



The Role of the Principal's Transformational Leadership in the Implementation of School-Based Management at SMPN 2 Satu Atap Onan Runggu

Redalita Pasaribu

Student, Manajemen Pendidikan Kristen, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

* correspondence: redalitapasaribua4@gmail.com

ABSTRACT

The purpose of this study was to determine the role of the principal's transformational leadership in the implementation of school-based management at SMP Satu Atap Negeri 2 Onanrunggu. The method used in this study was a descriptive qualitative method, where data collection from informants was conducted through interviews, observation, and documentation. The combined qualitative data were then transcribed and analyzed through data reduction, data presentation, and conclusion drawing. The results showed that the principal's transformational leadership role in the implementation of school-based management at SMP Satu Atap Negeri 2 Onanrunggu included: (1) Providing support in implementing effectiveness and efficiency and in the use of school resources (budget, personnel, and facilities), (2) A clear vision and mission and ensuring that school programs are developed and implemented with a focus on the teaching process (curriculum), (3) Involving all relevant elements in school program planning (principal, teachers, committees, and the community), (4) Making decisions based on the needs, capabilities, and conditions of the school environment, and providing input or new ideas. Based on the research findings, it is recommended that principals increase their attention to developing problems originating from outside the school as well as from within the school.

Keywords : *Leadership Role, Transformational Leadership, School-Based Management Implementation.*

INTRODUCTION

Education is the foundation for achieving an advanced life and requires efforts to improve both the physical and spiritual quality of students. Law No. 20 of 2003 emphasizes that education is a conscious and planned effort to actively develop students' potential so that they possess spiritual strength, religious values, self-control, personality, intelligence, noble character, and the necessary skills. Therefore, the implementation of quality education requires effective management.

Educational institution management can be implemented through School-Based Management (SBM), which involves the coordination, organization, and supervision of various operational aspects of the school. In SBM, decision-making and management responsibilities are delegated to stakeholders within the educational institution, such as the principal, teachers, administrative staff, and the school committee. The goal is to improve the quality of learning, optimize resources, and meet students' needs effectively through strategic planning, organization, control, and continuous evaluation.

SBM is a strategy for improving school quality by transferring decision-making authority from the government and district level to individual schools. Principals, teachers, students, and parents have greater oversight of the educational process, including responsibility for decisions regarding budget, personnel, and curriculum. The implementation of SBM emphasizes that policy determination should involve all educational stakeholders in the school, and principals are expected to apply participative leadership.

The principal plays a very significant role in the advancement of a school, not only as a manager but also as a leader who provides motivation and inspiration. Motivation can be delivered through various methods, such as guidance, example, action, and verbal mentoring, which encourages school members to think critically and create a new culture that enhances educational quality. Principals are responsible for micro-level educational management, which directly relates to the learning process and other educational services.

It is crucial for a leader to strive to improve teaching capabilities and implement SBM by developing human resources. The quality of human resources can be enhanced through effective leadership, providing inspiration, encouragement, participation, continuous learning, appreciation, as well as regular evaluation and supervision. Common challenges, such as a lack of transformational leadership, community beliefs that leave education entirely to the school, limited teacher involvement in decision-making, and misuse of principal authority, must be addressed, managed, controlled, and evaluated properly.

Based on interviews conducted by the author at SMPN 2 Satu Atap Onan Runggu on February 5, 2024, with the vice principal, Mrs. Herto Wati Hutabalian, the following issues were identified:

1. Lack of motivation provided by the principal to teachers.
2. Insufficient role of the principal in enforcing regulations.
3. Limited information systems to enhance students' knowledge.
4. Teachers are inadequately involved in decision-making.
5. Teachers lack understanding of the subjects they are to teach.
6. Absence of briefing sessions.
7. Poor time management during morning assembly.
8. Lack of evaluation conducted by the principal at the end of the semester.

METHODS

The approach used in this study is qualitative. Qualitative research is a research method based on post-positivist philosophy, or positive knowledge, and is used to investigate objects in their natural conditions, where the researcher serves as the key instrument. Data collection techniques are conducted through triangulation, combining observation,

interviews, and documentation. The data obtained are primarily qualitative, and data analysis is inductive and qualitative in nature. The results of qualitative research aim to understand meaning, comprehend uniqueness, construct phenomena, and generate hypotheses.

RESULT AND DISCUSSION

Transformational leadership is a leadership approach that emphasizes a leader's ability to inspire, motivate, and transform followers through a clear vision and meaningful goals. Bass (1985) explains that transformational leaders can raise awareness of the importance of work outcomes, encourage subordinates to go beyond personal interests for the sake of organizational objectives, and enhance group motivation and morality. In the educational context, a principal's transformational leadership is considered crucial for creating a positive school climate and fostering innovation and improvement in educational quality.

School-Based Management (SBM) is an educational management model that grants schools autonomy to manage resources, make decisions, and plan programs tailored to local needs. According to David (1994), SBM aims to improve the effectiveness and efficiency of school management through active participation from all stakeholders, including teachers, staff, students, parents, and the community. The implementation of SBM is expected to create a responsive, accountable learning environment focused on continuous educational quality improvement.

The principal's transformational leadership plays a central role in the successful implementation of SBM. Transformational leaders are able to create an inspiring vision, motivate teachers and staff to participate actively in decision-making, and foster a culture of collaboration and innovation within the school. Leithwood (1994) emphasizes that transformational leaders empower teachers and staff, provide professional support, and create a conducive work environment for personal development and performance improvement.

Thus, this theoretical review highlights that a principal's transformational leadership and SBM implementation are interrelated and mutually supportive concepts in enhancing educational quality. Transformational leadership provides a strong foundation for effective SBM implementation through a clear vision, high motivation, and active participation of all stakeholders. This study aims to further explore how the principal's transformational leadership contributes to SBM implementation at SMPN 2 Satu Atap Onan Runggu, as well as to identify factors that support or hinder effective SBM implementation.

Leadership is the ability to influence, motivate, and guide others toward achieving shared goals. It involves setting direction, coordinating, and organizing the organization with professionalism to achieve established objectives. Effective leadership requires inspiring subordinates to work properly and reach their full potential.

Transformational leadership is a relational process between superiors and subordinates based on organizational values, beliefs, and vision. Transformational leaders can transform the work environment, motivation, and work values of subordinates to optimize organizational performance, emphasizing a clear vision and fostering self-confidence.

Transformational leadership encourages followers to achieve results beyond expectations and to sacrifice personal interests for the sake of the organization. Strong morality, high value systems, and strong motivation are key characteristics of transformational leaders. Characteristics of transformational leaders include having a clear vision, empathy toward subordinates, and the ability to act as agents of change. They inspire commitment, motivate individually, provide intellectual stimulation, and cultivate a culture in which mistakes are treated as learning experiences. Key principles of transformational leadership include simplifying the vision, motivating followers, providing resources, promoting responsible innovation, mobilizing resources, encouraging continuous learning, and maintaining strong determination. Transformational leaders not only manage but also serve as strong role models. The Apostle Paul exemplified transformational leadership through service and love, leading with authority granted by God while remaining humble and focused on the unity of believers.

Management is the art of organizing and directing others to achieve organizational goals. It involves planning, organizing, coordinating, and supervising human and other resources. SBM emerged in the United States in the 1970s and spread to various countries, aiming to provide schools with autonomy in managing resources to improve educational quality.

SBM represents the decentralization of school governance authority to principals, teachers, parents, and other school community members. SBM aims to improve quality, efficiency, and equity in education while accommodating local community needs. The implementation of SBM positively contributes to student learning outcomes, increases school participation in rural areas, and provides greater autonomy for schools in decision-making. Strategies for implementing SBM include socializing the concept, analyzing school conditions, formulating objectives, identifying functions, determining readiness levels, problem-solving, and planning short-, medium-, and long-term programs. Key features of SBM include increased participation of school committees, focus on teaching processes, resource efficiency, decision-making aligned with school needs, and budget transparency.

CONCLUSION

Based on theoretical explanations and research findings, it can be concluded that the principal's transformational leadership at SMP Satu Atap Negeri 2 Onanrunggu has a significant impact on the achievement of the school's vision and mission. This success depends not only on the individual capabilities of the principal but also on the effective collaboration among all school members. The principal functions as a motivator, educator, manager, and supervisor, capable of applying high-quality leadership and utilizing available resources to create an effective and efficient school environment.

The principal's role is central in determining the success of achieving the school's goals. In addition to leading, the principal also acts as a learning leader, ensuring optimal use of facilities to achieve the vision and mission. Effective school management, collaboration among human resources, and collective commitment in implementing school programs are also key factors in realizing the school's objectives. The principal's initiatives in providing motivation and recognition to educational staff further enhance work enthusiasm and the overall quality of education. Based on these conclusions, it is recommended that the principal continue to develop transformational leadership by

focusing on enhancing collaboration among school members, empowering teachers through professional training and development, and utilizing technology in teaching and learning. Furthermore, it is essential to establish effective communication with all stakeholders, including parents and the community, to create a conducive learning environment that supports the achievement of the school's vision and mission. Regular evaluation of school programs and adjustment of strategies based on evaluation results are also necessary to ensure the continuous improvement of educational quality.

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