

Transformational Leadership in Academic Supervision: Implications for School Development

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Abstract

This study explores the role of transformational leadership in academic supervision and its impact on school development. Using a qualitative approach with a case study design, this study focuses on principals, supervisors, and teachers involved in academic supervision. Data were obtained through in-depth interviews, observations, and literature studies. The study's results indicate that principals' transformational leadership creates a collaborative, innovative environment that supports continuous improvement in teaching quality. Principals who apply this leadership style play a role in forming a shared vision, providing positive feedback, and motivating teachers to improve teaching methods. The implications of this approach include increasing teacher competence and motivation, as well as creating a collaborative work culture in schools. This study suggests that schools implement transformational leadership in academic supervision to improve the overall quality of education.

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1. INTRODUCTION

The challenges faced by schools in improving the quality of education are very complex and influenced by systemic, administrative and contextual factors. One of the main challenges is the role of school leadership, especially the principal. Effective instructional leadership is necessary to set educational standards and manage school performance, but school principals often face major obstacles in carrying out this task. Research shows that principals must manage a variety of diverse leadership practices, skills, and functions, which can hinder their efforts to implement effective educational reforms (Bukhari et al., 2021).

Financial management is also an important challenge in improving the quality of education. In many regions, including Papua New Guinea, school funding management often faces problems, resulting in limited resources for education programs. These financial strains are exacerbated by a lack of oversight and support systems that can ensure appropriate allocation of funds, affecting schools' ability to invest in much-needed teacher training (U-Sayee & Adomako, 2021).

Cultural and contextual factors also play a large role in influencing educational improvement practices. Schools operate in a variety of cultural contexts that can influence the implementation of quality improvement strategies. For example, schools with a "living apart together" culture face unique challenges in implementing educational improvement strategies (Nehez & Blossing, 2020). The involvement of parents and the community is also very important in creating a supportive educational environment, however many schools experience difficulty in involving parents effectively (Ginting, 2023).

In addition, teacher quality and professional development are crucial factors. Research shows that teachers' qualifications and experience are closely related to the effectiveness of their teaching (Ayeni, 2011). However, many teachers have difficulty accessing ongoing professional development, which is important for improving teaching practices and student learning outcomes (Okumu et al., 2023). An effective mentoring system for teachers is urgently needed to support their professional growth and improve the quality of education in schools (Okumu et al., 2023).

Academic supervision plays an important role in creating an effective learning environment by improving teacher performance, encouraging professional development, and ultimately improving student learning outcomes. This process involves the principal or supervisor monitoring, evaluating, and providing feedback to teachers regarding their teaching practices. The effectiveness of academic supervision can directly influence the quality of teaching and student achievement.

One of the main goals of academic supervision is to ensure effective implementation of lesson plans and teaching strategies. For example, Effendi notes that school principals play a role in monitoring and assessing teacher learning behavior to ensure well-structured teaching (Effendi, 2023). This supervision also helps teachers improve their classroom management skills, which increases overall teaching effectiveness (Julianda, 2024). Research shows that regular academic supervision is positively correlated with improved student academic performance because it provides teachers with the support and resources necessary to improve their teaching methods (Mmiliaku et al., 2022; Alonge et al., 2021).

Additionally, academic supervision supports a culture of ongoing professional development among teachers, suggesting that effective supervision is more than just evaluation; it also provides guidance that enhances the learning process. This mentoring is important because it encourages teachers to engage in reflective practice which can lead to more innovative teaching and increase student engagement (Yolviansyah & Hermanto, 2023; Elliana & Usman, 2021). Research also shows that teachers who receive constructive feedback through supervision tend to adopt more effective teaching strategies to meet diverse learning needs (Setyaningsih & Suchyadi, 2021; Zohriah et al., 2022).

The relationship between academic supervision and school climate is also very important. A positive school climate, characterized by supportive leadership and collaborative practices, can increase the effectiveness of academic supervision (Mmiliaku et al., 2022). When principals are actively involved in supervision, they create an environment that motivates teachers to improve their teaching practices, which in turn creates a better learning atmosphere for students and results in better academic outcomes. In addition, structured academic supervision programs can identify areas that require additional support for teachers, supporting more targeted professional development initiatives (Suriati et al., 2022; Prihatin et al., 2021).

Transformational leadership is very relevant in the context of academic supervision because it encourages the creation of an environment that supports innovation, collaboration, and continuous improvement among educators. This leadership style focuses on inspiring and motivating staff to reach their full potential, which is critical to improving the quality of education. Transformational leaders have the ability to create a shared vision, support professional development, and build a supportive school culture, which are vital components of effective academic supervision.

One of the main aspects of transformational leadership is creating a collaborative environment. Transformational leaders encourage open communication and collaboration among educators, which in turn improves teaching practices and student learning outcomes. According to Abu-Hussain and Essawi, transformational leadership is very effective in dynamic educational environments because it allows school principals to face challenges and implement innovative solutions (Abu-Hussain & Essawi, 2014). This collaborative approach not only improves teacher morale, but also encourages a sense of shared responsibility for student success.

Transformational leadership also plays an important role in professional development initiatives in schools. By prioritizing educator growth, transformational leaders can facilitate targeted training and mentoring programs to increase teaching effectiveness. Dimajo states that transformational leadership significantly improves student learning outcomes, especially when combined with instructional leadership (Dimajo, 2023). This focus on professional development ensures that teachers have the skills and knowledge necessary to meet evolving educational challenges.

The impact of transformational leadership is also visible on the overall school climate. A positive school climate, based on trust, respect, and collaboration, has been shown to increase the effectiveness of academic supervision. Wang noted that transformational leaders create an environment where educators feel valued and supported, which fosters a sense of belonging and commitment to the school's mission (Wang, 2019). This supportive atmosphere is important to encourage teachers to engage in reflective practice and strive to improve their teaching methods on an ongoing basis.

Apart from that, transformational leadership also increases innovation and adaptability in education. Transformational leaders tend to adopt new teaching methodologies and technologies that can enhance the learning experience, the leader's ability to inspire educators to embrace change is critical in facing evolving educational needs (Vu et al., 2020). By promoting a culture of innovation, transformational leaders help schools remain relevant and responsive to modern educational challenges.

The problem formulation in the research is as follows: 1) How does transformational leadership affect academic supervision? 2) What are the implications of transformational

leadership in academic supervision for school development? Then, the objectives of this research are: 1) Analyzing the concept of transformational leadership in academic supervision. 2) Identify the implications of transformational leadership in academic supervision for school development. Furthermore, the significance of this research includes: 1) The importance of understanding the role of transformational leadership in improving the quality of academic supervision. 2) Potential impact on the quality of teaching and learning in schools.

According to research by Sanoto et al. (2022), academic supervision is a structured process that focuses on improving the quality of education through guidance, support and evaluation of educators. This process involves a cycle of planning, observation, evaluation, and feedback carried out by the principal or supervisor to help teachers develop their teaching and classroom management methods. Research by Elliana & Usman (2021) emphasizes that academic supervision is not only evaluative but also supports teachers in improving the learning process, such as through collaborative planning sessions, peer observations, and professional workshops, which ultimately creates a learning culture among educators.

Afdal et al. (2023) stated that effective academic supervision increases accountability in educational institutions by providing a systematic evaluation framework that meets educational standards. Mutohar & Trisnantari's (2020) research shows that this supervision also helps form a collaborative school climate, encouraging open communication between educators, which ultimately improves teacher morale and performance. In addition, according to Rusmaniar (2023), academic supervision plays an important role in aligning teaching practices with the curriculum, ensuring that teachers apply appropriate standards and achieve the expected learning outcomes for students.

According to Syukri et al. (2023), academic supervision plays an important role in supporting improving the quality of learning and teacher professionalism through systematic observation, evaluation and feedback mechanisms. This supervision function includes professional development, quality assurance, and the formation of a collaborative culture in schools. Effective academic supervision includes planning, implementing, and evaluating the learning process to meet educational standards and improve student learning outcomes. Effendi (2023) also emphasized that empowering teacher professionalism through academic supervision is a key strategy in improving the quality of learning. Apart from that, according to Riyandanita et al. (2020), academic supervision increases teacher accountability by setting clear expectations and providing regular feedback.

In the context of transformational leadership, Alanoğlu & Karabatak (2022) and Ereş (2011) define this leadership as an approach that motivates and inspires followers to achieve their maximum potential, in line with organizational goals. Heenan (2023) and Marks & Printy (2003) explain that transformational leadership creates influence through the leader's example, building trust and respect. According to Heenan (2023) and Dong (2023), inspirational leaders are able to formulate a strong vision for the future that motivates followers. Foti et al. (2012) added that intellectual stimulation in leadership encourages followers to think critically and creatively, supporting innovation in the organization. Furthermore, Alanoğlu & Karabatak (2022) and Piccolo & Colquitt (2006) emphasize the importance of individual consideration, namely the leader's attention to the personal development of each follower. This approach strengthens individual morale and team effectiveness. Marks & Printy (2003) found that transformational leadership contributes to the development of a collaborative culture and trust that is essential for overcoming complex organizational challenges.

Jameel and Ahmad (2021) suggest that transformational leadership supports academic supervision through individual consideration, where the leader actively recognizes the strengths and development needs of each staff member. This is confirmed by Mahdinezhad et al. (2013), which shows a positive correlation between transformational leadership and academic staff job satisfaction. Parrish (2013) and Murray et al. (2012) stated that transformational leaders also utilize intellectual stimulation to encourage innovation and problem solving, which supports faculty in facing the demands of academic supervision. This is in line with the findings of Kunene and Mapulanga (2021), who stated that this approach supports continuous improvement in academic institutions.

In addition, Sengendo (2024) highlights the importance of inspirational motivation in transformational leadership, where leaders who convey an attractive vision of the future can increase staff commitment to institutional goals. Shaw et al. (2018) supports the importance of a shared vision in building collaboration and improving the learning experience. Sims et al.'s research (2020) added that transformational leadership encourages mentoring relationships in academic supervision, assisting academic staff through guidance in facing challenges and exploiting opportunities for professional growth. Jooste et al. (2017) and Haque (2023) emphasize that this support is particularly relevant in higher education.

Zhu (2023) stated that transformational leaders build a collaborative work culture by promoting fairness and a supportive atmosphere, which is supported by Sfantou et al. (2017) who stated that this collaborative environment is important for innovation. Sitompul et al. (2020) and Gholamzadeh et al. (2014) said that transformational leaders shape organizational culture through a clear vision, encouraging staff involvement in the goal-setting process which strengthens commitment and creativity. According to Nir and Piro (2016), this approach increases engagement and encourages innovative ideas, and Silalahi et al. (2023) and Nam and Park (2019) show that this shared vision supports organizational commitment, strengthens collaboration and innovation within the institution.

2. RESEARCH METHOD

This research uses a qualitative approach to explore the social phenomenon of transformational leadership in academic supervision. According to Creswell (2014), this approach is effective for understanding respondents' subjective perspectives and in-depth experiences. The design used is a case study, which allows in-depth exploration of certain phenomena in an educational context (Yin, 2018). Case studies support research to analyze the role of transformational leadership through various methods, such as observation and interviews.

The population of this research is school principals, supervisors and teachers who are directly involved in academic supervision, with a purposive sampling technique to select relevant and experienced subjects (Patton, 2015). According to Arikunto (2010), selecting relevant respondents is very important in obtaining data that reflects leadership practices in schools. Data collection techniques were collected through in-depth interviews, participant observation, and literature study. In-depth interviews allow researchers to explore respondents' subjective thoughts and experiences (Kvale & Brinkmann, 2009), while participant observation provides direct contextual data in academic supervision (Spradley, 2016). Literature studies support the analysis by providing a strong theoretical basis (Moleong, 2017).

The data analysis technique uses thematic analysis which identifies main patterns and themes (Braun & Clarke, 2006). The analysis stages include open coding, axial coding, and selective coding to form themes that are relevant to the research focus (Corbin & Strauss, 2015). This thematic analysis allows researchers to identify respondents' perceptions of transformational leadership and its implications for school development.

3. RESULTS AND DISCUSSION

1. Implementation of Transformational Leadership in Academic Supervision

Based on the results of this research, it shows that transformational leadership by school principals can create a collaborative, innovative climate and support continuous improvement in the quality of teaching. School principals who apply this leadership style facilitate the formation of a shared vision and mission, so that teachers feel they play an important role in achieving school goals, which in turn increases their commitment to improving the quality of learning.

An example of its application can be seen in communicative and constructive supervision, where the principal not only assesses teacher performance but also provides positive feedback that supports professional development. Teachers who feel supported personally and professionally are more motivated to improve their teaching methods, which has an impact on improving the quality of learning in the classroom. Additionally, principals encourage innovation by facilitating the adoption of technology and creative learning methods, creating space for teachers to implement new strategies that better suit students' needs.

A collaborative culture is also built through regular meetings and discussion forums that enable teachers to share effective methods and find joint solutions to teaching challenges. In terms of professional development, school principals provide opportunities for teachers to undertake further training and education, increasing their competence and motivation. Transformational school principals also facilitate adaptation to new policies by communicating changes clearly and involving teachers in the transition process, so that teachers are better prepared to face change without resistance. Thus, transformational leadership has a positive impact on academic supervision, teaching quality, as well as teacher professionalism and motivation in achieving better educational outcomes.

2. The Impact of Transformational Leadership on Improving Teaching Quality

The research results show that the transformational leadership approach has a positive impact on increasing teacher competence. Principals who implement this style create an environment that supports collaboration, innovation, and continuous professional

development of teachers. Through active involvement in formulating the school's vision and goals, teachers feel more responsible for achieving quality education, which also hones their critical thinking skills and initiative.

In addition, transformational leadership provides confidence and motivation for teachers to continuously improve teaching practices. Support and positive feedback from the principal encourage teachers to adopt innovative learning methods that suit student needs. This approach also facilitates collaboration between teachers through regular discussions and training, strengthening their ability to face changes in the field of education.

Increased teacher motivation due to this leadership style has a direct link to better student learning outcomes. Motivated teachers tend to be more enthusiastic and responsive to student needs, creating a dynamic and conducive learning atmosphere. These overall effects contribute to improving the quality of learning as well as student engagement and learning outcomes.

3. Implications for School Development

Academic supervision based on transformational leadership has a major impact on school organizational culture, creating an environment that is collaborative, innovative, and focused on improving the quality of education. Principals who adopt this approach not only evaluate performance, but also empower teachers through establishing a shared vision, increasing the entire staff's sense of responsibility and ownership of the school's goals.

This approach builds a collaborative work culture by providing a space for discussion and sharing of best practices, so that teachers can exchange experiences and teaching strategies. In terms of innovation, transformational leadership encourages teachers to experiment with new methods and technologies, increasing their creativity and responsiveness to students' needs.

To adopt this leadership style, schools can start by formulating a clear vision, encouraging open communication, providing ongoing training, and providing constructive feedback. These steps strengthen teachers' commitment to quality teaching and encourage a school climate that is dynamic, competitive, and always ready to adapt to educational changes.

4. CONCLUSION

The results of this research indicate that transformational leadership in academic supervision plays an important role in creating a school environment that is collaborative, innovative, and focused on improving the quality of education. Principals who adopt this leadership style not only evaluate teachers' performance, but also empower them by encouraging active engagement in a shared vision, providing support and constructive feedback, and providing opportunities for professional development. This approach has a positive impact on increasing teacher competency, which ultimately influences student learning outcomes and creates an adaptive and progressive school culture. Suggestions for implementing transformational leadership-based academic supervision, schools need to formulate a shared vision, encourage collaboration between teachers, and provide ongoing support. These steps are important for creating a school climate that supports improving the quality of education.

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