above explanation, it can be concluded that in average, the graduates have met the content standards and competency standards of the senior high school curriculum. Many of them were accepted in favorite state universities through the national entrance selection of state university, even some of them were accepted in foreign universities. The successfulness of acceptance as students in a reputable university is not the main purpose yet it is one indicator of successfulness of learning process that has been accomplished (van Rooij & Jansen, 2018).

The competitive quality graduate is a figure having the characteristics of Mulyasana, through a commitment to keep doing the best and fight for excellence and "perfection" point (Mulyasana, 2012). Then sticking to principles of fairness, professionalism, and beliefs; as well as students have a principle of always being in front. Regarding the concept of competitive quality senior high school graduates, to

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realize the competitive quality graduates students need to be strengthened their communication skills, development of several skills inside the classroom, and service promotion outside the classroom (Hopkins et al., 2011).

School organizational culture

There were 2 (two) kinds of organizational culture in SMAN 3 Semarang, namely; artifacts and core values. Ganesha represents artifacts reflecting God of knowledge. The symbol that brings a vision to pursuing excellence of knowledge. The principal established 7 (seven) core values that must be upheld, believed, practiced in life and daily life, in learning, working, trying, learning even in all activities that all school residents could perform to realize educational goals. It consists of religious, fairness and integrity, customer-focused, competent, friendly, and fun, reative and tnnovative, continuous learning, and environment-friendly. Referring to Luthan's idea (Luthans, 2005), how to implement the organizational culture in the school was explained as follows. Observed behavioral regularities; where the school organizational culture was characterized by the existence of the regularities of the ways the school residents behaved, and the behavioral regularity could be in the form of religious rituals. The regularities also appeared from the languages they used in their daily life at school during the learning process in the classroom, in the laboratory, in the library, as well as during official meetings held among students, teachers, and school principals as well as educational staffs and others.From the above description, the embodiment of organizational culture aspects of the core values of religious, fair, and having integrity as well as competent, friendly, and fun was depicted.

The realization of the behavioral regularities of the school residents was thanks to the guidance and coaching conducted by the principal where the majority of teachers and students felt that the principal's leadership affected students' behavioral management through awards to students for good behavior (Nooruddin & Baig, 2014) ans also for the students' behavioral regularities due to teachers' behavioral influence (Blazar & Kraft, 2017). David and Kraft stated that upper-level teachers at school had a big influence on students' self-efficacy in mathematics, happiness, and classroom behavior (Blazar & Kraft, 2017). This school organizational culture has characterized by the existence of the norms containing about behavioral standards of the school residents, either students, teachers, or educational staff. These behavioral standards were derived from the internal provisions of school or the central government. The students' behavioral standards such as provisions to be declared to go up to the next grade were there was no score below five and the average report score was above 7.0 out of 10.0. The score standards to be declared passing the national exam were the lowest score was 4.75, and the average score was not less than 5.25.

The behavioral standards for educators were that could be implemented were provisions according to the Ministerial Regulation that to be accepted as an educator in senior high school, one must meet the standards of academic qualification of educators Diploma four (D IV) or Undergraduate (S1) of study programs in accordance with subjects taught and obtained from accredited study programs (Depdiknas, 2007b). In addition, one must meet standards of senior high school teacher competence, namely: pedagogical, personality, social, and professional competences. Pedagogical competence is an ability to implement learning to students and understand things related to students' physical, moral, social, cultural, emotional, and intellectual. Personality competence is an ability related to the personality stability and integrity of a teacher; a steady, stable, mature, wise, and authoritative person. Social competence is

a teacher's ability in communicating with others such as other teachers; students; parents; and others. While professional competence is an ability related to the breadth and depth of knowledge taught as well as planning and implementation of the learning process.

The behavioral standards of principals were provisions on standards of a senior high school principal that principal must have general, special, and competency standards (Depdiknas, 2007a). The general qualification standard was that one must have academic qualification of undergraduate (S1) or diploma four (D IV) of education or non-education at accredited universities, age maximum 56 years old, 5 (five) years teaching experience; rank as low as III/C for Civil Servants of and non-civil servants were equal with ranks issued by the foundation or authorized institutions. The special qualification standards where one had a status of a senior high school teacher; a certificate as a senior high school teacher; and a certificate as a senior high school principal issued by institutions established by the government. The competency standards were that the principal must have the competencies of personality, managerial, entrepreneurship, supervision, and social. Personality competences is such as having noble character, desire to develop themselves and integrity as a leader; managerial competence is having the ability to manage school, to plan and to develop organizational school, to manage teachers and staffs, facilities and infrastructure, students, curriculum development, school finance, and school administration. While entrepreneurship competence is having an entrepreneurial talent such production management, school services as students' learning resources. Supervision competence is having the ability to plan, perform teacher supervision, and follow up the supervision results to the teachers; and social competence is having the ability to work with other people and social sensitivity to others.

Findings of Mintrop's study revealed that high integrity schools had a good balance between value and reality (Mintrop, 2012). Dominant value, if it was related to educational challenge nowadays in the form of achievement of education quality, the school organizational culture was then placed within the framework of achievement of education quality at school. Arcaro added that quality is a structured process of improving output. About this, quality is an important thing (Arcaro, 2006). Sallis argue that quality as a main agenda and efforts to improve it is the most important task for the organization (Sallis, 2009).

To get the desired education quality nowadays TQM (Total Quality Management) needed to be developed. According to Sallis, TQM is a quality achievement management in meeting customer desires with continuous improvement (Sallis, 2009). TQM includes several principles, namely: continuous improvement, piecemeal improvement to build greater success, culture changes especially attitude and method change, hierarchical educational institution, maintaining relationship with customers, treat colleague as customer, internal marketing, professionalism and customer focus, and learning quality. It was in line with Sohel and Anjalin's study stating that TQM implementation in education had significance for creating awareness and the ability to face challenges and overcome obstacles arising in the implementation of education (Sohel-Uz-Zaman & Anjalin, 2016) and Bunglowala and Asthana's study where TQM approach in education could help teachers and students improve teaching and learning process and stimulate continuous learning improvement (Bunglowala & Asthana, 2016).

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Principal's efforts to create competitive graduates

The principal is the highest leader in school. Besides a transformative leader figure, he has roles of being a reformer, setting examples, encouraging subordinate performance, harmonizing work environment, empowering subordinates, acting on value systems, improving his/her ability constantly, and being able to overcome complicated situations (Danim & Suparno, 2009). Another important task of the principal is to transform behavioral activities as described in front both directly and indirectly to educators, educational staffs, and students at official events; as well as at reception ceremony of new students every new academic year; and at unofficial meetings with the students. He / she always developed artifacts and 7 core values with P's excellence model as well as 8 kinds of achievement culture, that could motivate the students to become competitive graduates. This was in line with findings of Yingxiu, Balyer, and Semin studies, stating that principal's transformative leadership was key to encourage school development and school residents by motivating them, inspiring them, developing their potential and training them to work better (Balyer, 2012; Şemin, 2019; Yang, 2014).

Regarding the importance of the development of school organizational culture for the achievement of school education goals and student achievement, it was as stated by Stephen Stolp that the school organizational culture correlates with the improvement of students' motivation and achievement as well as educators' job satisfaction and work productivity (Stolp, 1996). In addition, effects of five dimensions of school organizational culture could motivate students in their learning (Freed et al., 1997). Futhermore, Emerson and Rockinson-Szapkiw stating that there was a positive and significant relationship between cultural intelligence and principal's transformative leadership in international schools (Keung & Rockinson-Szapkiw, 2013). The principal having high cultural intelligence level could lead and manage more effectively in multicultural environments.

The indicators of principal's transformative leadership behaviors that have been described in the discussion were the role as a reformer, role model, learner and problem solver. As a reformer, the principal generally was an agile person who respond quickly to reform made in the school. Among these reforms were the implementation of 2013 curriculum starting from 2014 for all classes by moving class system to semester credit system that was ready to be implemented simultaneously. As a role model, the principal set examples regarding discipline and politeness, being on time coming to school and being the last leaving the school. It was done as his responsibility as a principal to be imitated by the school residents. He was also polite to anyone and anywhere to educators, students, parents and anyone coming to visit him. In addition, he also often went around classes during certain hours to observe the classroom circumstances and the learning implementation.

As a learner and problem solver, the principal was a person always diligent and studious both at home and at school. In 2016, some students did not pass National Entrance Selection of State University. The reason was that there was the technical problem in filling out the students' grade in School and Student Database. Facing the problem, the principal explained the problem and solution to the students and their parents. Based on the principal's explanation, all of them finally understood and ultimately did not waste time to mourn the case that had happened to them. Subsequently, they swerved, strived, studied diligently to face the entrance university exam which they would face soon. The efforts to solve problem could be considered successful and able to dampen parents' and students' anger and disappointment. The

success of the principal in overcoming this problem was in line with a study conducted by Raihani who state that the transformational leadership approach was very important in schools, especially in times of uncertainty and rapid changes taking place nowadays (Raihani, 2011). By paying attention to the principal's performance which was agile, quick to respond, close to subordinates, liked to set examples to subordinates, either educator, educational staffs, or students, it could awaken subordinates' morale, sense of having educational institutions for the achievement of educational goals. The influence and ability to carry out the principal's duties to the subordinates as mentioned above was consistent with the behavioral traits of transformational leader followers (Yukl, 2013).

Figure 1. The model of principal's transformative leadership in realizing competitive graduates
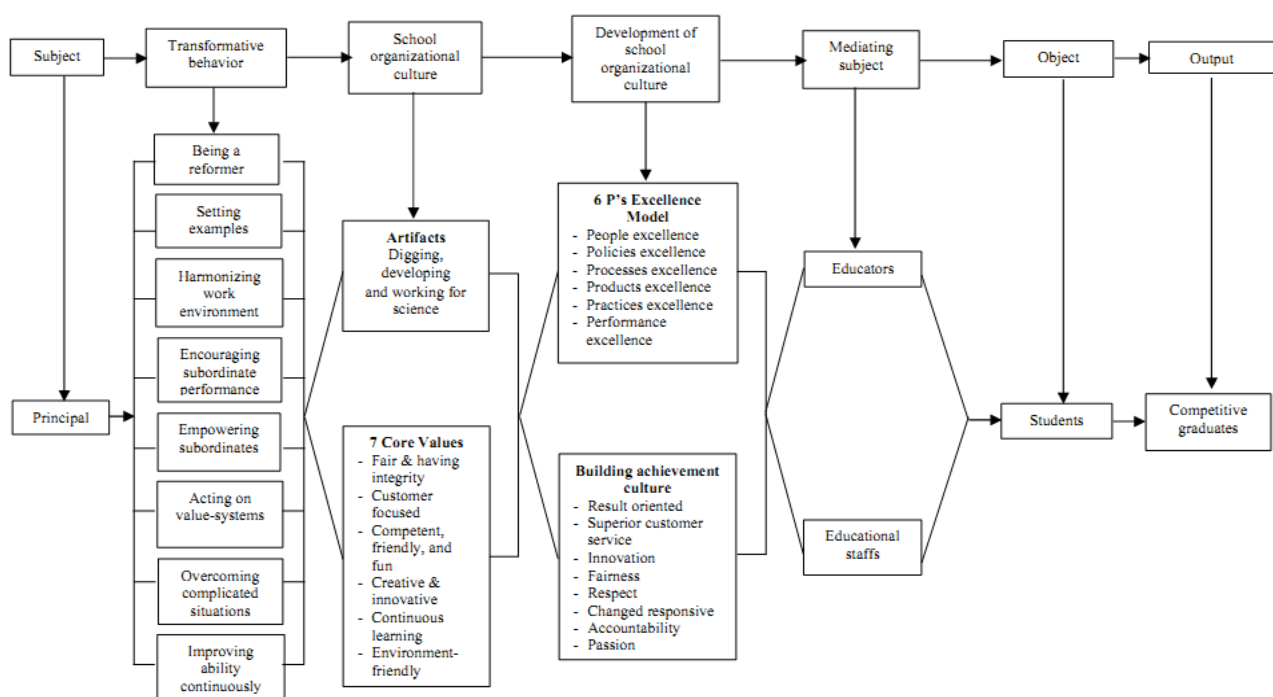
In developing the school organizational culture, the principal paid attention to the school vision, mission, and history of past success. On the other hand, the school vision, mission, and history of the graduates were very important to motivate the students to learn. According to Danim, vision is view far ahead, deep, and broad which is abstract thinking and have tremendous power and can break through all physical boundaries, time and place (Danim, 2012). On the other hand, Nata stated that the mission is strategic and effective steps to achieve the vision that has been set (Nata, 2005). Thus, vision and mission are important and fundamental things to be used as guidelines for school residents to achieve desired ideas and educational goals. The history and past success was also important to motivate the students because it was an example of ideal figures that the students could imitate to achieve their ideals; regarding this Gottschalk states that history is a "living past," it can make humanitive memories have a strong vision and make life meaningful (Gottschalk, 1985). It could be said that the principal was a formidable leader since he/she was able to escort his/her students won science, mathematics, and other competitions at prestigious events both

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in national and international levels. It was in line with a study carried out by Smith (2016) saying that formidable principals were able to balance the school management and build trust relationships through inspirational approach, had strong visions and could provide teachers' job satisfaction as well as improvement of student achievement (Smith, 2016). In brief, the implementation of the preservation and development of the school organizational culture conducted by the principal to realize competitive graduates can be described in Figure 1.

This research contributes in the form of a principal transformative leadership model in an effort to produce competitive graduates. In other words, this model can be applied by principals in other schools in general to successfully achieve the same goals. As a limitation of this study, this research has been applied at the high school level. Therefore, similar research is needed at different educational levels to obtain a more generic model of transformative leadership so that it can be applied in primary, secondary, and tertiary schools.

CONCLUSION

Based on the discussion that has been presented above, it can be conclude as follows. The competitive graduates of the school were graduates having ability to meet content standards and competence standards of senior high school curriculum, passing national examination, getting accepted in favorite universities either in domestic or abroad, and having high global competitiveness. The school organizational culture was nurtured and preserved since it was in accordance with soul or character of the school residents and positively affected their performance and the students' learning achievement. The principal has tried hard to preserve and develop the school organizational culture with the P's excellence model. As transformational leader, he develops the school organizational culture to realize ideal competitive graduates by following these steps: input, process, output, and continuous feedback. This study improved public perception on the role of formal education institutions in nurturing students to achieve optimal educational goals in the form of having high competitiveness both in national and global levels.

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AUTHOR CONTRIBUTION STATEMENT

The author had participated in the research and approved the final version of the manuscript.

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