

Transformational Leadership Style of Principals in Realized Vision, Mission, Goals and Work Programs in Pasundan High School in Greater Bandung

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Abstract

This study was motivated by the ineffectiveness of transformational leadership among principals in realizing the vision, mission, objectives, and work programs of Pasundan Senior High Schools across the Greater Bandung area. The study aimed to analyze the implementation of transformational leadership in achieving school objectives and work programs. A qualitative descriptive method was employed, with data collected through observation, in-depth interviews, documentation, and triangulation. The findings indicate that the implementation of transformational leadership has not yet fully contributed to the optimal achievement of the schools' vision, mission, objectives, and work programs. The main obstacles include suboptimal communication and internalization of the vision and mission, inconsistent coaching, coordination, monitoring, and evaluation, as well as a lack of alignment among human resource commitment, competence, and performance. The proposed model emphasizes strengthening the four dimensions of transformational leadership, role modeling, inspirational motivation, intellectual stimulation, and individualized consideration combined with strategic implementation and organizational performance alignment to improve the achievement of the vision, mission, and work programs of Pasundan Senior High Schools across the Greater Bandung area.

Keywords: *Transformational Leadership Style, School Principal, Senior High School.*

A. INTRODUCTION

School leadership plays a strategic role in determining the effectiveness of educational organizations because school principals are responsible not only for administrative management but also for directing teachers and education personnel toward the achievement of institutional goals. In the context of educational change, principals are expected to formulate and communicate a clear vision, build organizational commitment, encourage innovation, and create a school culture that supports continuous improvement. Therefore, leadership is closely related to the capacity of schools to translate their vision, mission, objectives, and work programs into effective organizational practices (Yakob et al., 2025; Permana et al., 2025).

One leadership approach that is widely discussed in educational organizations is transformational leadership. Bass & Avolio (1994) conceptualize transformational leadership through four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions emphasize the ability of leaders to become role models, inspire followers, encourage new ideas and problem-solving, and provide individual support for the development of organizational members. In schools, these

characteristics are particularly relevant because achieving educational goals requires not only formal authority but also the commitment, motivation, creativity, and professional development of teachers and education personnel.

International research has demonstrated the relevance of transformational leadership to school improvement. A meta-analytic study by Leithwood and Sun (2012), which synthesized 79 studies, found that transformational school leadership was associated with positive effects on various school organizational conditions and teachers' internal states, behaviors, and collective conditions. The study also identified a positive, although relatively small, effect on student achievement. However, transformational leadership does not automatically guarantee effective collaboration and organizational change. Printy, Marks & Bowers (2009) found that transformational leadership by principals could provide an important foundation for shared instructional leadership, but it did not necessarily ensure that principals and teachers would collaborate effectively in curriculum and instructional practices.

Evidence from Indonesia also indicates the importance of transformational leadership in school management. Al Faruq & Supriyanto (2020) found that transformational leadership can strengthen the professional quality of teachers through the principal's roles as communicator, counselor, and consultant. More recent Indonesian studies similarly demonstrate that transformational leadership is associated with teacher performance, motivation, innovation, and professional development. For example, Aditya, Novianto & Prasajo (2025) identified transformational leadership as an important mechanism through which principals support teacher performance, while recent research in Indonesian schools has emphasized the role of transformational leadership in translating school vision into concrete practices, strengthening communication, motivation, innovation, and professional support.

Nevertheless, the implementation of transformational leadership in schools remains contextual and cannot be understood solely from the presence of its four dimensions. A principal may demonstrate exemplary behavior, provide motivation, encourage intellectual development, and offer individual consideration, while the implementation of school programs may still face problems related to communication, coordination, monitoring, evaluation, and organizational commitment (Sadeghi & Pihie, 2012; Noviyanti, 2024). This indicates that the effectiveness of transformational leadership depends not only on the leadership behavior of the principal but also on how leadership is translated into organizational strategies and aligned with the performance of school members. Such an argument is consistent with the findings of Printy et al. (2009), which demonstrate that leadership practices require organizational structures and processes that enable collaboration and shared influence.

In the Indonesian context, studies have generally examined transformational leadership in relation to teacher performance, teacher quality, school culture, or educational quality (Yuda et al., 2023; Erfiyana et al., 2026). For instance, recent studies have reported positive relationships between principals' transformational

leadership and teacher performance and have highlighted the importance of the four transformational leadership dimensions in improving educational practices. However, there remains limited empirical discussion concerning how the four dimensions are translated into the integrated achievement of school vision, mission, objectives, and work programs, particularly across a network of senior high schools operating under the same educational organizational identity. This gap is important because the achievement of school objectives requires alignment between leadership behavior, strategic implementation, and organizational performance.

This study therefore focuses on the implementation of transformational leadership among principals of Pasundan Senior High Schools across Greater Bandung. The study examines how the four dimensions of transformational leadership are implemented in realizing school vision, mission, objectives, and work programs, identifies the barriers that limit their effectiveness, and develops a conceptual model for strengthening transformational leadership implementation. The study particularly explores the need to integrate transformational leadership with strategic implementation strengthening and organizational performance alignment.

The contribution of this study lies in proposing a conceptual modification of the transformational leadership framework by positioning strategic implementation strengthening and organizational performance alignment as complementary elements to the four established dimensions of transformational leadership. Thus, transformational leadership is not viewed merely as a set of leader behaviors but as a leadership mechanism that must be translated into coherent strategies, coordinated implementation, and aligned organizational performance to achieve sustainable school objectives.

B. LITERATURE REVIEW

1. Transformational Leadership in Educational Organizations

Transformational leadership is a leadership approach that emphasizes the ability of leaders to influence followers beyond transactional exchanges by developing shared values, commitment, motivation, and organizational goals. In educational organizations, transformational leadership is particularly relevant because school principals are required not only to perform administrative functions but also to mobilize teachers and education personnel toward organizational change and continuous improvement. Bass & Avolio's framework identifies four central dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

The importance of transformational leadership in schools has been supported by international empirical research. Leithwood and Sun (2012), through a meta-analytic review of 79 studies, found that transformational school leadership has moderately positive effects on various school organizational conditions and teachers' internal states, behaviors, and collective conditions. The study also identified a small but significant positive effect on student achievement. These findings suggest that

the influence of transformational leadership is not limited to interpersonal relationships between principals and teachers but extends to broader organizational processes and educational outcomes.

Similarly, Sun & Leithwood (2012) found that transformational school leadership practices were associated with student achievement, although the relationship was relatively small and could be influenced by various mediating and moderating factors. Their findings indicate that leadership should be understood as part of a broader organizational process rather than as an isolated determinant of educational outcomes.

2. Dimensions of Transformational Leadership

The first dimension, idealized influence, refers to the leader's ability to become a credible role model through integrity, commitment, consistency, and exemplary behavior. In the school context, principals who demonstrate idealized influence can strengthen teachers' trust and commitment toward institutional goals. The second dimension, inspirational motivation, concerns the leader's ability to communicate an inspiring vision, establish meaningful goals, and encourage collective commitment. These two dimensions are particularly important for translating school vision and mission into shared organizational aspirations.

The third dimension, intellectual stimulation, emphasizes encouraging teachers and education personnel to question established practices, develop innovative ideas, and find alternative solutions to organizational and instructional problems. The fourth dimension, individualized consideration, focuses on recognizing individual needs, providing mentoring and support, and facilitating professional development. Together, these four dimensions create a leadership framework that combines organizational direction, motivation, innovation, and individual development.

Recent Indonesian literature continues to support the relevance of these four dimensions. A literature review by Safitri et al. (2025) found that transformational leadership contributes to teacher professional development through empowerment, participation in decision-making, and the development of collaborative and innovative school cultures. Likewise, Siswanto et al. (2025) reported that transformational leadership is associated with teacher performance and commitment and that its influence operates through the four dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

3. Transformational Leadership and Teacher and School Performance

Transformational leadership has also been examined in relation to teacher performance and school quality. In Indonesia, Maris, Komariah, and Bakar (2016) found a significant relationship between principals' transformational leadership and school quality. Their study involving 327 principals and teachers from 39 accredited public elementary schools in Cianjur showed that transformational leadership had a substantial contribution to school quality. This finding reinforces the argument that

leadership behavior can influence organizational quality through the way school members are directed and mobilized.

Al Faruq and Supriyanto (2020), through a review of 25 national and international studies, emphasized the principal's role as a communicator, counselor, and consultant in improving teacher quality. Their findings highlight communication, professional support, and leadership influence as important mechanisms for strengthening teacher professionalism. More recently, Aditya, Novianto, and Prasojo (2025), using a qualitative case study in an Indonesian elementary school, found that transformational leadership by principals can function as a catalyst for improving teacher performance through leadership strategies directed toward teachers and teaching practices.

International research also demonstrates that the effects of transformational leadership depend on organizational processes. Sun (2017) found that principals' transformational leadership influenced objective organizational outcomes through mechanisms involving purposeful use of performance information and stakeholder engagement. This finding is important because it indicates that transformational leadership does not necessarily produce organizational outcomes directly; rather, its effectiveness may depend on how leadership is translated into organizational processes, information use, stakeholder involvement, and performance management.

4. Transformational Leadership, Strategic Implementation, and Organizational Alignment

The literature suggests that transformational leadership should not be viewed merely as a collection of interpersonal leadership behaviors. Effective school leadership requires the translation of vision into strategies, programs, implementation mechanisms, monitoring, evaluation, and organizational performance. The findings of Leithwood and Sun (2012) demonstrate that transformational leadership influences a broad range of school conditions, while Sun (2017) shows the importance of organizational mechanisms in connecting leadership with measurable performance outcomes.

Recent Indonesian literature similarly emphasizes the importance of connecting transformational leadership with concrete organizational practices. A systematic literature review by Nellitawati & Ginanjar (2026) identified six important strategies associated with transformational leadership in improving learning innovation and educational quality: motivation and inspiration, professional capacity building, teacher empowerment in decision-making, collaborative culture, technology utilization, and strengthened monitoring and evaluation. These findings are particularly relevant to the present study because they indicate that transformational leadership requires supporting organizational mechanisms to translate leadership intentions into sustainable educational improvement.

Therefore, the effectiveness of transformational leadership in schools can be conceptualized as involving two interconnected levels. The first is the behavioral leadership level, represented by the four established dimensions of transformational leadership. The second is the organizational implementation level, involving strategic execution, coordination, monitoring, evaluation, and alignment of individual and organizational performance. The interaction between these two levels provides a stronger analytical basis for understanding why transformational leadership may be implemented but not yet produce optimal organizational outcomes.

5. Research Gap and Conceptual Position of the Study

Although previous studies have extensively examined transformational leadership in relation to teacher performance, teacher professionalism, school quality, and student achievement, relatively limited attention has been given to the process through which the four transformational leadership dimensions are translated into the integrated achievement of school vision, mission, objectives, and work programs. Existing studies also tend to examine leadership effects on specific outcomes rather than examining how leadership practices are connected with strategic implementation and organizational performance alignment.

This gap is particularly relevant in the context of Pasundan Senior High Schools across Greater Bandung, where schools share a common institutional identity but may experience differences in leadership implementation, human resource capacity, communication, coordination, and program execution. Accordingly, this study positions transformational leadership not only as a behavioral framework but also as an organizational implementation mechanism.

Based on the literature, this study proposes that the four dimensions of transformational leadership, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, need to be strengthened through strategic implementation strengthening and organizational performance alignment. These additional elements constitute the conceptual contribution of the study and provide a basis for developing a modified transformational leadership model for achieving school vision, mission, objectives, and work programs.

C. METHOD

This study employed a qualitative descriptive approach to examine the implementation of transformational leadership among principals of Pasundan Senior High Schools across Greater Bandung in achieving school vision, mission, objectives, and work programs. A qualitative approach was selected because it enables researchers to explore phenomena in their natural settings and obtain an in-depth understanding of participants' experiences, perceptions, and organizational practices (Creswell & Poth, 2018).

The research was conducted at Pasundan Senior High Schools across Greater Bandung. Data collection was conducted through observation, in-depth interviews,

and documentation. The interviews were directed toward identifying leadership practices, communication processes, motivational strategies, innovation development, individual support, and the implementation of school programs. Documentary analysis was used to compare formal organizational plans with their implementation in practice. The combination of these techniques enabled the researcher to obtain comprehensive evidence regarding transformational leadership practices.

Data analysis followed the qualitative analysis procedures proposed by Miles, Huberman & Saldaña (2014), consisting of data condensation, data display, and conclusion drawing/verification. The data were systematically categorized according to the four dimensions of transformational leadership and subsequently analyzed to identify supporting factors, barriers, and patterns of leadership implementation. The findings were then interpreted to formulate a conceptual model for strengthening transformational leadership in the achievement of school objectives and work programs.

The credibility of the data was established through triangulation, particularly by comparing information obtained from interviews, observations, and documentary evidence. Cross-checking and confirmation with relevant informants were also conducted to ensure the consistency and credibility of the findings. Triangulation is important in qualitative research because it allows researchers to examine the consistency of findings across different sources and methods (Creswell & Poth, 2018). The final findings were used as the basis for developing a modified conceptual model of transformational leadership that integrates strategic implementation strengthening and organizational performance alignment.

D. RESULTS AND DISCUSSION

1. Implementation of Transformational Leadership in Pasundan Senior High Schools

The findings indicate that transformational leadership among principals of Pasundan Senior High Schools across Greater Bandung has been implemented through the four dimensions proposed by Bass & Avolio (1994): idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. However, the implementation has not been fully effective or evenly distributed across the schools studied. The four dimensions have been present in leadership practices, but their translation into the achievement of school vision, mission, objectives, and work programs remains inconsistent.

This finding indicates that the existence of transformational leadership practices does not automatically guarantee the effective achievement of organizational objectives. Transformational leadership requires the integration of leadership behavior with organizational processes, strategic implementation, and performance management. Leithwood & Sun (2012), through a meta-analysis of transformational school leadership, similarly demonstrated that transformational leadership has positive effects on school organizational conditions and teachers'

internal states, although its effects on student achievement are relatively modest. This suggests that leadership operates through organizational mechanisms that connect leadership behavior with school outcomes.

The idealized influence dimension is reflected in the principals' efforts to demonstrate integrity, dedication, responsibility, and commitment. Principals generally serve as examples for teachers and education personnel and attempt to direct school members toward the achievement of institutional goals. Such behavior contributes to building trust and strengthening the legitimacy of principals as organizational leaders. Nevertheless, the findings show that the role of principals as consistent role models still requires strengthening. In particular, courage in making decisions, willingness to make sacrifices for organizational interests, and consistency in demonstrating exemplary leadership are not equally visible across all schools. As a result, the influence of principals in strengthening collective commitment remains variable.

This finding is consistent with the conceptual foundation of transformational leadership, in which idealized influence requires leaders to demonstrate behavior that generates trust, respect, and identification among followers (Bass & Avolio, 1994). In a school context, exemplary behavior is particularly important because teachers are more likely to internalize organizational values when these values are consistently demonstrated by the principal. Therefore, idealized influence should not be limited to personal integrity but should be translated into consistent leadership decisions and organizational practices.

The inspirational motivation dimension is implemented through the communication of school vision, mission, objectives, and work programs in meetings, school forums, and organizational activities. Principals also utilize organizational symbols, shared values, and school culture to encourage collective motivation. However, the findings indicate that communication does not always result in effective internalization. Some members of the school community understand the vision and mission primarily as formal organizational statements rather than as shared principles guiding daily activities. This creates a gap between the formulation of the school's vision and mission and its implementation through individual and collective work.

The finding reinforces the argument that effective leadership requires more than communicating organizational goals. Vision must be translated into understandable priorities, concrete programs, measurable targets, and shared responsibilities. Sun & Leithwood (2012) found that transformational school leadership can influence student achievement through organizational and instructional conditions, indicating that leadership effects are mediated by processes within the school. Thus, inspirational motivation becomes more effective when it is connected to concrete implementation mechanisms.

The intellectual stimulation dimension is demonstrated through efforts to encourage teachers and education personnel to develop creative ideas, identify problems, and formulate alternative solutions. Several principals have provided

opportunities for teachers to introduce new approaches and improve school programs. Nevertheless, this dimension remains one of the areas requiring substantial improvement. Teachers do not always receive sufficient space to experiment, innovate, or participate actively in problem-solving processes. Administrative workloads, bureaucratic procedures, and limited opportunities for collaborative discussion can reduce the capacity of teachers to develop innovative ideas.

This finding is significant because intellectual stimulation represents an important distinction between transformational leadership and leadership based primarily on administrative control. Bass & Avolio (1994) emphasize that transformational leaders encourage followers to question existing assumptions and develop new approaches to problems. In the school context, intellectual stimulation should therefore be supported by an organizational environment that tolerates constructive experimentation and provides teachers with sufficient autonomy.

The finding is also consistent with Printy, Marks & Bowers (2009), who demonstrated that transformational and instructional leadership can be integrated through shared leadership practices between principals and teachers. This suggests that principals' efforts to encourage innovation become more meaningful when teachers are given genuine opportunities to participate in organizational and instructional decision-making.

The individualized consideration dimension is reflected in principals' efforts to provide motivation, guidance, coaching, professional development opportunities, and support to teachers and education personnel. These practices demonstrate an awareness that school members have different competencies, needs, and professional development requirements. However, the intensity of mentoring and individual support varies among schools and among individual teachers. Some teachers receive more intensive attention than others, resulting in perceptions that support and recognition are not always distributed equally. If this condition persists, it may create differences in teachers' perceptions of fairness, appreciation, and opportunities for professional development.

Al Faruq & Supriyanto (2020) emphasize the importance of the principal's role as communicator, counselor, and consultant in improving teacher quality. This supports the present finding that individualized consideration should involve continuous professional support rather than occasional motivation. Individual consideration should be implemented systematically through needs assessment, mentoring, professional development, feedback, and performance follow-up.

2. Barriers to the Implementation of Transformational Leadership

The findings identify three major barriers to the implementation of transformational leadership: (1) ineffective communication and internalization of the school's vision, mission, and work programs; (2) inconsistent coaching, coordination, monitoring, and evaluation; and (3) insufficient alignment of human resource commitment, competence, and performance.

First, communication remains an important organizational challenge. Although school principals have communicated the vision, mission, and work programs through various formal forums, communication is not always followed by adequate internalization. The problem therefore lies not only in the frequency of communication but also in the ability to transform organizational messages into shared understanding and daily practices.

Second, coaching, coordination, monitoring, and evaluation have not been implemented consistently. Some school programs are well planned but lack systematic follow-up. This indicates a gap between planning and implementation. Transformational leadership requires leaders to translate inspiration into action, and this requires clear responsibilities, coordination mechanisms, monitoring indicators, and periodic evaluation.

Third, the commitment, competence, and performance of human resources are not yet fully aligned with organizational objectives. Differences in professional capacity, motivation, and understanding of school priorities affect the consistency of program implementation. Consequently, the principal's transformational role must include mechanisms for aligning individual performance with institutional objectives.

These findings support Sun's (2017) argument that leadership effects on organizational performance operate through organizational processes. Leadership cannot be separated from mechanisms of information use, stakeholder engagement, and organizational implementation. Therefore, the effectiveness of transformational leadership depends not only on the behavior of the principal but also on the organizational capacity to convert leadership direction into coordinated performance.

3. Weak Dimensions Requiring Strategic Strengthening

Although all four dimensions of transformational leadership are present, the findings indicate that intellectual stimulation and individualized consideration require particular attention. The weakness of intellectual stimulation is associated with limited opportunities for teachers to participate in innovation and problem-solving. Administrative burdens and bureaucratic procedures can constrain the time and organizational space required for creative development. Consequently, principals need to create structured mechanisms for teacher participation, collaborative problem-solving, innovation forums, and the development of school-based initiatives.

Meanwhile, weaknesses in individualized consideration are associated with unequal attention and support among teachers. Selective or uneven mentoring may create perceptions of unequal treatment and reduce opportunities for some teachers to develop their professional capacity. Therefore, principals need to establish more systematic mechanisms for identifying individual needs and providing differentiated professional support.

The findings indicate that these weaknesses are not merely problems of leadership behavior but also organizational implementation problems. Intellectual stimulation requires an organizational structure that provides room for innovation, while individualized consideration requires a systematic human resource development mechanism. Thus, strengthening these dimensions requires changes at the organizational level.

4. Transformational Leadership and Achievement of School Vision and Work Programs

The central finding of this study is that transformational leadership has been implemented, but its contribution to the achievement of school vision, mission, objectives, and work programs remains suboptimal. This finding demonstrates an important distinction between leadership implementation and leadership effectiveness.

Leadership implementation refers to the extent to which principals demonstrate transformational leadership behaviors. Leadership effectiveness, however, concerns the extent to which these behaviors are successfully translated into organizational outcomes. A principal may communicate an inspiring vision, encourage innovation, provide individual support, and demonstrate exemplary behavior, but these practices will have limited organizational impact if they are not followed by strategic implementation, coordination, monitoring, evaluation, and performance alignment.

This interpretation is consistent with Leithwood & Sun (2012), who found that transformational leadership has positive effects on school organizational conditions but that the magnitude of its effects varies according to contextual and organizational factors. Similarly, Printy et al. (2009) demonstrated that transformational leadership becomes more meaningful when integrated with shared instructional leadership and collaboration between principals and teachers.

In the Indonesian context, Maris, Komariah & Bakar (2016) found a relationship between transformational leadership, teacher performance, and school quality. Their findings reinforce the importance of principals' leadership in improving organizational quality, while also indicating that leadership must operate through teacher performance and organizational processes.

Therefore, the present study argues that transformational leadership in schools should be understood as a process of organizational transformation, rather than simply as a set of interpersonal behaviors. The four dimensions provide the behavioral foundation, while strategic implementation and organizational performance alignment provide the mechanisms through which leadership is converted into organizational results.

5. Proposed Model: Strategic Implementation Strengthening and Organizational Performance Alignment

Based on the findings, this study proposes a conceptual modification of the transformational leadership model. The four established dimensions, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, remain the fundamental dimensions of transformational leadership. However, they require two additional organizational mechanisms: strategic implementation strengthening and organizational performance alignment.

Strategic implementation strengthening refers to the capacity of principals and school management to translate vision, mission, and strategic objectives into concrete programs, clear responsibilities, implementation procedures, coordination mechanisms, monitoring, and evaluation. This element addresses the gap between what school leaders communicate and what school members actually implement.

Organizational performance alignment refers to the process of ensuring that individual and collective performance is consistent with school priorities. It includes alignment between teacher competencies, individual responsibilities, performance indicators, work programs, and institutional objectives. Through this mechanism, individual contributions can be connected directly to the achievement of organizational goals.

The proposed model can therefore be conceptually represented as:

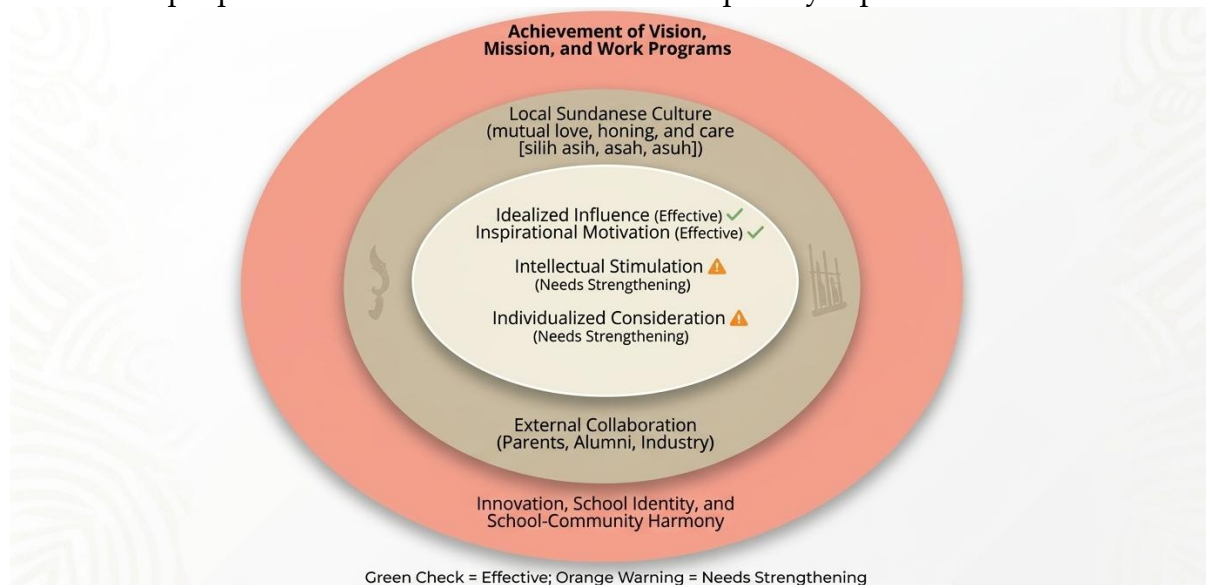


Figure 1. New Conceptual Framework of Transformational Leadership for Pasundan High Schools in Greater Bandung

This model extends the conventional transformational leadership framework by emphasizing that leadership behavior must be connected to implementation and performance mechanisms. The proposed modification does not replace the four original dimensions but provides an organizational mechanism for strengthening their practical impact.

Theoretically, the findings contribute to the development of transformational leadership theory in the educational context by demonstrating that the four

dimensions of transformational leadership may be insufficient when analyzed independently from organizational implementation processes. The proposed model extends the framework of Bass & Avolio (1994) by emphasizing the importance of strategic implementation and organizational performance alignment as complementary mechanisms.

Practically, the findings suggest that principals should move beyond communicating vision and motivating teachers toward establishing systematic mechanisms that ensure the implementation of school programs. Principals need to strengthen participatory communication, create opportunities for innovation, conduct regular coaching, improve coordination, and establish consistent monitoring and evaluation mechanisms. At the same time, teacher development and performance management should be aligned with the strategic priorities of the school. The findings also suggest that school foundations and educational authorities have an important role in creating organizational conditions that support transformational leadership. Leadership development programs should therefore not focus exclusively on personal leadership competencies but should also strengthen principals' capabilities in strategic planning, program implementation, organizational coordination, performance management, and evaluation.

Overall, the results demonstrate that the effectiveness of transformational leadership depends on the capacity to connect leadership behavior, strategic implementation, and organizational performance. In the context of Pasundan Senior High Schools across Greater Bandung, strengthening these connections provides a basis for achieving school vision, mission, objectives, and work programs in a more consistent and sustainable manner.

E. CONCLUSION

The findings indicate that the implementation of transformational leadership among principals of Pasundan Senior High Schools across Greater Bandung has not yet been fully effective in achieving the schools' vision, mission, objectives, and work programs. Although the four dimensions of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration have been implemented, their application remains uneven and requires further strengthening, particularly in innovation, individual support, and the internalization of organizational goals.

The main barriers include ineffective communication and internalization of the vision and mission, inconsistent coaching, coordination, monitoring, and evaluation, as well as misalignment of human resource commitment, competence, and performance. Therefore, this study proposes a conceptual model that strengthens the four dimensions of transformational leadership through two additional elements: strategic implementation strengthening and organizational performance alignment. The novelty of this study lies in modifying the transformational leadership framework of Bass and Avolio by integrating these two elements as strategic components for strengthening school leadership. This model is

expected to support more consistent, integrated, and sustainable achievement of school vision, mission, objectives, and work programs.

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