

## SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP BASED ON 6 VALUES SYSTEMS IN IMPROVING TEACHER PERFORMANCE AT SMP JUARA BANDUNG

Muhammad Sobirin, Iim Wasliman, Hanafiah, R. Supyan Sauri

Universitas Islam Nusantara, Bandung

[muhammadsobirin@uninus.ac.id](mailto:muhammadsobirin@uninus.ac.id), [iimwasliman@uninus.ac.id](mailto:iimwasliman@uninus.ac.id), [hanafiah@uninus.ac.id](mailto:hanafiah@uninus.ac.id)  
[supyansauri@uninus.ac.id](mailto:supyansauri@uninus.ac.id)

### **Abstract**

*The learning process during the pandemic and post-pandemic with a distance learning model or a combination of online and face-to-face learning resulted in a decline in quality. It is suspected that the performance of teachers who have difficulty interacting with students and the leadership of school principals who are unable to bring about transformation are the main causes. This research aims to: (1) obtain an overview and analyze the transformational leadership of school principals in improving teacher teaching performance in the dimensions of (a) idealization of influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individual consideration; (2) Finding other dimensions that can be applied to the principal's transformational leadership in improving the teaching performance of teachers in the schools studied. This research uses a qualitative descriptive approach by examining natural objects and conditions in the Champion Middle School environment in Bandung City which can support obtaining valid data. Data collection techniques were carried out using triangulation (interviews, observation and documentation), data analysis was deductive, and qualitative research results emphasized meaning rather than generalizations. The research results show that: (1) The principals studied have fulfilled the transformational leadership indicators for each dimension (a) idealization of influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individual consideration; (2) Internal Value which the principal believes is the fifth dimension of the principal's transformational leadership in improving teacher performance. The implications of this research: (1) as a model for school principals in leading; (2) as a model for teachers in following the principal's leadership style; (3) as a guide for foundations to prepare school principal succession, and (4) Values-based transformational leadership for future researchers.*

**Key words:** school principal, transformational leadership, teacher performance

### **INTRODUCTION**

The whole world has been affected by the COVID-19 pandemic which only subsided at the end of 2022. This also has an impact on educational processes and products in the country. However, these challenges have given rise to various lessons, one of which is that many schools (including private schools) have transformed their learning processes. However, quite a few schools collapsed and eventually closed as shown in the following data;

Tabel 1. Jumlah SMP Negeri dan Swasta Tahun 2020-2022

<b>SMP</b>	<b>Year</b>	<b>National</b>	<b>Jawa Barat</b>	<b>Kota Bandung</b>
<b>Negeri</b>	2020	23.624	1.940	62
	2021	23.751	1.969	75
	2022	23.864	1.982	75
<b>Swasta</b>	2020	16.914	3.516	191
	2021	17.592	3.715	194
	2022	18.122	3.843	192
<b>Jumlah</b>	2020	40.538	5.456	253
	2021	41.343	5.684	<b>269</b>
	2022	41.986	5.825	<b>267</b>

*Sumber : Biro Pusat Statistik, 2022*

From table 1 above, it can be seen that the number of junior high schools at the national and provincial levels has increased, while in Bandung City the number of junior high schools has actually decreased. And if you look closely, the decline in numbers occurred in private junior high schools. These challenges will certainly also befall private schools with the label of Islamic schools, including the Bandung Champion Middle School.

Based on preliminary research conducted at Juara Bandung Middle School, all teachers interviewed at the school admitted that they had great difficulty adapting to learning both during the pandemic and post-pandemic, even though teacher performance plays a crucial role in shaping the future of education. Dedicated and qualified teachers are not only learning facilitators, but also inspirers. By providing effective teaching, teachers create a strong foundation for increasing student achievement (Darling-Hammond, 2017).

Researchers found that this school not only survives, but also continues to improve in quality, both in terms of infrastructure facilities and community interest, in this case parents who

send their children to this school, has not waned. This success is interesting to study. SMP Juara Bandung has successfully weathered the storm of the COVID-19 pandemic by carrying out two transformations, namely the transformation from a quality free school to a school with a social enterprise approach and a process transformation by applying digitalization to its learning.

According to Hoy and Miskel (2013), many factors influence school quality, including organizational culture, principal leadership, organizational climate, facilities and infrastructure, teacher performance, and financing.

School principals as teachers who are given additional mandates certainly have a more important position than teachers in implementing educational transformation in their schools. The leadership of the school principal is the spearhead for the success of the educational process in schools. Studies on the success of school principal leadership show that the principal is someone who determines the center point and rhythm of the school. The term school success is the success of the school principal. As Leithwood et al (2008) state, a school principal is not just an administrator, he is a leader who inspires and guides teachers and students towards excellence.

With the leadership of the school principal who always provides an example, motivates and inspires, supports continuous learning, and pays attention to each individual, teachers will deliver their best performance. This will produce quality and highly competitive students.

This research is based on the philosophy of constructivism. Constructivism or social constructivism states that reality is socially constructed. The Grand Theory underlying this research is leadership theory. The middle theory used is transformational leadership theory. The Operational Theory used is a transformational leadership style model.

Bass & Riggio (2006:6-7) write that transformational leadership has 4 dimensions often referred to as 'The four I's', namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

**Idealized Influence (II).** Transformational leaders behave in ways that allow them to serve as role models for their followers. The leaders are admired, respected, and trusted. Followers identify with the leaders and want to emulate them; leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination. Thus, there are two aspects to idealized influence: the leader's behaviors and the elements that are attributed to the leader by followers and other associates. These two aspects, measured by separate subfactors of the MLQ, represent the interactional nature of idealized influence-it is both embodied in the leader's behavior and in attributions that are made concerning the leader by followers. A sample item from the MLQ that represents idealized influence behavior is "The leader emphasizes the importance of having a collective sense of mission." A sample item from the idealized influence attributed factor is "The leader reassures others that obstacles will be overcome."

In addition, leaders who have a great deal of idealized influence are willing to take risks and are consistent rather than arbitrary. They can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct.

**Inspirational Motivation (IM).** Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work. Team spirit is aroused. Enthusiasm and optimism are displayed. Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision. A sample MLQ item for IM is "The leader articulates a compelling vision of the future."

Idealized influence leadership and inspirational motivation usually form a combined single factor of charismatic-inspirational leadership. The charismatic-inspirational factor is similar to the behaviors described in charismatic leadership theory (Bass & Avolio, 2004).

**Intellectual Stimulation (IS).** Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Creativity is encouraged. There is no public criticism of individual members' mistakes. New ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders' ideas. A sample item from the MLQ that represents intellectual stimulation is "The leader gets others to look at problems from many different angles."

**Individualized Consideration (IC).** Transformational leaders pay special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor. Followers and colleagues are developed to successively higher levels of potential. Individualized consideration is practiced when new learning opportunities are created along with a supportive climate. Individual differences in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences (e.g., some employees receive more encouragement, some more autonomy, others firmer standards, and still others more task structure). A two-way exchange in communication is encouraged, and "management by walking around" workspaces is practiced. Interactions with followers are personalized (e.g., the leader remembers previous conversations, is aware of individual concerns, and sees the individual as a whole person rather than as just an employee). The individually considerate leader listens effectively. The leader delegates tasks as a means of developing followers. Delegated tasks are monitored to see if the followers need additional direction or support and to assess progress; ideally, followers do not feel they are being checked on. A sample MLQ item from the individualized consideration scale is "The leader spends time teaching and coaching."

Whitmore (2002) simply states that performance is the implementation of the functions required of a person. Understanding according to Whitmore is an understanding that requires the minimum requirements for success. Therefore, Whitmore put forward the definition of performance which is considered representative, so that it depicts the great responsibility of a person's work.

Based on the definition above, real performance that far exceeds what is expected is performance that sets the person's own highest standards, always standards that exceed what other

people ask for or expect. Thus, according to Whitmore, performance is an action, an achievement, or what someone shows through real skills.

Goleman et al. (2002) wrote that transformational leadership combines strong values with real action, creating an environment where these values are reflected in every decision and interaction. Kouzes (2017) wrote that integrity and ethics are the foundations of transformational leadership, creating a strong foundation to guide by good example. Transformational leadership involves the ability to inspire and guide people toward a vision greater than themselves (Burn, 1978). Transformational leadership demands justice and equality, where each team member feels valued and has equal opportunities (Bass, 1985). Transformational leadership involves openness to receiving feedback and effective communication to convey vision and values clearly (Bass & Riggio, 2006). Transformational leaders invest in individual development and build the collective strength of the team (Maxwell, 2011). Transformational leadership requires the flexibility to adapt to change and the courage to take necessary risks (Heifezt, 2002). Transformational leadership includes providing the emotional, social, and instructional support needed by team members (Bass & Avolio, 1985).

In this research, researchers refer to the book Six Value Systems formulated by Sanusi (2015) explaining that the six value systems are theological values, physiological values, aesthetic values, logical values, ethical values and teleological values. As a system, these values are a unity that underlies each other and are related to each other, although the implementation will be different for each person. This opinion is in line with the concept of internal quality assurance management which is integrated with each other's components and should be implemented independently, integrated, holistic and sustainable.

The author also formulates the problems in this research which can be identified as follows; (1) How far is the relationship between the principal's leadership role in the transformation of each school?, (2) How does the principal's leadership impact teacher performance in the transformation of the school?, (3) How can the schools studied survive and even developing, and (4) Are there other factors besides the dimensions of transformational leadership (4i) that can improve teacher performance?

## RESEARCH METHODS

This research will use a qualitative approach to gain an in-depth understanding of school principals' transformational leadership practices and their impact on teachers' teaching performance. The type of research that will be used is descriptive research to describe and analyze transformational leadership practices and teacher teaching performance. This research use descriptive qualitative approach. This means that the data collected is not just numerical data, but data that comes from interview scripts, field notes, personal documents, researcher notes or memos and other supporting official documents. The aim of using a qualitative descriptive approach is to describe the empirical reality behind the phenomena that occur related to the implementation of

the quality of the principal's transformational leadership style on teachers' teaching performance in depth, detail and completeness.

And in research on transformational leadership of school principals in improving performance at Champion Middle School, the researcher applied data source triangulation and method triangulation with the following stages; 1) Planning. The researcher determines the various data sources to be used, such as interviews, observations, documents, or field notes, plans the time and sequence of activities: Arranges a schedule for collecting data from various sources and methods to ensure effective linkage. 2) Data Collection. The researcher collected data from various sources according to plan, recorded field notes, recorded interviews, and documented all data carefully by ensuring the consistency and validity of the data from each source. 3) Data Analysis. Researchers analyze data from each source separately using appropriate analysis methods. Identify key findings or patterns from each data source. 4) Comparison and Convergence. Researchers compare findings from various sources or methods to see similarities or differences. Focus on convergence of findings, namely findings that emerge from various sources and methods that support each other. Identify findings that have high similarity or consistency. 5) Holistic Interpretation. Researchers create a holistic synthesis of the findings. Interpret findings holistically by considering perspectives from multiple sources and methods and identify patterns or findings that emerge consistently from triangulation. 6) Validity and Reliability Testing. Researchers use findings from triangulation to test the validity and reliability of the data. Researchers consider whether emerging findings are consistent with theory or related literature and evaluate the extent to which triangulation strengthens findings and minimizes bias. 7) Presentation of Findings. Researchers present triangulated findings in research reports clearly and transparently. Researchers provide an explanation of how triangulation is used to validate and strengthen findings. 8) Reflection and Conclusion. The researcher reflects on the triangulation process, including obstacles and lessons learned and draws conclusions regarding the extent to which triangulation enriched and validated the research.

## RESULTS AND DISCUSSION

The principal's transformational leadership involves leadership strategies and practices that aim to create positive change and transformation in the school environment. Transformational leadership is not just about managing day-to-day tasks and responsibilities, but also about inspiring, guiding and empowering team members to reach their maximum potential.

The relationship between leadership and planning very closely influences teams with their idealism, as stated by Drucker (1996) that planning is the creation of a desired future, and planning is the main job of leaders.

### 1. Dimensions of Idealized Influence (II)

The principal of Juara Bandung Middle School succeeded in building the team's trust considering that he had experience at Juara Bandung Elementary School as principal and had a long leadership period. This is proven by its vision towards 'schools that create students who are

religious, intelligent, have character and have a global perspective'. This vision is socialized by the school to all school stakeholders through the school's information channels. This is in accordance with the saying that vision is a strong communication tool for interacting with stakeholders, building understanding and support for educational goals (Falkheimer, 2018).

The school principal becomes a model of positive behavior for the team in learning, including in learning the Koran. A unique program that has been implemented at Juara Bandung Middle School is related to teachers, namely that all teachers, including the principal, are Al Qur'an teachers. This has an impact on the achievement of learning the Qur'an, whether reading or memorizing it, which is more conditioned. The mission of learning the Qur'an is of particular concern at Juara Bandung Middle School as the mission of Juara Bandung Middle School includes four things; students who are familiar with the Qur'an, integrated education process, students who are CHAMPIONS, schools with a global perspective. These four points are in accordance with the four points written in the school's vision. This right is in accordance with Albon's (2016) view that the mission guides institutions to formulate clear educational goals and vision.

The principal fosters pride in his team. With the title of Champion Middle School, it is the first school to implement digital learning in the city of Bandung, learning using tablets at school, so that learning is paperless and bookless. Odden (2011) wrote that strategy forms the basis for evaluating institutional performance and increasing accountability for strategic goals. The strategy chosen and the policy that will be implemented to improve the performance of teaching guru at Juara Bandung Middle School is digital-based controlling and supervision in line with Odden's statement.

The principal is confident in the team's abilities. This was felt by his team when conveying this in an interview by the researcher. Juara Bandung Middle School has a vision, mission, goals, and motto as well as JUARA's core values, showing that this school is adequate in terms of strategic planning. Juara Bandung Middle School is a school that is very concerned with religious values, so that when researchers conducted observations, they found that the principal always maintained ethics and morals. Digital-based Controlling and Supervision is the strategy chosen and the policy set by the school principal to improve the teaching performance of teachers at Juara Bandung Middle School. When the digital-based controlling and supervision strategy is revealed in the form of an integrated policy with a paperless policy approach (free of paper and books because it is digital-based), it is very in line with what Rutkowski (2020) wrote, namely that education policy creates a performance measurement and evaluation system to assess effectiveness. implementation and achievement of educational goals.

## **2. Inspirational Motivation Dimension (IM)**

Burns (1978) wrote that transformational leadership involves the ability to inspire and guide people toward a vision greater than themselves. SMP Juara Bandung has a vision, mission and goals as written in the Educational Unit Operational Curriculum (KOSP) for the 2023-2024 academic year. This shows that the principal conveys a vision that motivates the team.

Apart from the vision, mission and goals, SMP Juara Bandung also has the motto 'religious, intelligent and with character'. Then, Champion Bandung Middle School also has Core Values which are abbreviated as JUARA (Honest – Tenacious – Trustworthy – Religious – Active).

The principal fosters a sense of capability and self-confidence in the team. This was exemplified by the school principal himself by continuing his studies to a higher level of education, namely Masters. Kelly (2009) states that educational programs are directly related to educational goals and provide a framework for achieving desired results. The program that has been rolled out by the Principal is to improve the teaching performance of teachers by carrying out training for teachers in accordance with the evaluation results of digitalization-based supervision, and based on input from supervisors and educational consultants as well.

The Principal also brings enthusiasm and optimism to the team. Apart from training, programs to improve teacher teaching performance include healing or recreation for teachers (and their families), and incentives for teachers who meet the terms and conditions. Apart from training, programs to improve teacher teaching performance include healing or recreation for teachers (and their families), and incentives for teachers who meet the terms and conditions. Teacher happiness in the principal's transformational leadership can be the key to achieving educational goals and a positive school climate. Principals who empower teachers and provide support when facing challenges can increase their happiness. As stated by Carnegie (2006) that good leaders inspire people to have confidence in the leader, great leaders inspire people to have confidence in themselves (good leaders inspire people to have confidence in their leaders, great leaders inspire people to have confidence in themselves Alone).

The principal gives meaning and purpose to the team. The strategy chosen and the policy implemented to improve the teaching performance of teachers at Juara Bandung Middle School is digitalization-based controlling and supervision. A unique program that has been implemented at Juara Bandung Middle School is related to teachers, namely 'all teachers are Al Qur'an teachers'. This has an impact on the achievement of learning the Qur'an, whether reading or memorizing it, which is more conditioned. This encourages active participation and provides opportunities for individuals to contribute to decision making, increasing the individual's sense of ownership and influence. As Covey (2003) said, people support what they create.

With a straightforward character and tending to be authoritarian, the principal admitted that he had difficulty using symbols and metaphors when motivating the team. However, the principal uses third parties to motivate his team, including the deputy principal and trainers who are deliberately invited to educational training. The teacher training, recreation and incentive programs for high-performing teachers are funded from the Annual Activity Fund (DKT) where these funds have been budgeted in the School Revenue and Expenditure Budget Plan (RAPBS) which is prepared annually and approved by the foundation. Submission of the budget and approval itself is done monthly. Budgets help educational institutions monitor their financial condition, identify potential risks, and take corrective steps if necessary (Cangiano et al, 2013)

### 3. Dimensions of Intellectual Stimulation (IS)

Encouraging new ideas is a key element in transformational leadership because it creates an environment that supports creativity and innovation. The principal of Juara Bandung Middle School has given him the freedom to convey positive and constructive ideas from his team for the progress of the school and encourage new ideas and innovations from his team. In teacher training programs, recreation and incentives for high performing teachers. As Bass & Riggio (2006) write, in transformational leadership, the leader teaches the team to overcome uncertainty by seeing it as an opportunity to produce new solutions.

With two transformations at Juara Bandung Middle School, namely a social enterprise-based management transformation and a digital-based learning transformation, the principal encourages solving the problems faced by his team. The principal also views that a transformational leadership style is needed at Juara Bandung Middle School. The teacher teaching performance assessment system at Juara Bandung Middle School uses digitalization-based supervision, examples of attendance that have been recorded online, making lesson plans that have been paperless, learning that has been bookless, assessing the process and learning outcomes that have been captured online. Supervision of teachers is carried out twice a year. Marzano et al. (2011) explained that digital-based supervision in schools is an approach that utilizes information and communication technology to support and strengthen the supervision process for teachers and educational staff. The following are several points that are applied in digital-based supervision in schools, including monitoring teacher performance, digital-based feedback, collaboration via applications, use of data for decision making, teacher training and development via digital platforms.

The program that has been rolled out by the Principal is to improve the teaching performance of teachers by carrying out training for teachers in accordance with the evaluation results of digitalization-based supervision and based on input from supervisors and educational consultants as well. This shows that the principal builds a learning environment for his team.

Principals challenge assumptions. The challenges faced come from oneself when trying to become a transformational leader even though one's own character is authoritarian. In addition to the above, competition can help emphasize the importance of student learning outcomes as the main indicator of successful teacher performance. In competitive situations, teachers tend to look for opportunities to improve their professional skills in order to compete better. Furthermore, competition can increase teachers' sense of responsibility for achieving learning goals and strengthen accountability in achieving results.

Apart from digitalization-based supervision, the foundation also launched a competitive program called Rally Point, in which all champion school teachers throughout Indonesia took part. The use of competition in assessing teacher performance in schools can provide several benefits that can encourage improvements in the quality of teaching and motivation of educators. Christensen (1997) states that competition can be an incentive for teachers to create and apply creative ideas in learning, increasing innovation in the classroom. This shows that the principal encourages continuous learning. The teacher teaching performance assessment system at Juara

Bandung Middle School uses digitalization-based supervision, examples of attendance that have been recorded online, making lesson plans that have been paperless, learning that has been bookless, assessing the process and learning outcomes that have been captured online. Supervision of teachers is carried out twice a year.

#### 4. Individual Consideration Dimension

Duan et al. (2016) explained that active listening opens effective communication channels, encouraging followers to actively participate and contribute. The head of the Bandung Champion Middle School is an active listener for each member of his team which was recognized by his team when interviewed by researchers using the FGI approach. Since its founding, the school at Juara Bandung Middle School has undergone several transformations, starting from the infrastructure in the form of a building which at the beginning was rented out in a shophouse to accepting paid students because they were trusted by the community. This is what makes school principals with a transformational leadership style needed and supported by teachers and other educational staff.

The principal provides encouragement and support for each member of his team, this is demonstrated by giving his team members the opportunity to continue their education to a higher level. Technological changes and the need to integrate digital innovation can be challenging, especially for school principals who must lead digital transformation. Two transformations at Juara Bandung Middle School, namely the transformation of management from gratis to social enterprise, and the transformation of digital-based learning are challenges for the school principal. Ifenthaler et al (2021) stated that digital transformation is a complex challenge for educational leaders. Embracing technological advances requires strategic planning, professional development, and a commitment to leveraging technology to improve learning outcomes.

By providing rewards in the form of trips and End of Year Bonuses (BAT) facilitated by the foundation, it shows that the school principal recognizes and appreciates the achievements of each member of his team. The influence of the principal's character on transformational leadership is an area of research that highlights the role of the principal's personality traits and values in motivating and leading positive change in an educational organization. The authoritarian character of the principal supports the transformation process at Juara Bandung Middle School. Authoritarian indicates that the principal leads based on strong values that guide the organization towards positive and meaningful change. As Barrett (2006) said, Values-based leadership is at the heart of transformational leadership. Leaders who are guided by strong values provide a moral compass that inspires and guides others toward shared goals (Values-based leadership is the essence of transformational leadership. Leaders who are guided by strong values provide moral guidance that inspires and guides others toward shared goals ).

The principal understands the strengths and weaknesses of each team member. Since its founding, the school at Juara Bandung Middle School has undergone several transformations, starting from the infrastructure in the form of a building which at the beginning was rented out in a shophouse to accepting paid students because they were trusted by the community. This is what makes school principals with a transformational leadership style needed and supported by teachers

and other educational staff. Then social enterprise, which is usually abbreviated as SE in schools, involves applying business concepts to achieve social or environmental goals, while still maintaining financial sustainability. This concept can help teach students entrepreneurial skills, social responsibility, and build leadership values. Implementation of the social enterprise concept in schools also emphasizes that project success is not only measured in terms of financial profits, but also from the positive impact it produces on society or the environment and ensures that the project or initiative can maintain its financial sustainability to continue to have a positive impact. Catherall and Richardson (2021) say that social enterprises in education are still relatively rare, but have achieved a level of educational legitimacy. The essence of SE's goal at SMP Juara is to find ways to maintain school continuity. So that the continuity of the school remains guaranteed when there are no longer any injections of funds from donor institutions, in this case Rumah Zakat.

The principal encourages work-life balance within the team. The school culture, especially the character of the Juara Bandung Middle School teachers, supports the principal's transformational leadership style. Moran (2003) said that the school culture plays a crucial role in the development and implementation of educational policies. Principals who are attuned to the school culture can create policies that align with and are embraced by the school community. School culture can influence how school principals form and implement educational policies. Principals who understand school culture can develop policies that are more appropriate and accepted by the educational community.

## 5. Internal Values Dimension

Research findings when researchers explore whether there are dimensions other than the four existing dimensions to support the transformational leadership of school principals in improving teacher performance. The answer is the internal values possessed by the school principal. When an in-depth study was carried out using snowball interviews, it turned out that in SMP Juara Bandung, of the 6 values that were used as references, teachers preferred teleological values which were manifested in useful, beneficial, appropriate to their function, developing, disciplined, integrative, productive, effective, efficient, accountable and innovative. as the highest score in the principal's transformational leadership dimension. This is followed by theological values reflected in the One and Only God, the Pillars of Faith (6), the Pillars of Islam (5), worship, monotheism, ihsan, istigfar, prayer, sincerity, repentance, ijtihad, khusyu, istikamah, and jihad fi sabilillah. Then, legal ethical values are manifested in attitudes of respect, humility, loyalty, trustworthiness, honesty, responsibility, faith, kindness, loyalty, justice, peace, patience, forgiveness, help, tolerance and harmony.

From the explanation above, the researcher formulated the Transformational Leadership of School Principals Based on 6 Value Systems in Improving Teacher Performance with the following hypothetical model;

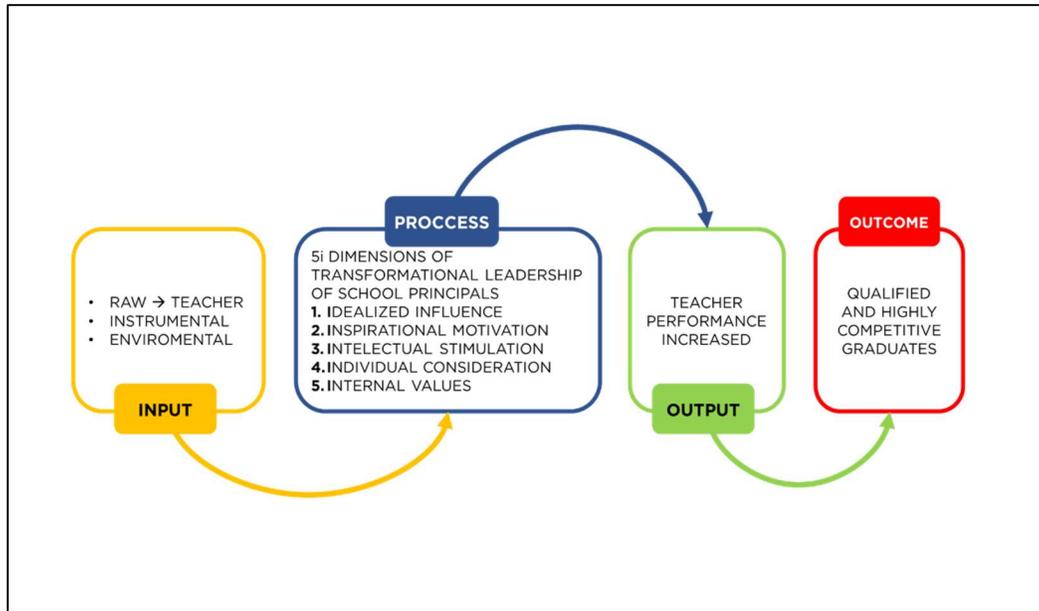


Figure 1.

Hypothetical Model of Transformational Leadership for School Principals  
Based on 6 Value Systems in Improving Teacher Performance

From the picture above, it can be seen that high quality and competitive graduates are the outcome of increased teacher performance. Meanwhile, teacher performance will increase if the process is based on transformational leadership which includes idealization of influence, inspirational motivation, intellectual stimulation, and individual consideration. Coupled with the need for teachers in schools that have an Islamic nuance for positive values in their implementation, the fifth I was born to complement the previous 4I, namely Internal Value. Before implementation, transformational leadership must formulate a plan that includes vision, mission and goals. Then implement and evaluate it.

**CONCLUSION**

The Principal's Transformational Leadership in Improving Teacher Performance at Juara Bandung Middle School has been implemented by referring to the dimensions of idealization of influence, inspirational motivation, intellectual stimulation, and individual consideration.

SMP Juara Bandung has a distinctive CHAMPION (Honest-Tenacious-Trust-Religious-Active) character. SMP Juara Bandung also has a digital-based controlling and supervision strategy. And the paperless learning policy is stated in school policy.

SMP Juara Bandung has fulfilled the indicators of the inspirational motivation dimension of transformational leadership in the school it leads. By having a teacher training program in accordance with the results of digitalization-based evaluation and supervision funded by the

Annual Activity Fund (DKT) with procedures contained in the Standard Operating Procedures (SOP).

SMP Juara Bandung has fulfilled the indicators for the dimensions of intellectual stimulation in transformational leadership in the school it leads. By carrying out supervision in the form of digital-based evaluation, where all teachers can see and assess their performance from an online dashboard, because learning at Juara Bandung Middle School is paperless and digital-based.

SMP Juara's objective conditions are developing infrastructure and management transformation from free to social enterprise. The school principal who is present with his authoritarian character tries to overcome the challenges. The challenge is a free cultural transition towards social enterprise, and digital transformation.

The point that is novelty in this research is the addition of a new dimension to the principal's transformational leadership. The new dimension is the internal values dimension which makes the transformational leadership dimension from 4i to 5i.

## REFERENCES

- Avolio, B.J. & Bass, B.M. (2004). *Multifactor Leadership Questionnaire Sampler Set. 3rd Ed.* USA: Mind garden Inc.
- Bass, Bernad M. (1985). *Leadership and Performance Beyond Expectation.* New York: Free Press
- Bass, Bernard M. dan Riggio, Ronald E. (2006). *Transformational Leadership, 2nd Edition.* New Jersey : Lawrance Erlbaum Associates, Inc.
- Burns, James MacGregor. (1978). *Leadership.* New York: Harper & Rows, Publishers.
- Darling-Hammond, L. (2017). "Teacher Education around the World: What Can We Learn from International Practice?" *European Journal of Teacher Education*, 40(3), 291–309.
- Drucker, Peter. (1996). *The effective Executive.* New York : HaperCollins Publisher.
- Goleman, Daniel and Boyatzis, Richard and McKee, Annie. (2002). *Primal Leadership: Realizing The Power of Emotional Intelligence.* Boston: The Harvard Business Review Press
- Heifetz, Ronald A., Linsky, Marty. (2002). *Leadership on the Line Staying Alive through the Dangers of Leading.* USA: Harvard Business Press
- Hoy, Wayne K. dan Miskel, Cecil G. (2013). *Educational Administration – Theory, Reseach, and Practice. 9<sup>th</sup> edition.* New York : McGraw-Hill.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). "Seven strong claims about successful school leadership". *School Leadership & Management*, 28(1), 27-42.

Maxwell, John C. (2011) *The 5 Levels of Leadership: Proven Steps to Maximize Your Potential*. USA : Tyndale House Publishers

Sanusi, Ahmad. (2015). *Sistem Nilai – Alternatif Wajah-wajah Pendidikan*. Bandung: Nuansa Cendekia

Statistik, Biro Pusat. (2022). *Potret Pendidikan Indonesia – Statistik Pendidikan 2022*. Jakarta : Badan Pusat Statistik.

Whitmore, John. (2002). *Coaching for Performance – Growing People, Performance, and Purpose*. Third Edition. London: Nicholas Brealey Publishing