



Transformational Leadership in The Implementation of Sekolah Penggerak's Program

Nunuk Hariyati^{1*}, Muhamad Sholeh², Nia Islamiah³ 

^{1,2,3} Education Management Department, Faculty of Education, Universitas Negeri Surabaya, Surabaya, Indonesia

ARTICLE INFO

Article history:

Received June 08, 2023

Accepted October 10, 2023

Available online October 25, 2023

Kata Kunci:

Kepemimpinan, Kepemimpinan Transformasional, Program Sekolah Penggerak

Keywords:

Leadership, Transformational Leadership, Sekolah Penggerak's Program



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Perubahan paradigma dalam implementasi kurikulum merdeka menjadi tantangan yang berat bagi guru. Kepemimpinan yang mampu memfasilitasi kebutuhan guru dalam perubahan kurikulum perlu diperhatikan oleh seluruh kepala sekolah yang bergabung dalam Program Sekolah Penggerak. Tujuan penelitian ini adalah untuk menganalisis peran kepemimpinan transformasional pada kepala sekolah dalam mendukung implementasi kurikulum merdeka. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi multi-kasus antar unit sekolah. Subyek penelitian diambil dengan teknik purposive sampling mencakup kepala sekolah, pengurus yayasan, dan guru yang digali melalui wawancara, observasi, dan analisis dokumen. Data hasil penelitian dianalisis dengan teknik komparatif konstan. Hasil penelitian menunjukkan bahwa kepala sekolah perempuan memiliki satu visi dan misi yang sama dalam meningkatkan kualitas sekolah yaitu dengan mendukung kebijakan yang diselenggarakan pemerintah yaitu program sekolah penggerak. Kepemimpinan yang secara terpadu mencerminkan kepemimpinan transformasional dengan empat dimensi yang meliputi (1) pengaruh ideal, memberikan contoh teladan kepada seluruh anggota, (2) stimulasi intelektual, memfasilitasi baik dari fasilitas fisik maupun kompetensi, (3) motivasi inspirasional, memberikan ruang dan kesempatan untuk berkomunikasi dan memberikan motivasi dalam bekerja, serta (4) pertimbangan individual, memperhatikan kebutuhan pengembangan kompetensi anggotanya. Implementasi keempat dimensi tersebut mendukung terwujudnya motivasi kerja dan komitmen kerja yang berimplikasi pada tercapainya kesejahteraan guru dan budaya sekolah yang positif.

ABSTRACT

Paradigm changes in implementing the independent curriculum are a tough challenge for teachers. Leadership that can facilitate teachers' needs for curriculum changes needs to be considered by all school principals who join the Driving School Program. This research aims to analyze the role of transformational leadership in school principals in supporting the implementation of the independent curriculum. This research uses a qualitative approach with a multi-case study design between school units. The research subjects were taken using a purposive sampling technique, including school principals, foundation administrators, and teachers, who were explored through interviews, observation, and document analysis. The research data were analyzed using constant comparative techniques. The research results show that female school principals have the same vision and mission in improving school quality, namely by supporting policies implemented by the government, namely the driving school program. Leadership that is integrated reflects transformational leadership with four dimensions, which include (1) ideal influence, providing exemplary examples to all members, (2) intellectual stimulation, facilitating both physical facilities and competence, (3) inspirational motivation, providing space and opportunities to communicating and providing motivation in work, as well as (4) individual consideration, paying attention to the competency development needs of its members. Implementing these four dimensions supports the realization of work motivation and commitment, which has implications for achieving teacher welfare and a positive school culture.

1. INTRODUCTION

The Ministry of Education and Culture of the Republic of Indonesia 2019 rolled out the *Merdeka Belajar* policy, which aims to realize educational transformation to prepare competent and skilled graduates with character. The accentuation of this policy is a learning process that is fun, calm, and without pressure but can still accommodate students' talents and increase student competence (Abidah et al., 2020; Ainia, 2020; Pavita & Nirmala, 2021; Sibagariang et al., 2021). *Sekolah Penggerak Program* is one of the programs held to help successfully implement the *Merdeka Belajar* policy. This program can realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent, and has personality (Mahlil & Bangun, 2018; Rachmawati et al., 2022). *Sekolah Penggerak's Program* is also a realization of efforts to realize superior human resources by developing holistic learning outcomes that include literacy, numeracy, and character competencies, starting with superior principals and teachers. The government explained that the intervention in *Sekolah Penggerak's Program* was carried out by (1) consultative and asymmetric assistance, (2) strengthening human resources in schools, (3) learning with a new paradigm, (4) data-based planning, and (5) school digitalization (Jannati et al., 2023; Nurasih et al., 2022). The benefits obtained by schools by implementing the *Sekolah Penggerak's Program* are (1) increasing the quality of education results within 3 academic years, (2) accelerating school digitalization, (3) accelerating the achievement of the Profil Pelajar Pancasila, (4) increasing the competency of school principals and teachers, (5) the opportunity to become a catalyst for change for other schools, (6) to receive intensive assistance for school transformation, (6) to obtain additional budgets to purchase teaching materials for learning with a new paradigm. This program was also followed by a change in the 2013 curriculum to the *Merdeka* curriculum (Rahmadayanti & Hartoyo, 2022; Retnaningsih & Khairiyah, 2022; Saadah et al., 2022). This change is a step by the Indonesian government in following curriculum policy reforms around the world which agree to implement a curriculum that is relevant to the needs of students and prepares students for change (Campbell et al., 2020; Marisa, 2021). *Sekolah Penggerak's Program* is planned to be implemented simultaneously nationally in 2024. Until 2023, 14.222 schools have been registered as *Sekolah Penggerak*.

The *Sekolah Penggerak Program* implements the *Merdeka Curriculum* as a substitute for the 2013 Curriculum (Jatmiko & Putra, 2022; Rahayu et al., 2022). Very complex changes starting from the basic framework that refers to the goals of the national education system and the National Education Standards (SNP) by adding the Pancasila Student Profile, changes from the Core Competencies and Basic Competencies (KI-KD) that the government has determined to the Achievements Learning (CP) in which the government only provides a framework teachers develop according to their respective subjects, as well as changes from learning that uses a scientific approach to differentiated learning that is determined by the needs of students. Pretty complex changes are certainly not the least of which cause teachers to experience burnout, which can have a fatal impact, namely the desire to stop working; according to the results of a survey by The State Teachers Union showing that 29% of teachers think about quitting work because they are uncomfortable with the demands of changing teaching methods. Teachers experience burnout and plan to stop working (Verges, 2020). This condition triggers stress on teachers, namely a proportion of 30% (von der Embse et al., 2015). In addition, the bibliography (Kleiber & Enzmann, 1990), which contains 2496 publications about burnout in Europe, also shows that 32% of teachers experience burnout, causing them to be obliged to take care of more than 200,000 affairs in schools with different characteristics. Changing the teaching paradigm in the *Merdeka* curriculum certainly requires support from the principal, both materially and non-materially, so that it can awaken the enthusiasm for teaching in the teacher. Overcoming these problems can certainly be done, one of which is through the school principal's leadership, who can build morale, work motivation, and commitment to work to realize teacher well-being and eliminate the burden on teachers in teaching.

Implementing the *Sekolah Penggerak's Program* requires school principals who can generate teacher motivation and performance to work together to realize the objectives of *Sekolah Penggerak's Program* in academic units. Building teaching efficacy is an essential part that the principal must carry out to move teachers to achieve one goal together. (Tschannen-Moran & Hoy, 2001) suggests that teaching efficacy includes several aspects, namely teacher persistence, teacher enthusiasm in teaching, teacher commitment, and instructional behaviour, which leads to students results such as achievements, learning motivation, and self-confidence. The study's results (Kurniadi et al., 2020; Napisa et al., 2021) found that teacher professionalism greatly influences student learning outcomes. Furthermore, the school principal's leadership significantly influences teacher professionalism (Arifudin, 2020; Baskoro, 2014; Keizer & Pringgabayu, 2018; Purwoko, 2018; Russamsi et al., 2020; Tucunan et al., 2014) The results of research in the last 10 years state that transformational leadership is appropriate leadership in building teacher professionalism, having a high sense of empathy, being able to adapt to change, and being able to build teacher commitment and motivation in carrying out its role as a learning facilitator (Ahmad & Rochimah,

2021; Arifudin, 2020; Baskoro, 2014; Hayati et al., 2014; Khan et al., 2018; Salari & Nastiezaie, 2020; Sparks, 2021; Tucunan et al., 2014). The results of this study are relevant to the definition of transformational leadership in that transformational leadership can build the enthusiasm and motivation of its members to be optimistic and able to realize and deliver results that exceed expectations (Bass & Avolio, 1993; Northouse, 2017). The leadership model that Bass and Avolio first introduced has distinctive characteristics that other leadership models do not have, namely, leadership that can increase the motivation and morality of its members with an attitude that always provides motivation, conveys and receives aspirations, has respect, prioritizes honesty, loyalty and responsibility through exemplary behaviour towards its members (Bass & Avolio, 1993; Burns, 1978; Salari & Nastiezaie, 2020). The study's results (Ahmad & Rochimah, 2021) show that transformational leadership significantly affects the integrity of its members and positively impacts teaching effectiveness in academic units.

Transformational leadership also strengthens the autonomy, work identity, and responsibility in the organization they lead (Abu Nasra & Arar, 2020; Almuhammad & Barus, 2021). Transformational leadership inspires a collaborative vision of the institution it leads, empowers members, and always values the progress made by its members. This attitude differs from transactional leaders, who maintain the status quo in every action (Lukman et al., 2020; Salari & Nastiezaie, 2020). Based on the results of a survey conducted at universities in Indonesia, transformational leadership through the 4I dimension (*Individualized Influence, Intellectual Stimulation, Inspirational Motivation, Individual Consideration*) shows the result that a leader gives more attention to members and a reduction in penalties for mistakes made is the result of a combination appropriate in the pattern of transformational leadership (Sunaengsih et al., 2021). The Al Muslim Foundation is a foundation in East Java that has an education unit that simultaneously joins as a *Sekolah Penggerak*. This foundation is unique because female principals lead all education units. The preliminary study results showed that all school principals collaborated to arouse the teachers' enthusiasm for implementing the *Sekolah Penggerak's* program. Currently, the Al Muslim Foundation is one of the foundations that is used as a pilot school in implementing the *Sekolah Penggerak's* program. Because of the uniqueness of the school, this research was executed to comprehensively describe the actualization of the transformational leadership of school principals in each academic unit at the Al Muslim Foundation. This study aimed to analyze the role of transformational leadership in schools in supporting the implementation of the Merdeka curriculum. This research is expected to be able to contribute to all top leaders, both foundations and schools, to be able to actualize leadership and build a positive school culture in supporting the implementation of the *Sekolah Penggerak's* program effectively so that it can support the program's, which is to impart best practices to other schools to accelerate the equal distribution of quality education.

2. METHOD

This study uses a qualitative approach with a multi-case design in schools under the auspices of the Al Muslim Foundation, which aims to explore in depth the actualization of the transformational leadership of school principals at each stage of education in implementing *Sekolah Penggerak's* programs. This approach is appropriate to use because of the nature of an entity such as individuals, groups, organizations and partnerships between institutions (Creswell & Guetterman, 2019). The steps taken in this study showed in Figure 1.

This research was conducted in kindergarten, elementary, junior, and senior high school, Al Muslim Foundation. All academic units at the Al Muslim Foundation have joined the *Sekolah Penggerak's* Program in the first batch 2019. Apart from being an achievement that enhances the foundation's image, the achievement of being part of this *Sekolah Penggerak* is also unique because all school principals can synergize to join together in a *Sekolah Penggerak*. Participants in this study were selected using the snowball sampling technique, namely determining a sample that was initially small and then expanded to increase according to information needs. The participants in this study are (1) Head of Division Human Resources (HR), (2) Senior High School Principal (SP), (3) Junior High School Principal (JP), (4) Elementary School Principal (EP), (5) Kindergarten School Principal (KP), (6) Teacher (T). Data were collected using in-depth interviews, observation, and documentation studies. Interviews were conducted offline, namely by visiting research locations and online, namely through the zoom application. According to (Creswell & Guetterman, 2019), web-based video interviews are very appropriate for use in the current global era because they allow audio and visual communication. Data analysis in this study was carried out by analyzing a single case in each educational unit with the aim of finding the style and characteristics of the principal's leadership. Data analysis was carried out simultaneously with the data collection process with the researcher's stages of flow, including: (1) data collection, (2) data condensation, (3) data display, and (4) conclusion drawing/verifying (Miles et al., 2014). After conducting a single case analysis, it is followed by a cross case analysis to explore the similarities and differences of each principal's leadership

style. This cross-case analysis is not used to determine the good and bad leadership of each school principal. But to find out the strategy of each school principal at the Al Muslim Foundation. Validation instrument with expert validity. The research instrument is showed in Table 1.

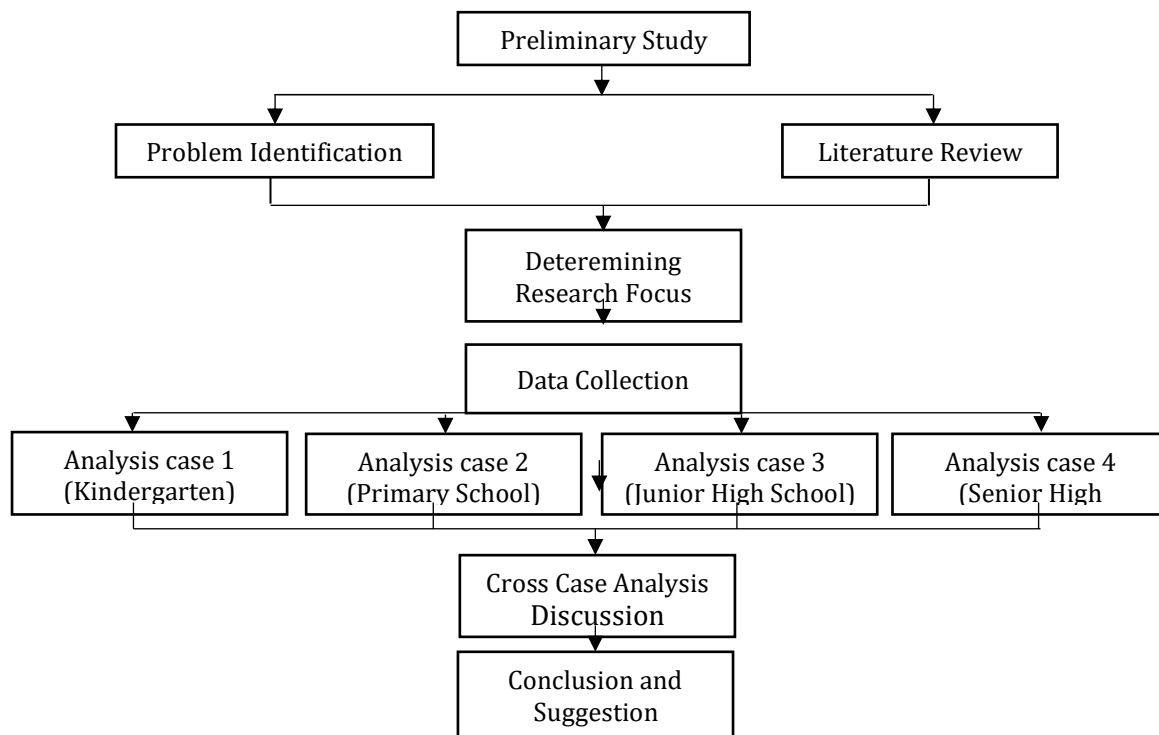


Figure 1. Research Flowchart

Table 1. Research Instrument

Instrument
School principals communicate school goals that support implementing differentiated learning
The actions of school principals in promoting quality differentiated learning
The principal carry out the implementation of supervision in supporting the implementation of differentiated learning
The principal's strategy for evaluating differentiated learning
The principal's strategy with teachers in coordinating the curriculum that supports the implementation of differentiated learning
The principal's efforts in developing teacher professionalism in supporting the implementation of differentiated learning
The actions are taken by school principals in developing a work environment that supports differentiated learning
The actions taken by the principal in building good relations with school colleagues and partners
The principal's actions in directing teachers to provide engaging, challenging assignments that focus on increasing students' knowledge and skills
The principal's actions in directing teachers to carry out learning in group mode according to the needs and interests of students
The implementation of differentiated learning, what is the principal's strategy in supporting the differentiation of curriculum and teaching materials
The principal's strategy for supporting exciting learning for students
The principal's strategy in supporting teachers to provide quality student assignments
The principal's actions in preparing differentiated learning
The principal's involvement in supporting the implementation of differentiated learning
The actions of the principal in evaluating differentiated learning
The role of the principal in supporting teachers to provide learning that makes students comfortable and optimistic
The principal's role in shaping socially and emotionally intelligent students

Instrument

School principals act to improve learning outcomes and student achievement

The principal's actions help build self-confidence in students

The principal's strategy for forming students who can adapt to the surrounding environment

The principal's strategy to foster sensitivity and initiative in students

The school principal's actions so students feel challenged in every learning activity

3. RESULT AND DISCUSSION

Result

The study results show that school principals in all academic units have the cohesiveness of being a role models for all teachers by showing passion and commitment and working well to improve the institution's quality. The principal consistently shows these attitudes, which is carried out to build self-awareness in teachers so they can show the same attitude, namely having work enthusiasm and commitment. The enthusiasm and commitment of the teachers were tested when all the principals joined the foundation ber agreed to participate in the selection of the Sekolah Penggerak Program, which the program does not pass all applicants but instead has a strict selection process. The selected schools are schools that demonstrate a commitment to supporting curriculum changes. The headmaster, who had high spirits, passed the selection process. The paradigm shift in the curriculum for the Free Learning Policy is a challenge for teachers. Core Competencies and Basic Competencies (CC-BC) are changed to Learning Outcomes (LO), which the government no longer gives. However, teachers must be able to develop them independently according to school learning needs. In addition, in preparing the Teaching Module, which in the previous curriculum was called the RPP, it was necessary to apply a backward design, namely by developing learning outcomes, followed by formulating learning objectives and then the flow of learning objectives. Not only that, the learning approach that previously applied a scientific approach was replaced by applying a differentiated learning model or student-centered learning. Significant changes to the implementation of the curriculum, in reality, are greeted enthusiastically by the teacher. The results of observations and interviews show that the principal always instils the values of cooperation, work enthusiasm and work commitment with an attitude of confidence that the quality of the school will improve if all school personnel work together to help each other implement policy programs rolled out by the government. Apart from that, the principal's values in the teachers are that schools within the Al Muslim Foundation must be adaptive to new policies from the government and be the frontline supporting the success of these policies—validation instruments with expert validity. The research instrument is shown in the table.

The principal spreads enthusiasm to teachers through coordination meeting activities by spreading motivation through positive words. In addition, the principal also provides opportunities for teachers to consult personally regarding assignments and work at school. The researcher also revealed that apart from the school principal spreading positive energy, teachers can also have high spirits because of the support from the foundation. Through interviews, it was discovered that the foundation implemented a system of awarding teachers or school principals who excelled. The award is in the form of material such as cellphones, Umrah worship, and salary bonuses. The foundation gave the award by considering the achievements recorded in the LMS developed by the school. The foundation also uses the LMS to provide salaries according to teachers' performance. Based on the results of interviews with the foundation, it was found that through the LMS system, the foundation hopes to provide salaries to teachers and principals according to their performance with the hope that their welfare will be met to increase enthusiasm and commitment to work.

Furthermore, the principal strongly supports activities that reflect continuous improvement in implementing the Merdeka curriculum. As observed from the results, it is known that in preparing teaching modules, the principal provides opportunities for teachers to arrange and discuss personally with co-workers in the same family. The principal does not choose to directly provide direction in preparing teaching modules so that each teacher can find out the deficiencies in their teaching modules. So that continuous improvement activities continue to be implemented by the teacher independently. The principal is disciplined in getting teachers to think creatively and innovatively, especially in developing learning. As the results of the interviews note that during the implementation of the Profil Pelajar Pancasila Strengthening Project (P5), the school principal discussed with the teacher and directed that P5 was not only carried out by students to get high scores but P5 was carried out to be able to overcome problems that exist in the community around the school. So that this activity changes the way of thinking of teachers and students, that in the educational process, it is not only oriented towards high scores but also usefulness values in the community. Another strategy adopted by the principal in supporting the

realization of a successful driving school is to pay attention to the development needs of teachers. The principal facilitates teacher competence development through seminars and workshops to increase teacher understanding and knowledge in implementing the Merdeka curriculum. Principals in all units collaborate to improve teacher critical thinking through periodic reflection activities. This reflection is carried out by exploring the developments that have occurred and the problems faced within a period of every four months. Principals lead reflection activities in their respective educational units, and if there are problems, the principals provide advice and input to each other. The reflection activities also involved several stakeholders other than teachers, namely the learning committee, school supervisors, and representatives of foundations. Activities in implementing the Merdeka curriculum, which is very complex, build awareness of school principals to continually remind each other among school principals always to motivate teachers on an ongoing basis. High motivation is the key that all school principals believe will be able to support the realization of a quality institution. All school principals believe that being a leader who can motivate and inspire can be done by building teacher enthusiasm and instilling the belief that improving the quality of an institution depends on how all school personnel manage it. Through the belief that principals and teachers are the key to creating quality institutions, all principals are committed to building a sense of pride in the institution and spreading passion at work.

In addition, the observations also show that apart from a good management system, the success of schools at the Al Muslim Foundation is also due to the complete infrastructure that supports learning activities. The foundation provides facilities for all academic units, such as attractive study rooms and greenhouses that make the environment relaxing and comfortable, a library and a complete learning laboratory. In addition, the school is also equipped with artefacts that visually build positive character. All academic units also have an information technology system that manages all activities for stakeholders and students. Currently, the Al Muslim Foundation, which has education units ranging from kindergarten, elementary, junior high and high school, is a pilot school in East Java that has successfully implemented the Sekolah Penggerak Program as evidenced by the increasing number of applicants and has become a reference location for other schools. to carry out comparative studies. This represents that the Al Muslim Foundation has been viewed positively by the community since becoming a Penggerak's school and has become a pilot school whose management strategy has been adopted.

Discussion

The study results show that the cohesiveness between school principals in foundations is caused by the foundation's active role in controlling the school's development. The foundation builds quality-oriented values to build a quality culture in all educational units. The principal, as the highest leader within the scope of the education unit, also instils a culture of quality in all teachers. This behaviour shows the synergy between the foundation and the school. It is this foundation support that controls the school principal's performance. This activity, on an ongoing basis, shows the characteristics of an effective school. One of the characteristics of an effective school is that its activities are oriented towards improving the quality of schools (Aulia & Amra, 2021; Scheerens, 2015; Suhartini et al., 2021). The foundation and all school principals build a commitment to creating a work culture that shows commitment to work and high morale. These efforts are carried out synergistically, starting from the foundation, which shows commitment to work and high morale so that it becomes a role model for all school principals (Donaldson & Mavrogordato, 2018; M. A. Flores & Derrington, 2017). This example is applied by the principal and carried out consistently so that all teachers are seen as role models. This behaviour reflects the dimension of idealized influence in transformational leadership in that leader who can have a positive influence by being role models are believed to be able to foster the same behaviour in teachers (Bolthouse, 2013; Kraft & Gilmour, 2016). The synergistic collaboration between the foundation and the school principal reflects a positive work environment in providing space for teachers to work. The results of the study say that the work environment in schools can affect teacher performance; if the work environment is positive, it will have implications for improving the quality of teacher performance and vice versa if a hostile work environment will have an impact on reducing the quality of teacher performance (Riyanto et al., 2017). A positive work environment between the foundation and the school principal can improve teacher performance quality.

The findings also show that school principals always facilitate teacher needs, provide space to be able to express aspirations and provide continuous motivation so that teachers can survive in facing problems, especially in the implementation of the Merdeka curriculum, indicating that school principals can build high motivation and confidence on the teacher. This behaviour can have implications for increasing teacher work motivation. According to the results, organizations that can provide support in meeting teacher needs can have implications for increasing teacher motivation at work (Maria Assunção Flores & Derrington, 2017; Jungert et al., 2018). The attitude shown by the head of this school represents

the inspirational motivation dimension. That a leader shows the inspirational motivation dimension through the attitude of providing continuous motivation so that it can build enthusiasm that grows naturally, without any coercion and feelings of pressure (Bolthouse, 2013; Şemin, 2019). In addition, the attitude of the principal, who always facilitates teachers and provides space for teachers to convey aspirations, also reflects the idealized influence dimension in transformational leadership as the results of research that the principal reflects the dimension of idealized influence through an open attitude in responding to teacher suggestions (Chan et al., 2022; Islamiah & Hariyati, 2020). Research findings also show results relevant to research, who stated that transformational leadership is very distinctive in its behaviour that can spread enthusiasm and build the motivation of its members with the belief that members will provide performance that exceeds expectations (Ahmad & Rochimah, 2021).

The principal always believes that there are no problems that cannot be overcome. This belief is also balanced with actions to minimize problems, namely by carrying out regular supervision and reflection activities. Principals who always involve various parties who are seen as having influence, such as school supervisors, foundations, and learning committees, are one of the strategies that school development towards effective schools can be carried out by building collaboration with various parties and maintaining it with effective communication, namely providing space for interested parties to be able to submit suggestions. Such an attitude of the principal shows that the principal's concern for the needs of teachers is very high. The research results by experts conclude that the behaviour of school principals who seek to build an effective learning environment, supported by building harmonious cooperation between various parties, maintained by two-way communication, and implemented in a disciplined manner, can have implications for realizing teacher well-being (Clifford, M., Behrstock-Sherratt, E., & Fetters, 2012; Gulcan, 2001; Halverson, R., Grigg, J., Prichett, R., & Thomas, 2007; Park, 2012; Sahney, 2016). Teacher well-being is essential in realizing an effective school because teachers are at the forefront of facilitating student learning needs, so their well-being is paramount and influences student well-being. An expert said that teacher well-being can be realized through institutional governance and the quality of the work environment (Viac & Fraser, 2020). The actual manifestation of teacher well-being is the creation of teaching efficacy, school connectedness, and the joy of teaching (Renshaw et al., 2015; Van Horn et al., 2004). Based on the findings, teacher well-being at the Al Muslim Foundation is shown through the attitude of teachers who are very confident in teaching and feel happy when managing indoor and outdoor learning. The self-confidence shown by the teacher also represents the teacher's enthusiasm in improving the quality of learning; this attitude supports the indicator of school connectedness, namely the feeling of belonging to the school so that it creates a sense of self-awareness to contribute to creating quality schools (Baumeister & Leary, 1995).

Implementing an Merdeka curriculum with complex changes was initially considered very burdensome for teachers. The school principal changed it to become a place to develop creative and innovative teaching methods for teachers. Development of Learning Outcomes (LO), Profil Pelajar Pancasila Strengthening Project (P5), preparation of teaching modules and other components in implementing the Merdeka curriculum are used as objects for teachers and students to develop new ideas. The principal facilitates every need for teachers and students to carry out activities to implement the Merdeka curriculum. The principal always provides the facilities teachers need to conduct peer-to-peer discussions, such as relaxed and comfortable meeting rooms and equipment, and to increase knowledge by discussing with experts from outside the school. This principal's behaviour reflects the dimension of intellectual stimulation as according to the research results that principals who provide opportunities for teachers to invest in change and minimize risks to produce better performance reflect the dimension of intellectual stimulation in transformational leadership (Bolthouse, 2013; Ihsani et al., 2020). The results of other studies also show that intellectual stimulation has implications for the development of innovation, creativity and improving the quality of teacher performance (Yasin et al., 2014). In addition, it also reflects the individual consideration dimension, namely leaders who pay attention to the needs and teacher well-being in developing their competencies and careers.

4. CONCLUSION

The results of this study that has been carried out as a whole show that all school principals have the same values for building positive energy in teachers, which is believed to be realized through work motivation and commitment. In addition, the school principal is also supported by the foundation, which facilitates the need to realize quality learning. The response shown by the teacher was a high level of trust in the school principal and a sense of admiration, so they emulated the behavior of their leaders at school. The principal's relentless efforts to carry out positive actions so that achievements are achieved as a pilot school of Sekolah Penggerak in East Java. The results of this study have implications for increasing the

insights of school principals and foundation top leaders in actualizing leadership which leads to the realization of teacher well-being and a positive school culture that supports the successful implementation of the Sekolah Penggerak's Program.

5. ACKNOWLEDGE

We want to thank Universitas Negeri Surabaya as the institution that provided funding to carry out this research. We also thank you, the Al Muslim Foundation, for being willing to serve as the location for data collection as a pilot school in implementing Merdeka Curriculum.

6. REFERENCES

- Abidah, A., Hidayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The Impact of COVID-19 to Indonesian Education and Its Relation to the Philosophy of "Merdeka Belajar". *Studies in Philosophy of Science and Education*, 1(1), 38–49. <https://doi.org/10.46627/sipose.v1i1.9>.
- Abu Nasra, M., & Arar, K. (2020). Leadership style and teacher performance: mediating role of occupational perception. *International Journal of Educational Management*, 34(1), 186–202. <https://doi.org/10.1108/IJEM-04-2019-0146>.
- Ahmad, M., & Rochimah, H. (2021). Improving teaching effectiveness through transformational leadership and integrity. *International Journal of Evaluation and Research in Education*, 10(4), 1316–1324. <https://doi.org/10.11591/IJERE.V10I4.21801>.
- Ainia, D. K. (2020). "Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter". *Jurnal Filsafat Indonesia*, 3(3), 95–101. <https://doi.org/10.23887/jfi.v3i3.24525>.
- Almuhajir, A., & Barus, J. (2021). Transformational Leadership of Dayah: Empowerment of Dayah Community In Developing Total Quality Management. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 24(1), 91–105. <https://doi.org/10.24252/lp.2021v24n1i9>.
- Arifudin, O. (2020). Pengaruh gaya kepemimpinan transformasional dan transaksional dengan kinerja. *Jurnal ilmiah MEA*, 4(3), 341–354.
- Aulia, M., & Amra, A. (2021). Parent's Participation in Improving the Quality of Education in Elementary Schools. *Journal of Islamic Education Students (JIES)*, 1(2), 58. <https://doi.org/10.31958/jies.v1i2.3004>.
- Baskoro, C. A. (2014). Pengaruh Kepemimpinan Transformasional, Motivasi, dan Disiplin Kerja Terhadap Kinerja Karyawan. *Management Analysis Journal*, 3(2).
- Bass, B. M., & Avolio, B. J. (1993). Transformational Leadership and Organizational Culture. *Public Administration Quarterly*, 17(1), 112–121.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497–527. <https://doi.org/10.1037/0033-2909.117.3.497>.
- Bolthouse. (2013). *Transformational Leadership Efforts of Culture Creation in the K-8 Schooling Setting*. Northern Michigan University.
- Burns, R. J. (1978). *Leaderships*. Harper & Row.
- Campbell, L., Gray, S., Macintyre, T., & Stone, K. (2020). Literacy , numeracy and health and wellbeing across learning : Investigating student teachers ' con fi dence. *International Journal of Education Research*, 100(January), 1–12. <https://doi.org/10.1016/j.ijer.2020.101532>.
- Chan, T., Ridley, A., & Robert. (2022). Principals' Perceptions of Their Roles as Curriculum Leaders: Comparison of High, Middle, and Elementary Schools. *Educational Research and Development Journal*, 25(1), 82–98. <https://doi.org/10.3102/1880803>.
- Clifford, M., Behrstock-Sherratt, E., & Fetters, J. (2012). A Synthesis of Research on Principal Influence to Inform Performance Evaluation Design. In *American Institutes For Research*.
- Creswell, J. W., & Guetterman, T. C. (2019). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. In *アジア経済* (6th ed). Pearson.
- Donaldson, M., & Mavrogordato, M. (2018). Principals and teacher evaluation. *Journal of Educational Administration*, 56(6), 586–601. <https://doi.org/10.1108/JEA-08-2017-0100>.
- Flores, M. A., & Derrington, M. L. (2017). School principals' views of teacher evaluation policy: Lessons learned from two empirical studies. *International Journal of Leadership in Education*, 20(4), 416–431. <https://doi.org/10.1080/13603124.2015.1094144>.

- Flores, Maria Assunção, & Derrington, M. L. (2017). School principals' views of teacher evaluation policy: lessons learned from two empirical studies. *International Journal of Leadership in Education*, 20(4), 416–431. <https://doi.org/10.1080/13603124.2015.1094144>.
- Gulcan, M. G. (2001). Research On Instructional Leadership Competencies of School Principals. *Education*, 132(2), 625–636.
- Halverson, R., Grigg, J., Prichett, R., & Thomas, C. (2007). The new instructional leadership : Creating data-driven instructional systems in school. *Journal of School Leadership*, 17(3), 159–194.
- Hayati, D., Charkhabi, M., & Naami, A. Z. (2014). The relationship between transformational leadership and work engagement in governmental hospitals nurses: A survey study. *SpringerPlus*, 3(1), 1–7. <https://doi.org/10.1186/2193-1801-3-25>.
- Ihsani, S., Inderawati, R., & Vianty, M. (2020). The Transformational Leadership Behaviours of School Principals of Vocational High School in Palembang. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 4(1), 117. <https://doi.org/10.29240/jsmp.v4i1.1203>.
- Islamiah, N., & Hariyati, N. (2020). Kepemimpinan Transformasional Kepala Sekolah dalam Membangun Budaya Sekolah di SD YIMI Full Day School Gresik. *Jurnal Inspirasi Manajemen Pendidikan*.
- Jannati, P., Ramadhan, F. A., & Rohimawan, M. A. (2023). Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka Di Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(1), 330. <https://doi.org/10.35931/am.v7i1.1714>.
- Jatmiko, H. T. P., & Putra, R. S. (2022). Refleksi Diri Guru Bahasa Indonesia dalam Pembelajaran Berdiferensiasi di Sekolah Penggerak. *Lingua Franca: Jurnal Bahasa, Sastra, dan Pengajarannya*, 6(2), 224–232. <https://doi.org/10.30651/lf.v6i2.14701>.
- Jungert, T., Van den Broeck, A., Schreurs, B., & Osterman, U. (2018). How Colleagues Can Support Each Other's Needs and Motivation: An Intervention on Employee Work Motivation. *Applied Psychology*, 67(1), 3–29. <https://doi.org/10.1111/apps.12110>.
- Keizer, H. De, & Pringgabayu, D. . (2018). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi, Dan Budaya Sekolah Terhadap Kinerja Guru Di Smk Icb Cinta Niaga Kota Bandung. *JMBI UNSRAT (Jurnal Ilmiah Manajemen Bisnis dan Inovasi Universitas Sam Ratulangi)*, 4(1), 14–25. <https://doi.org/10.35794/jmbi.v4i1.17402>.
- Khan, H. ur R., Ali, M., Olya, H. G. T., Zulfarnain, M., & Khan, Z. R. (2018). Transformational leadership, corporate social responsibility, organizational innovation, and organizational performance: Symmetrical and asymmetrical analytical approaches. *Corporate Social Responsibility and Environmental Management*, 25(6), 1270–1283. <https://doi.org/10.1002/csr.1637>.
- Kleiber, D., & Enzmann, D. (1990). *Burnout: Eine Internationale Bibliographie (An International Bibliography)*. für Psychologie Hogrefe.
- Kraft, M. A., & Gilmour, A. F. (2016). Can principals promote teacher development as evaluators? A case study of principals' views and experiences. *Educational Administration Quarterly*, 52(5), 711–753. <https://doi.org/10.1177/0013161X16653445>.
- Kurniadi, A., Popoi, I., & Mahmud, M. (2020). Pengaruh Kompetensi Profesional Guru Terhadap Motivasi Belajar Siswa. *Jambura Economic Education Journal*, 2(1), 1–11. <https://doi.org/10.37479/jeej.v2i1.4425>.
- Lukman, L., Lian, B., & Sari, A. P. (2020). The Influence of Principal's Leadership and Work Motivation toward Teacher's Performance. *International Journal of Progressive Sciences ...*, 22, 378. <https://doi.org/10.52155/ijpsat.v22.1.2087>.
- Mahlil, H., & Bangun, M. (2018). Analisis Program Guru Penggerak Sebagai Agen Transformasi Dalam Sistem Pendidikan Di Kota Subulussalam Provinsi Aceh. *Jurnal Prointegrita*, 6(3). <https://doi.org/10.46930/jurnalprointegrita.v6i3.2434>.
- Marisa, M. (2021). Inovasi Kurikulum “Merdeka Belajar” di Era Society 5.0. *Santhet: (Jurnal sejarah, Pendidikan dan Humaniora)*, 5(1), 72. <https://doi.org/10.36526/js.v3i2.e-ISSN>.
- Miles, M., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed). SAGE Publications, Inc.
- Napisa, Hernida, & Kone, H. (2021). Pengaruh Kompetensi Profesional Guru terhadap Motivasi Belajar Siswa di SMK Swadaya 1 Palu. *Journal of Educational Technology, Curriculum, Learning, and Communication*, 1(2), 55–64.
- Northouse, P. (2017). *Kepemimpinan: Teori dan Praktik*. Index.
- Nurasiah, I., Marini, A., Nafiah, M., & Rachmawati, N. (2022). Nilai Kearifan Lokal: Projek Paradigma Baru Program Sekolah Penggerak untuk Mewujudkan Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(3). <https://doi.org/10.31004/basicedu.v6i3.2727>.

- Park, J. H. (2012). The effects of principal's leadership style on support for innovation: Evidence from Korean vocational high school change. *Asia Pacific Education Review*, 13(1), 89–102. <https://doi.org/https://doi.org/10.1007/s12564-011-9182-9>.
- Pavita, M. D. A., & Nirmala, D. N. (2021). Merdeka Belajar In Pandemic: Using Quizizz Game Based Learning To Improve Students' Vocabulary Mastery. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 5(1). <https://doi.org/10.30743/ll.v5i1.3842>.
- Purwoko, S. (2018). Pengaruh kepemimpinan kepala sekolah, komitmen guru, disiplin kerja guru, dan budaya sekolah terhadap kinerja guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 149–162. <https://doi.org/10.21831/amp.v6i2.8467>.
- Rachmawati, N., Marini, A., Nafiah, M., & Nurasiah, I. (2022). Proyek Penguatan Profil Pelajar Pancasila dalam Implementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625. <https://doi.org/10.31004/basicedu.v6i3.2714>.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., & Hernawan, A. H. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319. <https://doi.org/10.31004/basicedu.v6i4.3237>.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4). <https://doi.org/10.31004/basicedu.v6i4.3431>.
- Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2015). Assessing teachers' positive psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, 30(4), 534–552. <https://doi.org/10.1037/spq0000088>.
- Retnaningsih, L. E., & Khairiyah, U. (2022). Kurikulum Merdeka pada Pendidikan Anak Usia Dini. *Selling: Jurnal Program Studi PGA*, 8(2). <https://doi.org/10.29062/seling.v8i2.1223>.
- Riyanto, S., Sutrisno, A., & Ali, H. (2017). International Review of Management and Marketing The Impact of Working Motivation and Working Environment on Employees Performance in Indonesia Stock Exchange. *International Review of Management and Marketing*, 7(3), 342–348.
- Russamsi, Y., Hadian, H., & Nurlaeli, A. (2020). Pengaruh Kepemimpinan Kepala Sekolah Dan Peningkatan Profesional Guru Terhadap Kinerja Guru Di Masa Pandemi Covid-19. *MANAGERE: Indonesian Journal of Educational Management*, 2(3), 244–255. <https://doi.org/10.52627/ijeam.v2i3.41>.
- Saadah, N., Robandi, B., Rosmiati, I., & Maulana, Y. (2022). Analisis Pedagogical Content Knowledge terhadap Buku Guru IPAS pada Muatan IPA Sekolah Dasar Kurikulum Merdeka. *Jurnal Basicedu*, 6(5). <https://doi.org/10.31004/basicedu.v6i5.3662>.
- Sahney, V. D. S. (2016). School leadership and its impact on student achievement: The mediating role of school climate and teacher job satisfaction. *International Journal of Educational Management*, 30(6). <https://doi.org/https://doi.org/http://dx.doi.org/10.1108/IJEM-12-2014-0170>.
- Salari, M., & Nastiezaie, N. (2020). The Relationship between Transformational Leadership and Organizational Intimacy with Mediating Role of Organizational Empathy. *International Journal of Psychology and Educational Studies*, 7(1), 51–60. <https://doi.org/10.17220/ijpes.2020.01.005>.
- Scheerens, J. (2015). *Educational Effectiveness and Ineffectiveness*. Springer.
- Şemin, F. K. (2019). Competencies of principals in ensuring sustainable education: Teachers' views. *International Journal of Evaluation and Research in Education*, 8(2), 201–212. <https://doi.org/10.11591/ijere.v8i2.18273>.
- Sibagariang, D., Sihotang, H., & Murniarti, E. (2021). Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia. *Jurnal Dinamika Pendidikan*, 14(2), 88–99. <https://doi.org/10.51212/jdp.v14i2.53>.
- Sparks, J. '. (2021). Understanding Transformational Leadership during a Time of Uncertainty. *Alabama Journal of Educational Leadership*, 10–15.
- Suhartini, S., Milfayetty, S., & Rahman, A. (2021). The Effect of Teacher Professionalism and Competency on the Quality of Education in the City of Langsa. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 2271–2276. <https://doi.org/10.33258/birci.v4i2.1921>.
- Sunaengsih, C., Komariah, A., Kurniady, D. A., Suharto, N., Tamam, B., & Julia, J. (2021). *Transformational Leadership Survey*. 8(1), 41–54. <https://doi.org/10.53400/mimbar-sd.v8i1.30468>.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1).
- Tucunan, R. J. A., Supartha, W. G., & Riana, I. G. (2014). Pengaruh Kepemimpinan Transformasional Terhadap Motivasi Dan Kinerja Karyawan (Studi Kasus Pada PT. Pandawa). *E-Jurnal Ekonomi dan Bisnis Universitas Udayana*, 3(9), 533–550.

- Van Horn, J. E., Taris, T. W., Schaufeli, W. B., & Schreurs, P. J. G. (2004). The structure of occupational well-being: A study among Dutch teachers. *Journal of Occupational and Organizational Psychology*, 77(3), 365–375. <https://doi.org/10.1348/0963179041752718>.
- Verges, J. (2020). *Union Survey Warns Of MN Teacher Burnout, especially O Hybrid Schedules*.
- Viac, C., & Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis. *OECD Education Working Papers*, 1(213), 3–81.
- von der Embse, N. P., Kilgus, S. P., Solomon, H. J., Bowler, M., & Curtiss, C. (2015). Initial Development and Factor Structure of the Educator Test Stress Inventory. *Journal of Psychoeducational Assessment*, 33(3), 223–237. <https://doi.org/10.1177/0734282914548329>.
- Yasin, G., Nawab, S., Bhatti, K. K., & Nazir, T. (2014). Relationship of intellectual stimulation, innovations and smes performance: Transformational leadership a source of competitive advantage in smes. *Middle - East Journal of Scientific Research*, 19(1), 74–81. <https://doi.org/10.5829/idosi.mejsr.2014.19.1.12458>.