

# The Implementation of transformational Leadership and Teacher Work Engagement on Increasing Number of Students

Jessica Mellyta Lidya Manueke<sup>1✉</sup>, Khoe Yao Tung<sup>2</sup>  
(1,2) Universitas Pelita Harapan

✉ Corresponding author  
[jessica.mellyta08@gmail.com]

## Abstrak

Tujuan dari penelitian ini adalah mengidentifikasi, dan mendeskripsikan implementasi peran kepala sekolah dan guru untuk meningkatkan jumlah siswa sekolah pada tahun mendatang serta memberikan saran, dan ide kepada sekolah, kepala sekolah dan guru dalam memaksimalkan promosi sekolah guna meningkatkan jumlah siswa sekolah dasar. Penelitian ini menggunakan metode kualitatif melibatkan 11 partisipan di *School House*. Triangulasi data dianalisis menggunakan *coding* (Strauss, 1990). Kepala sekolah sudah melakukan gaya kepemimpinan transformasional dengan baik dalam mengembangkan sekolah, tetapi belum konsisten karena terkendala dengan terbatasnya fasilitas infrastruktur, sarana, prasarana, dan guru, hal diatas menyebabkan *work engagement* guru belum menjadi fokus utama dari kepala sekolah untuk meningkatkan jumlah siswa di SD *School House*. Hasil penelitian menunjukkan bahwa meningkatnya jumlah siswa yang ada dalam sekolah disebabkan implementasi dari kepemimpinan transformasional dalam operasional sekolah.

**Kata kunci:** *Kepemimpinan Transformasional, Kepala Sekolah, Work Engagement Guru, Peningkatan Jumlah Siswa.*

## Abstract

The purpose of this study is to identify and describe the implementation of the roles of principals and teachers in increasing the number of school students in the coming year. Additionally, it aims to provide suggestions and ideas to schools, principals, and teachers on maximizing school promotion to increase the number of elementary school students. This research uses a qualitative study involving 11 participants at *School House*. Data triangulation was analyzed using coding (Strauss, 1990). The principal has implemented a transformational leadership style effectively in developing the school but has not been consistent due to limited infrastructure and resources, including facilities and teachers. This inconsistency is partly because teacher work engagement has not been the principal's main focus in efforts to increase the number of students at SD *School House*. The results of the study show that the increase in the number of students in the school is due to the implementation of transformational leadership in school operations.

**Keywords:** *Transformational Leadership, Principal, Teacher Work Engagement, Student Enrollment.*

## INTRODUCTION

Education is the most important element in everything. According to Article 1 paragraph 1 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is defined as a conscious effort made to obtain a learning atmosphere and learning process that aims to develop the potential of students both physical and spiritually, religion, self control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Schools are educational institutions that organize educational process services. In addition, schools are also placing of training and learning to gain knowledge and skills for

students. In general, each country has different schools, training centers and methods. Education in Indonesia is generally integrated. The role of the teacher as a companion and educator will determine the quality of the evaluation of the success of student learning. The existence of schools serves to educate the life of the community based on the 2003 National Education System Law Number 20 and various laws and regulations. School can be defined as a process of establishing a place or system for the achievement of, and goals for, education. The progress of a school depends on the good relationship between the principal, management, teaching staff, students and parents/sponsors.

School is an organization led by someone who has the authority to use a particular leadership style to achieve school goals. The leader (principal) is the controller in an organization or school and plays an important role in advancing an organization/school. The leader of an organization or school has the authority attached to him to carry out his leadership. In carrying out his duties, the principal will try to enact policies that he thinks are right for the school. Healthy, intelligent, loyal, honest, educated and experienced are the characteristics of a good leader (Caldwell B J, 2015). A quality leader is a leader who strives to improve the quality of graduates produced and appoints educational institutions (Ekosiswoyo, 2016).

The use of leadership style is a rule imposed by the principal. This leadership style is then felt by all subordinates, including teachers. The success of a teacher in teaching is reflected in the quality of students. Teachers are educators who have professional responsibilities to train, educate, teach, direct, evaluate students at every level of education.

Education is a process that seeks to help students form a positive self-identity (Hasanah, 2019), not to produce students who have the same character as their lecturers (Mulyasana, 2011). Therefore, education should be transformed into a holistic process that helps students grow into full human beings who are knowledgeable, kind, and moral, and who are proficient and trained in performing various tasks. Organizing education is one of the roles of the school. Providing education is one of the roles of schools (Hammer P C, 2016). Therefore, schools must have the capacity to synergise the potential of their learners, parents and schools (Ainscow & Ainscow, M, M, D & West, 2006), to produce quality education. Producing outstanding students is one aspect that can arouse parents' interest and trust in a school (Ferlie E, 2010). Public communication skills are also needed by schools to introduce schools to the community (Wiyono, 2019). All of this must be done by a school leader so that everything can run in synergy so that the school can grow and develop well. After the COVID-19 pandemic, school principals are required to think creatively in building school quality to attract the interest of the community (Citra Resmi, 2020).

The leader (principal) is the controller in an organization or school and plays an important role in advancing an organization/school. The leader of an organization or school has the authority attached to him to carry out his leadership. In this case, the principal can be described as a bus driver who chooses and sets the direction in which the bus will go, that is the function of a leader (principal) in an organization and or school.

The principal is defined as a person who sets an example for his subordinates or teaching staff by eliciting various emotions in his followers, which motivate them to follow him either consciously or unconsciously. The principal is the focal point of leadership in a school or organization because of his/her higher position in the school/organization.

The success of an organization/school is determined by the leadership of a leader (principal). The development of a school organization is necessary. Therefore, quality leadership methods are needed to achieve the school's vision. The principal's main task in leading the school is to lead, provide direction, distribute according to the skills and abilities of teachers in their fields and be able to provide continuous motivation to achieve school goals. In addition, the leader or principal provides motivation and guidance to his subordinates/teachers, for the progress of the organization/school. And what steps should be taken to increase the number of students.

Transformational leadership is based on two things, namely leadership and transformational. The way leaders persuade their subordinates to collaborate and interact to achieve organizational goals is one definition of leadership. Transformational traits are traits that

have the ability to change something from one form to another, such as changing potential energy into actual or achievement motivation into actual achievement. It can be concluded above that the expertise of a leader to be together with others (organizational/school resources) to perform transformational to achieve valuable results, in achieving predetermined school goals is the meaning of transformational leadership.

The resources in question are the principal, teachers, staff (management) and other facilities. As a leader, the principal must exercise transformational leadership to be a guide, director and counsellor for the people he leads to achieve school goals. The principal is responsible for all existing activities related to the school. The transformational leadership paradigm can help to reform the school system. Leadership can provide reforms/changes in a school organization in accordance with existing norms by involving all school members to conduct directed communication, aiming for school resources to work together more energetically, so that the teaching and learning process becomes positive and transformative. This is the definition of transformational leadership of a school principal.

Transformational leaders endeavor to raise awareness among their staff by directing them towards something better and determined to achieve something higher. Transformational leaders make their employees or teachers more aware of moral values, urgency in work and can choose which needs should be prioritized. They can also lead their employees/teachers for the benefit of the organization/school. The result is that subordinates feel ownership and respect for their leaders and are motivated to do more than expected. Thus, the "transformational" leadership style is based on the use of each individual's abilities. It can be said that a "transformational" leader has the task to humanize each individual in various ways, such as motivation to empower the functions and tasks of staff/employees in developing their personality, towards true self-realization.

"Transformational" leaders seek to educate their followers by directing them towards better and more moral ideals and values. Technological developments, utilization of facilities in the field of education, in the form of a learning process using technology that allows students to interact directly with existing and developing technology. Meanwhile, work engagement is a positive behavioral relationship between leaders and teachers that is characterized by vigor, dedication and absorption in work. Employees who have a high and focused work relationship can focus all their thoughts and energy on their work and are more passionate about their work (Schaufeli, 2004).

According to the Ministry of Education in 2003, the need for such educational institutions is at least in the type, level and function of its needs. Schools need supporting facilities within the school, aiming to provide optimal services for the ongoing learning process in order to increase the number of students in the school.

"National Education Standards in Chapter IX of Law No. 20/2003 on the National Education System" in its development, as well as "government regulation issued in 2005 No. 19 on National Education Standards." "The National Education Standards are the minimum criteria for the education system in all jurisdictions of the unitary state of the Republic of Indonesia." "The scope of the National Education Standards includes: process standards, proficiency standards, education and education personnel standards, facilities standards, management standards, funding standards and assessment standards for the number of students in a school." The administrative city of DKI Jakarta is divided into five, namely: "South Jakarta, West Jakarta, East Jakarta, Central Jakarta and North Jakarta." The administrative city located in the north of the capital city of DKI Jakarta is the administrative area of North Jakarta which consists of six sub-districts namely "Penjaringan, Pademangan, Tanjung Priok, Koja, Kelapa Gading and Cilincing" with a total of 31 sub-districts, a population of 1,867,000 people based on the North Jakarta Population and Civil Registry Sub-Department in 2022 taken from the book North Jakarta City in Figures 2023. With an area of 146.66 Km<sup>2</sup>. Based on keputusan Gubernur No. 171 of 2009. And we can also see the growth of population, economic and social growth in the North Jakarta Administrative City area in 2020-2022. In table 1, we can see the population growth of North Jakarta based on social and economic.

**Table 1 North Jakarta Population Growth 2020-2023**

	Unit	Detail	2020	2021	2022
<b>Social</b>					
Population		Million	1,78	1,79	1,79
Population Growth Rate		%	0,43	0,47	0,49
Total Birth Rate (TFR)		Child	1,78	...	1,87
Infant Mortality Rate (IMR) per 1000 live births		Baby	16,00	...	11,28
Labour Force Participation Rate		Year	73,28	73,35	73,74
Open Unemployment Rate (TPT)		%	99,58	99,65	99,22
Tingkat Partisipasi Angkatan Kerja		%	65,97	65,79	99,65
Tingkat Pengangguran Terbuka (TPT)		%	11,79	9,84	8,04
Population poverty in percentage		Juta	0,12	0,13	0,13
<b>Economic</b>					
Population poverty in percentage		%	6,78	7,24	7,24
Human Development Index (HDI)		-	80,29	80,51	80,81
Gross Domestic Product (GDP) at Current Prices		trillion rupiah	496 669,7	536 002,8	587 659,6
Economic Growth Rate		%	(6,22)	6,02	5,85

In the table above, we can see that the population growth rate increased by 0.02% from 2021 to 2022. This also affects economic growth in the North Jakarta area which increased from 2020-2022. Therefore, each area of the North Jakarta Administrative City has a different population growth rate based on the area and also the number of residents in each sub-district. Each sub-district has a different population and employment, the following is a table of population and employment in 2022 based on 6 sub-districts and population development and population growth rates in 2021- 2022 based on sub-districts in the North Jakarta Administrative City area which we can see in Figure 2. Researchers focused more on the development of elementary/equivalent school students because they saw the potential for an increase in the number of students due to the increase in classes from PAUD to elementary schools in the North Jakarta Administrative City area, as can be seen from Figure 3.

Every region needs to make improvements in the field of education with the aim of advancing development in the region with good and quality resources. The way to advance and improve regional development requires adequate and quality human resources, schools need to have infrastructure, teaching staff, students and parents. To improve the quality of education in a region, schools must continue to cooperate with the city/regional government by improving adequate and quality educational facilities and infrastructure. To find out the number of educational facilities in an area aims to find out the number of educators (teachers) who use the educational facilities prepared in the area properly and effectively. It can be seen from the percentage of the population who participate / attend school. We can see the support of the North Jakarta Administration local government from several necessary indicators, namely: "Angka Partisipan Sekolah (APS)", "Angka Partisipan Kasar (APK)", and "Pure Angka Partisipan Murni (APM)". The following are the data of School Angka Partisipan Sekolah (APS) by school age, Angka Partisipan Kasar (APK), and Angka Partisipan Murni (APM). Formal and Non-formal population in the North Jakarta Administration area in 2020-2022.

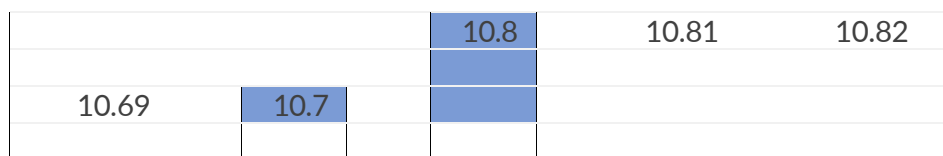
From the collection of data on the percentage of school enrolment rates by age group and sex in the North Jakarta Administrative Region, it was found that based on school age at the primary school level, the age group of 7 to 12 years old in 2020, males were 99.42% and females were 100%. In 2021 males 99.08% and females 100%. In 2022 males 97.24% and females 97.61% which we can see in table 2 and table 2.

**Table 2 Percentage of School Enrolment Rates by Age Group and Gender**

Age Group (Age)	2020		2021		2022	
	Boy	Girl	Boy	Girl	Boy	Girl
7-12 years old	99,42	100,00	99,08	100,00	97,24	97,61
13-15 years old	95,95	96,99	96,53	97,86	93,8	94,63
16-18 years old	73,77	63,23	62,62	73,80	73,13	66,00

In Table 3 we can see the percentage of Angka Partisipan Murni (APM) and Angka Partisipan Kasar (APK) of schools in the North Jakarta Administrative area. Angka Partisipan Murni (APM) at the primary / equivalent education level aged 7 to 12 years. In 2020 it is 97.68%, in 2021 it is 97.58% and in 2022 it is 96.16% which has decreased every year. Meanwhile, for Angka Partisipan Kasar (APK) in 2020 of 104.15%, in 2021 of 103.01% and in 2022 103.94% experienced a decrease of 1.14% in 2021, and an increase of 0.93% in 2022.

Two things that become parameters in education in a region are by measuring the "Indeks Pembangunan Manusia (IPM)" namely "Rata-rata lama Sekolah (RLS)" and "Harapan Lama Sekolah (HLS)". The increase in RLS in the last 5 years indicates a good change in the development of education in North Jakarta Administrative City. The following is the Average Years of Schooling in North Jakarta Administrative City from 2018 to 2022 in Figure 5.

**Figure 5 Average Years of Schooling in North Jakarta 2018-2022**

Principal tried as much as possible to implement the transformational approach in the school organization. The researcher found that the principal has been trying to increase the number of students for three years since the Primary School was established. And in tables 2 to 3 and figure 4 we can see that there is a potential age of school entry at the elementary/equivalent level in the age group of 7 to 12 years. In reality, the principal's leadership encounters obstacles and constraints that arise, such as the lack of facilities, school facilities and infrastructure in the form of classrooms, teaching aids in the classroom, limited funds and lack of professional teaching staff. Therefore, schools must improve the quality of management in order to attract parents to send their children to School House. The role of the principal's transformational leadership has an important role in school management to increase the number of students. The researcher wanted to explore and analyses why the number of students in XYZ Jakarta Primary School decreased compared to the number of students in Kindergarten B (TKB/Kindergarten B).

### 1. Transformational leadership

Transformational leadership is leadership that involves the leader and his team members, working hard together to achieve goals in terms of morality and motivation (Burns, 1979). The transformational leadership style will seek to foster understanding in group members to have high ideals and integrity in achieving school goals. Leaders are at the highest managerial level in an organization, at formal and informal levels.

Transformational leadership style is able to develop its ideas in traits, style and contingency approaches (Sarros, 1996). The transformational leader model is an alternative that allows principals to become leaders and improve the quality of schools for the better and to focus on the vision and mission of schools that are real, efficient, effective and pay attention to the individual problems of members. It is expected that principals are able to improve the performance of their teaching staff to improve school quality in increasing the number of students in a school.

Transformational leaders do not rely solely on their own charisma. But must also try to strengthen their inner nature to perform the functions of the transformational leadership style. Thus, transformational leadership can provide a standard of "success" for the



organization and result in increased achievement. The role of the transformational leader is envisioning, energizing, and enabling. Envisioning is the leader providing a stimulus for the formation of a new vision that is more advanced than before. Energizing is the power of individuals who become the center of strength/energy (spirit) for employees/subordinates involved in the organization to achieve the ideals of the institution. Enabling is a leader who works with his members and provides confidence in achieving the ideals/goals of an institution rather than individual ideals/goals (Winarno, 2011).

## 2. Work Engagement

Work engagement is the concept of thinking of teachers and people related to the organization who have a positive relationship that includes thinking about the relationship between principals and teachers which is marked by vigor, dedication and absorption in work. Employees who have a high and focused work relationship can focus all their thoughts and energy on their work and are more passionate about their work (Schaufeli, 2004).

Work engagement is defined as using oneself as part of an organization, realizing one's role in the organization. The word engagement means that employees can express themselves physically, psychologically, intellectually, mentally, psychologically and emotionally at work (Bakker, 2014).

Work engagement includes Job Resources is pressing job demands related to their work so that targets in their work are achieved, encouraging personal growth, learning and individual development which can be seen from physical, physical, social and organizational aspects. Salience of Job Resources means how valuable or meaningful worker resources are to each individual. Personal Resource means the characteristics possessed by each employee which include traits, personality, age and others which have types of (a) Self-efficacy, (b) Organizational-based self-esteem, (c) Optimism, and (d) personality (Bakker A.B, 2008).

There are two main aspects of work engagement, namely: (1) work engagement is considered as the inner energy of each individual who feels the highest level of experience by being in the work (immersion), struggle in work (striving), absorption (absorption), focus (focus) and involvement (involvement). (2) work engagement is a behaviors that can be seen from the behaviors of employees in aggressive thinking, members who work are not bound to the job description (employees who are engaged in their work), as well as employees who are initiative to be able to expand their abilities and not easily give up in facing a problem in a confusing situation (Mujiasih, 2012).

## 3. School dan Student

School is an institution/organization established and designed to provide education to students under the guidance and supervision of teachers. Teachers are expected to have strategies in carrying out the learning process for their students.

Learning can be defined as follows in Law Number 20 of 2003 Article 1 Paragraph 20 concerning the National Education System: "Learning is a method in the educational learning area where there is a process of relationship between educators (teachers) and students." Students or learners are an important component in teaching at every school institution. Each student or learner has a different individual to be developed in a school. It is only teachers or teachers who have the skills and abilities to help students develop their personalities.

## RESEARCH METHOD

The researcher used a qualitative case study research method. The research conducted at this school was on a small sample, namely the entire population of teaching staff and principals at XYZ School consisting of 11 people consisting of 1 principal and 10 teachers/teaching staff. Based on the focus of the problem, objectives, research subjects and the type of data available, the approach that researchers consider most appropriate in this research is case study research. Data collection was carried out by triangulation through observation, and interviews (administering questionnaires and in-depth interviews) and ensuring the objectivity of data in the field with existing sources, methods and theories in the process and interpretation of research findings.

The analysis and interpretation of the research data used the coding method as a tool to analyses and interpret the data. Four forms of coding and understanding the data in a case study research (Stake, 1995).

Coding is a method of analyzing data that is detailed, conceptual and juxtaposed together in a new way. It is a step that centers on all the theories that have been formed from the data (Strauss, 1990, p. 57). The stages of coding analysis in case study research are Open Coding, Axial Coding and Selective Coding.

## FINDINGS AND DISCUSSION

The increase in the number of students in this school will be very influential if the principal is more consistent in using transformational leadership methods within the school.

The introduction of the school is necessary, so that the outside environment can recognize the school. Therefore, the role of a leader is needed to introduce their school to the outside world which affects the number of students the following year. Ideas, and creativity are needed by the principal and teachers to introduce the school both verbally and nonverbally, both through social media and exhibitions that have begun to be held after the Covid-19 pandemic.

School agencies ranging from principals, teachers and management to conduct school promotions because most of the main tasks of management or administrative tasks require skills for schools (Hidayat, 2012). The implementation of transformational leadership also has an effect on providing ideas in school promotion to increase the number of students at school in accordance with Intellectual stimulation or intellectual stimulation which is characterized by leaders whose values, assumptions and beliefs inspire new ways of doing things and provide support for the expression of all ideas and considerations (Landy, 2007).

The increase in the number of students in this school will greatly affect the unforcedness of the principal in interpreting the effectiveness of work engagement within the scope of the school which affects the increase in the number of students caused by internal obstacles (financial obstacles). In increasing teacher work engagement, there are several factors that need to be considered by school principals. Giving a sense of trust to teachers, conducting two-way communication continuously to foster a sense of kinship, giving awards or appreciation, providing training so that teachers feel engaged with the school environment by providing training.

There are three ways to increase the effectiveness of transformational leadership in increasing the number of students in schools in the research site, namely a sense of trust, two-way communication, teacher rewards and appreciation, and training. The results of the research need to be given to increase teachers' self-capacity, in the form of skills training in improving the quality and quality of schools and achievement. Teacher involvement in increasing the number of students is very necessary, considering that teachers or teaching staff are individuals who have the authority and responsibility in individual and classical classroom learning wherever students are (Djamarah, 2000).

The results of the research found that there is still a lack of teacher involvement in increasing the number of students due to limited funds, many professional/freelance teachers are employed, and limited school facilities and infrastructure. There are obstacles and constraints faced by school principals in increasing student numbers and the need for cooperation between principals, teachers and school management in increasing student numbers to gain the trust of parents.

## CONCLUSIONS

Principal transformational leadership is needed to improve the quality of school management in order to attract parents to send their children to school. One way to increase the number of students is by using digital media. Increasing consistency in the use of digital media to introduce schools is a powerful way to increase the number of students in schools.

Increasing the number of students in a school is also influenced by the school's work engagement. Training for teachers needs to be carried out by School House regularly to increase the capacity of teachers as well as the awareness of teachers in disciplining themselves in teaching. This is done to improve the quality and quality of School House and student

achievement to attract parents to send their children to School House which can help increase student numbers.

Two-way communication/good communication, the principal's trust in teachers, and appreciation for teachers need to be done by the principal in improving the role of school management. This aims to provide a sense of comfort to the teachers in providing their services in the form of good teaching to the school so as to produce outstanding students.

The principal realizes the limitations of each existing teaching staff. For this reason, the principal takes action to continue to improve the quality of school management by selecting professional teachers who teach at School House with work experience above 12 years. The principal still tries to maintain the quality of the school despite the limitations of the teaching staff.

The principal provides opportunities for teachers of each subject to create their own timetable, which is evaluated weekly, and conducts regular supervision every week on the teachers What's Apps group. As a good communicator in the school, the principal tries to be a good communicator by having two-way communication in the learning and teaching process every semester. The principal's awareness supervises all teaching and learning activities by preparing an appropriate and regular schedule between the principal and teachers to remind the quality of student learning to increase the number of students in the new school year each year.

Teachers involvement in increasing the number of students is very necessary, considering that teachers or teaching staff are individuals who have full responsibility and authority in students' learning in class. Good quality education can produce excellent students. This is one of the most important things to introduce to the school and to influence the increase in the number of students in the school. But the results of research in this school, there is still a lack of teacher involvement in increasing the number of students.

The obstacles and constraints faced by School House for three years can be summarized based on research conducted by researchers, namely

1. Lack of infrastructure for learning and teaching
2. The limited number of available classe
3. Lack of references in learning for teacher
4. Lack of funds to expand buildings and teachers
5. The need to hold trainings for teachers in order to improve their quality.

Researchers provide suggestions after conducting the discussion above the need for consistency of school principals in the use of digital promotion through website, social media and school hotlines to increase the number of students is needed.

The researcher provides several research suggestions using mixed methods qualitative and quantitative, using other subjects and involving more classroom observations and interviews with children and parents to get more data about the implementation of transformational leadership by principals in improving school quality in new or old schools. It is possible to compare schools with improved quality of learning for schools that have been established for less than 10 years and old schools that have been established for more than 10 years.

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