Transformational Leadership: A Pathway to Teacher's Growth Mindset

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Abstract

Transformational leadership in a manner strategic can be applied to increase quality culture something school. Leadership style This is oriented towards innovative and creative leadership as well as own attitude capable leadership motivating subordinates and the environment surrounding. Policy leadership transformational become rejected as a measuring agency for increasing quality culture quality school because kindly definitively, leadership transformational is form values, beliefs, and needs that are capable of bringing change as form innovative. Objective study: analyzing the leadership model transformational to enhance quality culture quality school. Study This method of studying qualitatively. Data collection using instrument study with disseminate questionnaires using google forms. Research results:(1) The study concluded that transformational leadership significantly contributes to cultivating a growth mindset among teachers, enhancing their professional development, and raising academic standards. Supportive leadership practices, collaborative learning platforms, and emphasis on educational qualifications were identified as effective strategies. (2) The findings also highlighted the importance of involving teachers in decision-making processes and addressing areas of improvement to further enhance teaching quality and student outcomes.

Keywords: Leadership Transformational

INTRODUCTION

Since ancient times until the present day, the role of an educator has been one of the main pillars in developing the future generation. Teachers are not just conveyors of knowledge but also mentors, guides, and inspires their students. In the effort to create an inspiring learning environment that fosters student growth, the role of leadership in the world of education has become increasingly important.

This article addresses the topic of "Transformational Leadership: A Pathway to Teacher's Growth Mindset." Transformational leadership is an approach that not only focuses on achieving goals and tasks but also strives to transform and inspire those around them. In the context of education, transformational leadership emerges as an effective solution to encourage the growth and development of teachers, which will subsequently have a positive impact on student development.

The article will discuss the role of transformational leadership in shaping teachers' growth mindset. A growth mindset is the belief that abilities and intelligence can be developed through effort, dedication, and perseverance. With the support of transformative leadership, teachers have the opportunity to grow and develop personally and professionally, enabling them to provide more meaningful and inspiring learning experiences for their students.

The article will also explore various strategies and approaches that educational leaders can adopt to implement transformational leadership and its benefits for teacher growth and classroom learning quality. Additionally, relevant research and case studies will be presented to illustrate how transformational leadership can inspire and transform teachers' paradigms in facing challenges and developing their potential.

Through this article, it is hoped that readers will gain a profound understanding of the importance of transformational leadership in fostering a growth mindset for teachers, thereby promoting an optimal learning environment for all individuals involved in the education process. May this article serve as a source of inspiration and reflection for readers who care about

educational development and the crucial role of teachers in shaping a better future.

Theoretical Framework

1. Transformational Leadership Theory: The theoretical foundation of this study is based on the concept of transformational leadership. According to this theory, transformational leaders inspire and motivate their followers by creating a vision, providing support and guidance, and encouraging individual growth and development. The study explores how transformational leadership practices implemented by school principals contribute to cultivating a growth mindset among teachers and promoting their professional development.

2. Growth Mindset Theory: The growth mindset theory, proposed by Carol

3. Dweck suggests that individuals' beliefs about their own abilities and intelligence can significantly impact their motivation, learning, and achievement. The study investigates how transformational leadership practices support the development of a growth mindset among teachers. It explores how teachers' belief in their ability to grow and improve influences their professional development efforts and the enhancement of academic standards.

Overall, the theoretical framework integrates concepts from transformational leadership theory, growth mindset theory to examine the significance of transformational leadership in cultivating a growth mindset among teachers, promoting their professional development, and raising academic standards.

LITERATURE REVIEW

Title of Research	Citation (ISO 690)	Abstract
Two Decades of Research and Development in Transformational Leadership	BASS, Bernard M. Two decades of research and development in transformational leadership. European journal of work and organizational psychology, 1999, 8.1: 9-32.	The interests of the organization and its members need to be aligned. Such is a task for the transformational leader. In contrast to the transactional leader who practices contingent reinforcement of followers, the transformational leader inspires, intellectually stimulates, and is individually considerate of them. Transformational leadership may be directive or participative. Requiring higher moral development, transformational leadership is recognized universally as a concept. Furthermore, contrary to earlier expectations, women leaders tend to be more transformational than their male counterparts. Although a six-factor model of transformational/ transactional leadership best fits a diversity of samples according to confirmatory factor analyses, whether fewer factors are necessary remains an open question. Another important research question that has only been partially answered is why transformational leadership is more effective than transactional leadership in a wide variety of business, military, industrial, hospital, and educational circumstances.

Transformational Leadership	ACKOFF, Russell L. Transformational leadership. Strategy & leadership, 1999, 27.1: 20-25.	The large and growing literature dealing with leadership has not led to an obvious increase in either the quantity or quality of leaders, particularly transformational leaders. My cursory review of the related literature leads me to the conclusion that this lack is due to the ambiguity of the concepts of leadership and transformation.
Developing Transformational Leadership: 1992 and Beyond	BASS, Bernard M.; AVOLIO, Bruce J. Developing transformational leadership: 1992 and beyond. Journal of European industrial training, 1990, 14.5.	European management must become more transformational with respect to its leadership if it is to address the challenges confronting the European community after 1992. The question arises, can transformational leadership be trained? The answer is affirmative. A number of successful training experiences in North America are described in this article. These experiences form the basis for a prototype training programmed now being conducted in a large European conglomerate at the junior, middle and senior management level. A general overview of these programmed are provided, as well as evidence that they are having strong beneficial effects on the participants in the workshops, and in their performance back on their jobs.
Transformational leadership: A response to critiques.	Bass, B. M., & Avolio, B. J. (1993). Transformational leadership: A response to critiques. In M. M. Chemers & R. Ayman (Eds.), Leadership theory and research: Perspectives and directions (pp. 49–80). Academic Press.	offers a comprehensive description of the development and validation of transformational leadership theory / in response to criticisms of the conceptualization, measurement, and evidential bases of the theory, the authors bring together the results of an impressively extensive program of research / they identify what they consider to be both the strengths of their approach as well as the areas needing further development / offer a future agenda for research and training (PsycINFO Database Record (c) 2020 APA, all rights reserved)
A Short Measure of Transformational Leadership	CARLESS, Sally A.; WEARING, Alexander J.; MANN, Leon. A short measure of transformational leadership. Journal of business and psychology, 2000, 14: 389-405.	This study reports the development of a short measure of transformational leadership: the Global Transformational Leadership scale (GTL). The study sample was 1,440 subordinates who assessed the leader behavior of 695 branch managers in a large Australian financial organization. Exploratory and confirmatory factor analysis showed that the GTL measured a single construct of leadership and had satisfactory reliability. Evidence for the convergent and discriminant validity is presented. We conclude that the GTL has a number of potential uses as an assessment and selection tool and in leadership research.

The emerging role of transformational leadership	GHASABEH, Mostafa Sayyadi; SOOSAY, Claudine; REAICHE, Carmen. The emerging role of transformational leadership. The Journal of Developing Areas, 2015, 49.6: 459-467.	This paper presents a literature review of leadership over the years and the emerging role of transformational leadership. We also argue that this form of leadership is appropriate in the context of globalized markets, where there is increasing diffusion of goods, services, values and technologies globally, which results in the convergence of societies toward a uniform pattern of economic, political and cultural organization. There are various issues and consideration existing in the leadership literature as "the core of the criticism in the literature is that organizations of all sorts (corporations, government agencies, and not-for-profit organizations) tend to be over-managed (and/or over-administered) and under-led" (Mills 2005, p.19). Mills (2005) highlights the vital importance of leadership in both political and business areas, and argues that organizations in both areas, in the absence of effective leadership, are not capable of effectively implementing changes at the organizational level. This paper adopts a conceptual approach aiming to convey the importance of transformational leadership amongst other styles.	Transformational Leadership And Organizational Culture	BASS, Bernard M.; AVOLIO, Bruce J. Transformational leadership and organizational culture. The International Journal of Public Administration, 1994, 17.3-4: 541-554.	Nine types of organizational cultures are defined in terms of the extent transformational and transactional leadership and their effects form accepted ways of behaving. The Organizational Description Questionnaire (ODQ) is used by members of the organizations to describe their cultures. The nine types of organizations include the high-contrast culture with both strong transformational and transactional qualities to the "garbage can" which lacks either kind of leadership of consequence. A majority of organizations are somewhere in between either loosely guided, coasting, or contractual.
			Transformational leadership and emotional intelligence: an exploratory study	BARLING, Julian; SLATER, Frank; KELLOWAY, E. Kevin. Transformational leadership and emotional intelligence: An exploratory study. Leadership & Organization Development Journal, 2000, 21.3: 157-161.	Investigated whether emotional intelligence (EQ) is associated with the use of transformational leadership in 49 managers. Managers completed questionnaires assessing their own emotional intelligence and attributional style; their subordinates (n = 187) provided ratings of their transformational leadership. Controlling for attributional style, multivariate analyses of covariance showed that three aspects of transformational leadership (i.e. idealized influence, inspirational motivation, and individualized consideration) and constructive transactions differed according to level of emotional intelligence. In contrast, no multivariate effects emerged for

		transactional leadership (i.e. laissez faire or management-by-exception). Some suggestions for future research are offered.	Transformational Leadership and Its Predictive Effects on Leadership Effectiveness	SADEGHI, Amir; PIHIE, Zaidatol Akmaliah Lope. Transformational leadership and its predictive effects on leadership effectiveness. International Journal of Business and Social Science, 2012, 3.7.	Academic departments play an important role in the success of institutions of higher education and success of departments directly depends on the effectiveness of their head. This study is an attempt to determine heads of academic departments' leadership styles and its relationship with leadership effectiveness at Malaysian Research Universities (RUs). Using Multifactor Leadership Questionnaire 5x (MLQ), the study employed 298 lecturers of three Malaysian RUs. Results indicated that lecturers perceived the heads of departments exhibited a combination of transformational, transactional, and laissez-faire leadership styles. The result of regression analysis demonstrated that contingent reward, idealized influence (attribute), inspirational motivation, individualized consideration, laissez-faire, intellectual stimulation, and management-by-exception are significant predictors of leadership effectiveness. These factors accounted for 82% of the variance in leadership effectiveness. In addition, the results suggest that contingent reward has important effects on leadership effectiveness. The implications of the research findings are discussed.
Transformational Leadership and the Performance of Research and Development Project Groups	KELLER, Robert T. Transformational leadership and the performance of research and development project groups. Journal of management, 1992, 18.3: 489-501.	A longitudinal study was conducted of transformational leadership and the performance of project groups in three industrial research and development organizations. As hypothesized, transformational leadership predicted higher project quality and budget/schedule performance ratings at time I and one-year later at time 2. A moderator effect was hypothesized and found for type of research and development work. Here, transformational leadership was a stronger predictor of project quality ratings for research projects than for development projects. Initiating structure, however, was a stronger predictor of project quality ratings for development projects than for research projects. Theoretical and methodological issues for transformational leadership research in professional organizations are discussed.			

Transformational Leadership and Its Predictive Effects on Leadership Effectiveness	GIVENS, Roger J. Transformational leadership: The impact on organizational and personal outcomes. Emerging leadership journeys, 2008, 1.1: 4-24.	Academic departments play an important role in the success of institutions of higher education and success of departments directly depends on the effectiveness of their head. This study is an attempt to determine heads of academic departments' leadership styles and its relationship with leadership effectiveness at Malaysian Research Universities (RUs). Using Multifactor Leadership Questionnaire 5x (MLQ), the study employed 298 lecturers of three Malaysian RUs. Results indicated that lecturers perceived the heads of departments exhibited a combination of transformational, transactional, and laissez-faire leadership styles.
Contributions of Transformational Leadership to School Restructuring.	LEITHWOOD, Kenneth. Contributions of Transformational Leadership to School Restructuring. 1993.	This paper provides a review of research that examined transformational leadership in the context of K-12 school restructuring. It presents a rationale for studying transformational leadership, a theoretical framework for such study, and findings of six studies about the effects of transformational leadership. The framework is composed of external influences, individual leader internal processes, leadership practices, mediating variables, and student outcomes. Conclusions are: (1) Transformational leadership contains interdependent and equally important dimensions; (2) transformational
		leadership initiatives can be hindered if they ignore individual consideration; (3) transformational leadership practices are themselves contingent; (4) expert thinking lies behind effective leadership practices and is not contingent; (5) distinctions between management and leadership cannot be made in terms of overt behavior; and (6) the dimensions of transformational leadership require modification when applied to schools. Two figures are included. (Contains 113 references.) (LMI)
Does Leadership Matter? Examining the Relationship among Transformational Leadership, School Climate, and Student Achievement	ALLEN, Nancy; GRIGSBY, Bettye; PETERS, Michelle L. Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. International Journal of Educational Leadership Preparation, 2015, 10.2: 1-22.	The purpose of this correlational study was to examine the relationship between transformational leadership, school climate, and student mathematics and reading achievement. Survey data were collected from a purposeful sample of elementary school principals and a convenience sample of his or her respective teachers located in a small suburban school district in southeast Texas. The Multifactor Leadership Questionnaire (MLQ-5X) was used to measure the degree to which a principal displays the factors of a transformational leader based on teacher perceptions and was used by the principals surveyed to self-assess. The School Climate Inventory-Revised (SCI-R) survey was used to measure teacher perceptions of school climate. Findings indicated a positive relationship between

		transformational leadership and school climate. However, a relationship was not found to exist between transformational leadership and student achievement nor between school climate and student achievement. When determining whether a relationship existed between the campus principal's perceptions of their own transformational leadership qualities and his/her teachers' perceptions of those same qualities, only two out of the 25 correlations were found to be statistically significant.
The effects of transformational leadership on organizational conditions and student engagement with school	LEITHWOOD, Kenneth; JANTZI, Doris. The effects of transformational leadership on organizational conditions and student engagement with school. Journal of educational administration, 2000, 38.2: 112-129.	Most school restructuring initiatives assume significant capacity development on the part of individuals, as well as whole organizations; they also depend on high levels of motivation and commitment to solving the substantial problems associated with the implementation of restructuring initiatives. Transformational approaches to leadership have long been advocated as productive under these conditions, and evidence suggests that transformational practices do contribute to the development of capacity and commitment.

Transformational leadership effects on teachers' commitment and effort toward school reform	GEIJSEL, Femke, et al. Transformational leadership effects on teachers' commitment and effort toward school reform. Journal of educational administration, 2003, 41.3: 228-256.	This article examines the effects of transformational school leadership on the commitment of teachers to school reform, and the effort they are willing to devote to such reform. It does so by building on the knowledge from both educational and non-educational research into such effects. A model of such effects is tested using two approximately comparable sets of data collected from samples of Canadian and Dutch teachers. Structural equation modeling is applied to test the model within each data set. Results of the Canadian and Dutch studies are then compared. The findings show transformational leadership dimensions to affect both teachers' commitment and extra effort.

Transformational Leadership

Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Burn explained that "Through strong vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals"(Burn, et al, 2019) ". Colquitt & Wesson (2011) defined transformational leadership as inspiring followers to commit to a shared vision that provides meaning to their work while also serving as a role model who helps followers develop their own potential and view problems from a new perspective. A leadership perspective that explains how leaders change teams or organizations by creating, communicating, and modeling a vision for the organization or work unit and inspiring employees to strive

for that vision" (Mcshane & Glinow, 2010, Leithwood, 1991). Transformational leaders have the power to have a profound and extraordinary impact on their followers by motivating them to look beyond their own self-interests (Stephen & Timothy, 2013). They are also ready to accept challenges ahead for leaders, employees as well as whole fill in one organization (James, 2012).

The Growth Mindset Theory: Growth vs Fixed Mindset

Growth mindset is the belief that a person's capabilities and talents can be improved over time (Dweck, 2016). One's traits are fixed, not something that can be practiced or developed, according to those with a fixed mindset. One's qualities (such as intelligence and other personality traits) are "set in stone" ; how God made you is essentially who you are. On the other hand, people with a growth mindset think that hard work or training can change one's characteristics. (L, 2016). People with a growth mindset will treat challenges as opportunities to grow rather than reasons for inadequacies. When a leader has a growth mindset and a compassionate heart, they will positively impact everyone they come into contact with because they see potential in all of their team members, even the most unlikely ones. It shows the employee that you value them and their contributions. Everyone wants to feel valued and it encourages them to seek out innovative solutions. It helps them develop a growth mindset that will enable them to be more innovative (Allen, 2021). Individuals who believe that their abilities are fixed or unchangeable tend to believe that they either have or do not have what it takes to succeed. Individuals with a fixed mindset put in less effort because they believe that those with ability don't have to work hard because things come easily to them. When they fail, they either give up or look for opportunities where there is no risk of failure. People who have a growth mindset believe the exact opposite. They believe that their ability is malleable and that with effort, they can improve. Failure is not a threat to them because it is a necessary part of learning and working hard to achieve something (Chase, 2010). Growth-minded leaders recognize and envision the effort and willingness to take risks to move the organization to a new direction. (Chase, 2012). The development mindset is characterized by a drive for pushing yourself and for persevering, even (or especially) when things are not going well. This kind of thinking enables people to flourish even during some of the most trying moments in their lives. Having a growth mentality makes learning partners. People that adopt a growth mentality benefit from this, which helps their skills develop and bear fruit. (Dweck, 2016). This type of fixed thinking can cause leaders to become entangled in difficult situations that hinder business success, such as: A culture of fear prevents their employees from taking chances, innovating, or expressing ideas since they are afraid of looking inept if they make any errors, a team without motivation that is not reaching its potential or working at its best and constantly putting out fires or micromanaging their team, which frequently causes everyone to work themselves into a stressful and burnt-out state.

Professional Development

One caveat in this new normal is that teachers often use technology to perpetuate existing teacher-centered pedagogy rather than using technology to shift themselves and their teaching to student-centered pedagogy. Therefore, professional development is a continuing need for teachers not only to learn the skills but also to integrate the newly acquired skills into sound pedagogy. Principal offers and advances professional development chances to enhance teachers' instructional skills (Blase and Blase, 2000). Prioritize funding for professional

development initiatives. Human resource hours and financial commitment to employee learning, talent development, and creating inclusive, affirming work environments is worth every penny. Providing that there is hard data to reflect employee interest, participation, and learning, return on investment can be high.

States, districts, and educator preparation programs all have a stake in attracting, preparing, and supporting teachers. Even in "normal" times, partnerships between districts and educator preparation programs are critical, but that is especially true now. A two-way partnership allows educator preparation programs to respond to district needs, while the districts provide the programs with virtual or blended learning environments for candidates to hone their skills (Holdheide, 2020)

- One aspect of a faculty's caring behaviors is caring about their students. A second, and more complex, aspect of a faculty's caring behaviors is understanding how to care for culturally diverse students. Professional development is indicated when organizational cultures and teacher beliefs are lacking that they can help all students in their school learn and grow (Hanson et al., 2016).

METHODOLOGY

The current study will use qualitative procedures consisting of purposeful sampling, collection of open-ended data, analysis of text to pictures, representation of information of figures and tables, and personal interpretation of the findings (Creswell, 2008). It is also used to understand lived experiences of people in observing such phenomena and tends to be flexible on retaining rich meaning during data interpretation (Creswell et al 2007). Because the results are seen or heard first-hand, readers can easily relate to the findings in qualitative research, which is renowned for

being flexible, highly focused, and created to be completed quickly (Goundar, 2012, Moleong, 2001). The authors will disseminate questionnaires using google forms that contain open-ended questions to capture the perspectives of the respondents.

RESEARCH LOCALE AND SAMPLE

- Different places in Indonesia
  The study took place in different Islands in Indonesia namely, Java and Nusa Tenggara Timur.
- Inclusion criteria: school leaders and teachers
- Sampling population: 16 teachers and 1 school leader

DISCUSSION

A. Transformational leadership's significance in cultivating growth mindset

The school principal plays a crucial role in developing teachers' professionalism and enhancing the quality of learning. The school provides various opportunities for teachers to participate in training, seminars, and workshops organized within the school or by other educational institutions. The goal of these activities is to enhance teachers' knowledge and teaching skills. The school also provides adequate facilities and ample time for teachers to develop themselves professionally, indicating the school's support for teacher competence development.

Establishing teacher work groups: The school activates Teacher Work Groups (KKG) and Teacher Communities as platforms for collaboration and experience sharing among teachers. Through these groups, educators can learn from each other and improve the quality of teaching.

As a leader, the school principal often provides mentoring or coaching

programs to enhance growth and career development. Some respondents mentioned that these programs are conducted weekly, frequently, or 50% of the time. Others mentioned that mentoring and coaching take place at the beginning or middle of each semester, every three months, or once or twice a year. Additionally, regular training sessions are organized to enhance teachers' competence. This demonstrates the active involvement of leaders in providing support and guidance for the career growth of team members.

Furthermore, the school principal encourages the improvement of educational qualifications, allowing teachers to pursue higher levels of education. By enhancing their educational qualifications, it is expected that teachers will have a deeper understanding of the subject matter and more effective teaching methods.

Teachers also highlighted how professional development activities and the creativity of teachers have achieved their intended goals. Respondents acknowledged that their progress towards these goals requires time and high levels of enthusiasm. Although not 100% accomplished, at least some objectives have been achieved. Continuous follow-up is sometimes necessary to reach desired goals. Respondents agreed that they have achieved the set objectives. Training programs and connections with other teachers are considered beneficial for professional development. Positive changes have been observed both for the respondents as teachers and for the school regarding professional development activities. Professional development contributes to improving the quality of teaching tasks, measured by the success in achieving goals in both the intellectual and cognitive aspects of students.

Respondents perceive successful teaching as evident through positive intellectual and cognitive attitudes in students.

The involvement of teachers and other stakeholders in decision-making processes was also described. Most respondents felt involved in decision-making regarding changes within the school, although some felt their involvement was occasional. Consideration and partnerships in decision-making are necessary, and some respondents appreciated the leadership's involvement in engaging all educational staff in decision-making processes. However, some respondents felt that decisions were solely based on surveys without clarity on whether the surveys were used as references.

In improving teacher performance, as well as the quality and culture of the school, an ideal leader is described as someone who can listen to ideas and suggestions from team members, think of the best ways to bring about positive changes, and empower others to achieve their best versions. They are respected and admired by team members, act as mentors and facilitators, have a clear vision and the ability to motivate people to achieve it, nurture team members and openly accept their opinions. They are innovative, transformative, and nurturing.

They are firm, democratic, and highly disciplined. They are open-minded, intelligent, wise, firm, disciplined, incorruptible, and highly responsible in their leadership. They possess self-awareness, critical thinking skills, and sensitivity to their surroundings. They are capable of providing fair policies. They have the potential to be leaders, open-minded, creative, independent,

collaborative, responsible, wise, and innovative.

They are always open to ideas from others that benefit the school, possess good social skills, and maintain an open mind in any situation. They accept input from various sources, including fellow teachers and students, as well as the circumstances.

B. Teacher Innovation in Raising Academic Standards

Based on the distributed questionnaires, teachers explain that their tasks are not only to master the subjects they teach but also to become facilitators and guides for students to achieve their goals and become better versions of themselves. Closeness and understanding of students are highly prioritized by these teachers. They strive to build good relationships with students, enabling them to understand their characteristics and emotions. This helps teachers in delivering suitable learning materials and methods according to students' needs.

These teachers are committed to setting a good example for students and are always open to changes in the field of education. They also emphasize the importance of creativity in leading enjoyable learning experiences for students.

Some teachers have mentioned the subjects they teach, such as Civic Education, English, Mathematics, Crafts, and Indonesian Language. There are also teachers specialized in Physical Education and Sports (PE).

Teachers are prepared to embrace changes in their work environment, especially those related to improving the teaching and learning process. They express readiness to adapt to changes, both in terms of using technology (such as Android/Computer-based exams) and in terms of enhancing the quality of education in schools. The majority of respondents have a positive attitude towards change and are ready to support it. They show high enthusiasm in welcoming changes that bring benefits to students and overall educational quality. Some respondents even mention that they are the type of people who always accept every change that occurs and are ready to contribute to improving the quality of education in schools.

Regarding the question about teachers' motivation to learn new things, the majority of respondents provided answers indicating a fairly frequent level of inspiration to learn something new. They feel inspired when facing difficulties and trying different approaches in the teaching process. Some respondents answered that they are often or very often inspired when interested in a subject, following curriculum developments and question preparation, as well as when encountering new things. They also express happiness and excitement when facing constructive new experiences and have a strong desire to learn new things whenever there is an opportunity. Some respondents also state that they frequently change teaching methods and models when they encounter different attitudes or characteristics in their students. This demonstrates an awareness of the importance of adapting in the learning process.

Teachers also perceive how they can envision their growth within the school environment. Respondents mention that their growth in school happens through their relationship with the school, where they can contribute ideas or engage in various activities. Additionally, they highlight how students' understanding and skills improve.

Some respondents mention that their growth involves personal aspects and collaboration with colleagues, where they

strive to empower other teachers to optimize their skills. There is an awareness that growth in school will occur if the school head involves various elements in the school environment to make decisions related to changes. Support from all elements in the school is considered important to achieve the desired growth.

Some respondents mention participation in training and self-reflection as ways to achieve growth in school. They also emphasize the importance of evaluating students' learning outcomes and cooperation among fellow teachers. There is an emphasis on personal change towards wiser responses to issues in school, as well as the importance of openness, keeping up with the times, and behaving well towards colleagues, parents, and students.

Areas that need improvement in the school are:

a) Teaching Creativity: Respondents recognize the importance of having creativity in the learning process. This indicates a desire to provide engaging and innovative learning experiences for students.

b) Character Development: Some respondents express a desire to enhance the formation of students' character. They acknowledge the importance of supporting the development of positive character traits and moral values within the school environment.

c) Listening and Communication Skills: Respondents recognize the importance of good listening and communication skills as a teacher. This reflects the need to improve communication skills to facilitate better understanding and interaction between teachers and students.

d) IT Mastery: There is an awareness of the importance of information and communication technology (ICT) proficiency as a teaching tool. Respondents recognize that this skill will help them provide more effective and relevant learning experiences in line with technological advancements.

e) Self-Development and Professionalism: Many respondents emphasize the importance of self-development as teachers and enhancing professionalism in the teaching field. They acknowledge the importance of continuous learning and trying new things to improve their own quality and school quality.

f) Engaging and Enjoyable Teaching Quality: Respondents realize that enjoyable and engaging teaching quality will affect students' motivation in receiving lesson materials. This demonstrates a desire to create a pleasant and inspiring learning environment.

g) Time Management and Discipline: There is an awareness of the importance of time management skills and discipline in the teaching process. Respondents recognize that these abilities will help them be more efficient and effective in teaching.

CONCLUSION

The conclusions from the text are as follows:

1. The teachers who answered the questionnaire showed dedication, enthusiasm for learning, and a high commitment to providing quality education to students. They are aware of the importance of building good relationships with students and continuously developing as teachers. Overall, the respondents have a positive

view of changes in their work environment and are ready to adapt for long-term career progress and success.

2. The school has various strategies to develop teacher professionalism, such as training, adequate facilities, collaborative activities, improving educational qualifications, and participation in the "Teacher Movement" program. These efforts aim to enhance the quality of learning in the school and optimize the role of teachers as professional educators.

3. The majority of respondents reported being frequently or very frequently inspired to learn new things, although there are variations in motivation levels and influencing factors.

4. Most respondents feel involved in decision-making regarding changes in the school, although some feel their involvement only happens occasionally. There is a need for consideration and partnerships in decision discussions, and some respondents appreciate the involvement of leaders in engaging all education staff in decision-making for changes in the school. However, some also feel that decisions are solely based on surveys without clear indication of whether the surveys are taken into account.

5. Respondents consider school growth to involve various aspects, including relationships with the school, relationships with students, personal and peer growth, as well as participation in training and self-reflection. Collaboration, evaluation, and self-improvement are also highlighted in experiencing growth in the school.

6. The importance of developing creativity in teaching, improving students' character, good listening and communication skills, IT proficiency, self-development and professionalism, engaging and enjoyable teaching quality,

as well as time management and discipline, are aspects that need to be enhanced in the school environment. By improving these aspects, it is expected to improve the learning process and students' learning experiences.

7. Respondents tend to have a positive attitude when facing unplanned situations. They strive to understand the causes, make improvements, learn from experiences, and collaborate with others to achieve better outcomes in the future.

8. An ideal leader is someone who has the ability to listen, accept input, empower team members, and possess leadership qualities such as authority, wisdom, sensitivity, openness, and fairness.

9. The role of the school principal is crucial in improving the quality of the school. They act as motivators, educators, facilitators, and leaders in enhancing education quality. Through vision, staff management, supervision, and support for professional development, the school principal aims to create a conducive school environment and improve learning to achieve better educational quality.

Based on the questionnaire responses, it can be concluded that the majority of respondents perceive the school principal as implementing transformational leadership. Some reasons mentioned are that the principal sets an example in managing specific situations, makes decisions within limited time, and has a track record of applying transformational leadership. There are also some answers that indicate positive tendencies, although not always consistent. Overall, the implementation of professional leadership is considered important and beneficial for teachers to improve themselves, achieve goals, and have a positive impact on students and the school.

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