

# Principle Transformational and Intructional Leadership Styles to Create Effective Schools: A Literature Review

Herna Raolina<sup>1</sup>, Hasan Hariri<sup>2</sup>, Riswanti Rini<sup>3</sup>  
{hernaraolina82@gmail.com<sup>1</sup>, hasan.hariri@staff.unila.ac.id<sup>2</sup>, riswanti.rini@gmail.com<sup>3</sup>}

Master of Educational Administration University of Lampung Indonesia, Indonesia<sup>1</sup>  
Faculty of Teacher Training and Education Unila Indonesia, Indonesia<sup>2,3</sup>

**Abstract.** The literature review was conducted to determine the transformational leadership style and instructional leadership of school principals to effective schools in various countries in the world including Indonesia. The study used the literature review method by examining journal articles about transformational leadership styles and instructional principals towards effective schools. The results of this literature review show that effective schools are positively influenced by transformational and instructional leadership styles in various countries including Indonesia. This finding only analyzes journal articles. This finding will provide stakeholders with information on the findings implying the importance of the principal transformational and instructional leadership style in creating effective schools.

**Keywords:** transformartional leadership style, instructional leadership style, effective schools

## 1 Introduction

In an effort to realize effective school, it cannot be speraretd principal transformasional and indtructional leadership styles. Why is important? Johnson (1997) in Kirk DJ & Jones TL (2004,4) mentions five important elemements in effective schools; (1) efeftive adadministratives leadership, (2) positive expectations, (3) curriculum that is strong integration, (4) joint decision making, (5) campuses that have board responsibilities for teaching and succeeding. Efective school development will never be maximally successful whithout the role of the principal's quality leadership styles. The transformational and instructional leadership style of the principal is one of the leadership styles capable of implementing an effective school. Taylor (1990) Effective schools are schools that can manage all the resources they have to ensure that all students without exception can participate in all school program activities. Form the statement of this theory, the authors make the basis that to create an effective school can organized the influence of the leadership styles of principal transformational and instrucktional in realizing an effective school.

Effective schools are schools that have a level of compatibility between the results achieved with the plan and the results set in advance [1]. Effective schools have an open and

reliable management system to manage all the school resources they have in order to achieve school goals effectively and efficiently. The length of education carried out in a school determines whether the school is progressing or not in achieving the expected goal [2]. Therefore, effective schools emerge and schools are not effective. Effective schools have the ability to adapt to school programs that are prepared in order to achieve school goals. Effective schools always perfect their programs every year so they can develop students' competencies that are adaptive to every development of science and technology and the global environment [3].

Effective schools are marked by: (1) effective principal leadership, (2) a conducive work environment characterized by collaboration and team work, (3) clarity of educational goals in schools that focus on achieving high student achievement, (4) collaborative planning, (5) stability and staff development in integrated and sustainable manner, (6) school's focus on high student's achievement, (7) safe learning environment, (8) comprehensive measurement tools for student learning success monitoring, (9) recognition/direction of student's achievement, (10) adequate school resources for the achievement of learning achievement, (11) district government's support, and (12) high parental and broad community participation [4]. The principal is a schools need a leader who can manage and carry out managerial functions, namely the role of the principal as well as acting as a teacher [5]. In other words, a teacher is given the additional task of being the principal to carry out the school leadership function [6]. Thus the principal can be called a Thus the principal is a school manager. The school principal plays an active role in coordinating the improvement of the quality of education in schools.

The principal has an important role in improving the quality of school education [7]. The principal is responsible for all educational program activities carried out within the school and carries out his role as managerial. The managerial functions of the principal include: planning, organizing, directing, motivating, implementing, organizing, controlling, evaluating and innovating[8].

A good school principal must have the ability and strong desire to advance the school he leads. The principal's leadership style has an important role in achieving the school's goals, which is to develop the school. Its effectiveness is able to answer every school's needs according to the role and function of the principal [9]. The role of the principal's leadership in increasing school success has several supporting factors. Where effective school success is characterized by effective leadership of principals [10] (Day, 2000). The successful implementation of change in primary schools is supported by internal agents, especially school principals. While [11] researches found that an effective headmaster's leadership was one of the important factors in achieving school achievement.

Those who follow a transformational leadership style are able to bring about positive changes [12]. Transparent leadership is able to direct all of its followers to achieve mutual success, have positive thinking and pay attention to the progress of all its members [13]. In addition, transformational leadership can master situations and be able to explain their vision and mission with confidence [14]. In practice, transformational leadership is able to move all members to be actively involved in achieving goals [15].

Instructional leadership places more emphasis on learning which includes curriculum, teaching and learning processes, assessment of teacher assessments and development, school services and community development within schools [16]. The purpose of instructional leadership is to facilitate learning so that students increase their learning achievement, increase their learning satisfaction, increase their learning motivation, increase their curiosity, creativity, innovation, entrepreneurial spirit, and increase their awareness to continuously learn throughout life because science and technology and art develop rapidly [17]. Improving the quality of

student learning is strongly influenced by the role of instructional leadership, and can provide encouragement and direction to school residents to improve student learning achievement. [18].

Studies on the influence of transformational and instructional principals' leadership styles on effective schools have been widely studied before [19], [20]. Previous studies generally only explained two variables, not all of the variables were reviewed together. For this reason, this study was conducted to analyze the influence of the principal's transformational and instructional leadership style on effective schools. This study is expected to be used as input for policy makers related to the influence of the principal's transformational and instructional leadership style on effective schools.

## **2 Literature review**

### **2.1 Principle**

The school is led by a school principal, where the principal is elected, appointed and appointed and legally assigned to perform and carry out his role as manager and management functions [21]. The principal can be defined as the leader of a school or an institution [22]. Teachers who have been selected for additional duties as school principals are school leaders and carry out their functions [23]. Based on the understanding that has been mentioned in the previous sentence, it can be concluded that the principal is the school leader who carries out the functions of school management.

The principal has a role that influences the running of the existing system in schools. The principal has a role in improving the quality of education [24]. The principal is responsible for the administration of education, school administration, coaching other education personnel, utilizing and maintaining facilities and infrastructure as well as being a supervisor. In order for schools to achieve their goals effectively and efficiently, the principal must carry out managerial functions such as planning, organizing, directing, providing motivation, implementing, organizing control, evaluation and innovation. The principal is responsible for the management of education on a micro level, which is directly related to the learning process. Basically, school management is the responsibility of school principals and teachers [25].

According to [26] the skills that need to be possessed by the principal are as follows: leadership skills: leaders must master the ways of leadership, have leadership skills in order to act as a good leader. For this reason, among others, he must master how to: make a joint plan, invite members to participate, set limits to group members. Cultivate the group's "morale", jointly make decisions, avoid "working on the group and working for the group and develop working within the group, divide and hand over responsibilities. To obtain the above skills need experience and therefore leaders must really get along, collaborate and communicate with the people they lead. The important thing is not only to know, but to be able to carry out.

Skills in human relationships: human relationships are human relationships. There are two types of relationships that are commonly encountered in daily life: 1) functional or formal relationships, namely relationships due to official duties or official work and 2) personal or informal relationships or personnel relations are relationships that are not based on official duties or work, but more familial. A leader must be skilled at carrying out the relationships mentioned above, not to confuse functional relations and personal relationships. Central to this relationship is mutual respect. Subordinates respect superiors and superiors must respect subordinates [27].

Skills in group processes: each group member has differences, some are more, some are lacking, but in groups they must be able to work together. The main purpose of the group process is how to increase the participation of group members to the fullest so that the potential possessed by group members can be fully utilized. The core of the group process is human relations and shared responsibility. Leaders must be mediators, conciliators, moderators and not become judges [28].

Skills in personal administration: personnel administration includes all efforts to use the expertise and capabilities possessed by officers effectively and efficiently. Activities in personnel administration are selection, appointment, placement, assignment, orientation, supervision, guidance and development as well as welfare. Finding the most important of the activities above is the selection activity in selecting the people who are most in line with their tasks and work based on "the right man in the right place" [29].

Skills in valuing: appraisal is an attempt to find out to what extent an activity can already be carried out or to what extent an objective has been achieved. What is usually assessed is the results of work, ways of working and people who do it. The evaluation techniques and procedures are determining the purpose of the assessment, setting norms / measures to be assessed, collecting data that can be processed by the specified criteria, processing data and concluding the results of the assessment. Assessing evaluation, the teacher can be assisted in his own work, knowing the weaknesses and strengths. In addition to teachers, other personnel need to be evaluated such as administrative staff, counseling guidance officers to find out their progress and shortcomings [30].

In carrying out its functions and duties, the head of an educational institution or school principal needs to pay attention to good decisions, which are those that meet the following requirements: 2) the decision taken must meet the requirements of rationality and logic which means that it demands a scientific approach based on various theories and principals successfully developed by experts; 3) decisions taken using a scientific approach combined with creative, innovative, intuitive, and even emotional thinking styles; and 4) decisions taken must be implementable. decisions taken must be accepted and understood, both by the group leader responsible for carrying out various activities in carrying out the decision and by the operational implementers [31].

## **2.2 Principal's leadership**

Scientific analysis of leadership begins by focusing on the leader himself. Research on effective leaders is not based on a particular human nature, but lies in how far the nature of a leader can overcome the conditions they face. The qualities possessed by effective leaders include: piety, honesty, intelligence, sincerity, simplicity, breadth of views, commitment, expertise, openness, breadth of social relations, maturity, and justice. Wexley & Yulk stated that there are several requirements to become an effective leader, namely abilities that are higher than the average subordinate, among others: 1) have sufficient intelligence, 2) have the ability to speak, 3) have confidence, 4) have initiative, 5) have achievement motivation, and 6) have ambition. Newstrom an effective leader is: charisma, flexible and adaptive, the ability to think, honesty and integrity, personal desires, desire to lead, confidence, knowledge, positive feelings, creativity and originality.

Leadership effectiveness is influenced by various factors, such as; the type and nature of the group being led (organizational and group goals), the time factor, the resources used, the productivity factor achieved, the collaboration factor between the leader and the person being led [32]. According to the results of the study there are several ways to become an effective

leader, in this case the researcher adjusts to the current conditions, namely: a) Recognizing the strengths and weaknesses in a leader; b) Recognizing leadership style, which means that a leader has his own characteristics and style of leadership and is able to control it; c) Recognize who is being led, in this case the strengths and weaknesses of the people they lead; d) The nature of the work needs to be adapted. For those with high creativity and entrepreneurial tasks, the nature of the work may be interested in setting broad goals for your subordinates and then allowing them to try / assess them to work towards these goals [33].

According to [34] there are several components that enable school principals to exert influence in their leadership, namely: a) authority, namely the formal right to make decisions; b) power, i.e. the ability to give reward or punishment; and c) influence, that is, the ability to have the decision to implement without being related to authority and power.

### **2.3 Transformational leadership**

According to [35] Transformational leadership has the trust, admiration, loyalty and respect of its followers, and its followers are able to do more than expected. Transformational leaders are able to provide motivation or encouragement towards goals that will be achieved together.

According to [36] transformational leadership, a leader who provides knowledge and ways of thinking in responding to everything and has the authority to lead. Meanwhile, according to Newstrom and Bass (in Sadeghi & Pihie, 2012) Transformational leaders have certain characters, including being trustworthy and fair, having clear goals, having high expectations, providing support and appreciation, encouraging them, and directing followers to see things that can be achieved more than what they think Transformational leaders have certain characters, including being trustworthy and fair, having clear goals, having high expectations, providing support and appreciation, encouraging them, and directing followers to see things that can be achieved more than what they think.

Based on some of the opinions above, it can be concluded that transformational leadership is a charismatic leader and has a central role and strategy in bringing the organization to achieve its goals. Transformational leaders must also have the ability to equate the vision of the future with their subordinates, as well as enhance the needs of subordinates at a higher level than what they need. Interaction arising between leaders and subordinates is characterized by the influence of leaders to change the behavior of their subordinates into someone who feels capable and highly motivated and strives to achieve high and quality work performance. Leaders influence followers so that organizational goals will be achieved.

There are four transformational leadership identified [37], 1) school leaders provide role models in school attendance and care for their members, especially those with low performance; 2) as a school administrator must have a strategy in solving existing problems; 3) as an inspiration for school members and 4) to be a role model for all school residents [38].

### **2.4 Instructional leadership**

“Instructional leadership is conceptualize instructional leadership as an organizational property aimed at school improvement [39]. Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students. Leader influences are targeted at student learning via teachers [40]. Instructional leadership as follows: 1) Instructional leader: The principal was expected to serve as an instructional leader, guiding teachers toward productive learning experiences; 2) Problem solver and resource provider. The principal was

responsible for solving problems and resources to facilitate the teaching and learning process; 3) A visionary leader. The principal was expected to develop and communicate an image of the ideal school; and 4) A change agent. The principal was expected to facilitate needed changes in educational operations to ensure effectiveness” [41].

“It seems that instructional leadership is little more than a shorthand way of describing those leadership influences and practices within an organization that impacts upon student achievement. Three domains of instructional leadership are: defining the mission of the school, creating a positive learning climate, and supervising school teaching programs” [8].

## **2.5 Effective school**

Effective schools are schools whose orientation focus is to improve quality and implement data-based updates. School progress becomes the center of attention for the development of the quality of learning. [42]. Applying school principles is effective in improving the quality of the process so that it has an impact on increasing the number of students who achieve good academic achievement, or at least no students have decreased their performance. Effective schools also have effective principals and teachers. According to [43] The principal acts as an effective and interactive leader and continuously states the vision of the school to all school members.

Components characteristic of school effectiveness include management, leadership, commitment, strategic environment, expectations, school climate and the role of government [44]. Leadership, management focus is based on the educational institution concerned, the process emphasizes actual organizational development procedures and effective use of time, centered on results and goals that are clear and measurable, all members have high commitment and expectations of the organization. Leadership, optimal functioning of organizational components and managerial effectiveness are characterized by direct and strong instructional leadership by school principals, teacher performance and professional education staff supported by technological capabilities, environmental development, good opportunities, individual skills, and strong motivation with full of creation and innovation.

Commitments, principals, teachers and education personnel describe attitudes a) consistent, b) have commitment, c) have high integrity, d) broad and open minded, e) be honest, f) confident, g) creative, and so on marked by the relationship of planning and collegiality supported by good, strong and adequate rules that are widely understood. The strategic environment, the synergic involvement of informal groups, individual needs and the goals of the bureaucracy together can play an optimal role so that the realization of staff stability is characterized by a harmonious and organized organizational climate relationship.

Expectations, high expectations and the effectiveness of teaching by teachers with effective use of time, and the development of adequate educational institution staff and pay attention to the condition of physical facilities for learning. School climate: An organized climate of work orientation, calm, work-oriented education, maintenance and achievement of academic results, and regular monitoring of the progress of personal activities and student learning progress. The role of government, the existence of central government support is related to standardization, provincial and district / city government support in relation to budget services and school facilities, and there is sufficient support from parents and the community.

### 3 Research methodology

This research is a literature review by examining 45 good sources of books, journals, theses, and dissertations on transformational leadership styles and instructional principals towards effective schools. This study is presented for all readers who want to know information and want to do a more in-depth study of transformational and instructional leadership styles for effective schools [45]. The author conducted a study of this literature after determining the topic of writing and establishing the formulation of the problem, before plunging into the field to collect the necessary data.

Data collection is done by using google scholar searching for articles and international and national journals with the keywords leadership, school principals, effective schools. Searches range from 2016-2020. The search criteria performed are as follows: 1) qualitative results about leadership, 2) qualitative results about the principal's leadership model, 3) qualitative results about effective headmaster's leadership, 4) qualitative results about emotional leadership, 5) quantitative results about effective school, 6) dissertation and thesis and 7) research using English and Indonesian.

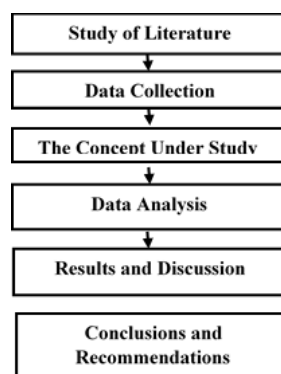


Fig. 1. Flow of literature review

### 4 Results and discussions

#### 4.1 Effect of principal transformational leadership style on effective schools

Based on the results of the literature review conducted by the author there is an influence of the principal's transformational leadership style on effective schools, it was found that there was a positive and significant influence on the principal's transformational leadership style on effective schools. Principals need to pay attention to the leadership style they use in encouraging and directing their subordinates so that they can improve their performance better, so that an effective school is realized. Every school always hopes to achieve the goals of schooling, where to achieve them requires an important role for all teachers. Teachers who are capable and capable of carrying out their work with results that are in line with the expectations of the school are very beneficial. So that teachers are more enthusiastic in carrying out their work, it is appropriate for schools to pay attention to the attitude of the principal. The principal must apply the leadership style to manage his subordinates, because a leader will greatly influence the

success of the school in achieving its goals [46] . According to [47] leadership style is a method used by principals in interacting with their subordinates.

One of the leadership styles that are considered capable of improving employee performance is the transformational leadership style. According to [48] Transformational leadership is able to give enthusiasm and arouse teachers, so that they can achieve good performance in achieving school goals. Transformational leadership is leadership that is able to bring change in every individual involved and / or for the entire organization to achieve higher performance.

Several previous studies related to the findings of this study [49], [50], [51], [52], [20], [53], [54], [55], [56], [57]. The findings of this previous study reinforce that there is a positive and significant influence on the principal's transformational leadership style on effective schools. So the principal needs to implement it in schools so that an effective school is realized.

#### **4.2 Effect of principal instructional leadership styles on effective schools**

The existence of the principal's instructional leadership style towards effective schools, it was found that there was a positive effect. Instructional leadership is a leadership style that can be applied to improve teacher performance. Instructional leadership is able to provide encouragement and direction to school members to improve the quality of learning. Instructional leadership is believed to be able to keep pace with globalization, modernization and even socio-economic and cultural currents [40] .

Instructional leadership is described as learning leadership that focuses or motivates both teachers' subordinates, staff and students to be able to improve teacher performance so that the learning process / learning outcomes improve and be able to achieve predetermined targets even able to achieve more than previously thought. In the field of education, in accordance with the renewal efforts undertaken, the form of leadership is also important to be formulated [58].

Several previous studies related to the findings of this study [59], [60], [61], [58], [62], [63], [64], [64], [63], [65]. The findings of this previous study reinforce that there is an influence on effective schools.

#### **4.3 The Principal's Transformational and Instructional Leadership Style for Effective Schools**

The author found that the principal's transformational and instructional leadership style towards schools was effective. The roles and functions of transformational and instructional principal leadership are as communicators, counselors, consultants, which are leadership behaviors that transfer cultural values so that the expected goals are achieved. This leadership has elements such as the leadership style itself, followers, and situations [66].

Principal transformational and instructional leadership towards effective schools include: the need for delegation of duties and communication of principals to teachers, the submission of teachers to the principal's authority, instructional leadership needs to design every school activity, leadership training needs to be done. Principal's leadership must be able to work with teachers and have a strong work ethic, so as to create an effective school and be able to improve the quality of education [19]. Based on several previous studies the principal's leadership influences the school effectively. A school principal must have principles in his leadership such as: being trustworthy, using the truth that exists, listening to all the voices of teachers, students, staff, parents, producing true vision, being able to empower himself and others, being able to



involve all members in decision making to improve school progress through effective schooling. The principals' competencies include: 1) personality 2) managerial 3) entrepreneurship 4) supervision 5) social. Principals must be able to change all the potential of school residents from latent to manifest, foster a sensitivity of coaching and organizational development, develop a vision jointly distributing leadership authority, building the organizational culture of the institution and restructuring the institution they lead.

The principal's ability to create a positive and conducive climate for students to learn, the implementation of strong leadership, the existence of clearly stated and specific school goals, the existence of partnerships between schools, parents and the community, the progress of students who are often monitored, high expectations for all school residents. The success of the school can be seen from the ability of the principal's leadership in leading the school. Without effective leadership skills, the principal will fail to develop a series of activities in the school. The principal's leadership ability is the key to change and improve school quality. Effective schools have components of the characteristics of school effectiveness including: 1) management 2) leadership 3) commitment 4) expectations 5) school climate and 6) the role of government.

Several previous studies related to the findings of this study [67], [68], [19], [19], [18], [69], [40], [70]. Previous research findings indicate a positive influence on effective schooling.

## 5 Conclusion

The authors conclude that the transformational leadership style and instructional principals have a positive effect on effective schools in various countries including Indonesia. This shows that the principal's transformational and instructional leadership style has an influence on effective schools. That is, the transformational and instructional leadership style of the principal has an important role in directing the school effectively.

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