

Survey on Transformational Leadership Models in Improving the Quality of Academic Services of Elementary Schools

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Abstract. This study aims to identify how the transformational leadership model in improving the quality of academic services implemented in elementary schools. This study was conducted using survey methods and interviews with 50 elementary school teachers in Sumedang, West Java Province, Indonesia. This study aims to find out how implementing transformational leadership in elementary schools improves academic services across different dimensions, aiming to identify the average improvement. The findings indicated that the overall dimensions of the transformational leadership model were rated as good. These dimensions include idealized influence (charismatic), intellectual stimulation, individual consideration, and inspirational motivation. While not achieving a perfect score, it is anticipated that the average scores across these four dimensions of the transformational leadership model will significantly contribute to improving the quality of academic services in elementary schools.

Keywords: Elementary School, Leadership, Leadership Model, Transformational Leadership Model, Quality of Academic Service.

1. Introduction

Service quality has a major role to maintain the number of students in school institutions by capturing the education market (Yeo & Thai, 2015). Service quality is considered as the most essential dimension in schools in improving competence and competitiveness (Hwang & Choi, 2019). Therefore, providing best service is the key to successfully surviving the competition (Nguyen et al., 2017). In a competitive school environment focused on meeting student expectations, excellence is measured by service quality, with strategic priorities including institutional image, satisfaction, and loyalty. (Masserini et al., 2019). Thus, quality services can increase satisfaction and trust from the community, for which the quality of educational services is a priority scale for every school (Hwang & Choi, 2019; Masserini et al., 2019).

Competitiveness requires schools to pay attention to the quality of educational and institutional services so that they are able and excel in this competition (Abidin, 2020). Academic services have a very large portion in educational services in this 4.0 era. Academic services are directly related to students, including parents, so that, schools must understand and meet student needs and end up in student perceptions (Atkinson, 2017). Based on this, the academic service system in schools must be well-organized, starting from the academic service quality management planning process, academic service quality

organization process, academic service quality implementation process, and academic service quality control process (Sharma & Al Sinawi, 2021). Parasuraman et al. stated that the quality of academic services in schools is determined by five main dimensions, namely: reliability, responsiveness, empathy, tangibility, and assurance (Salbiyah et al., 2019). Services are said to be high quality if the perceived quality of academic services is equal to or exceeds the expected quality of service. Academic services are the core product in a school. Superior academic service quality can indicate customer satisfaction, demonstrating that service quality influences customer contentment; over time, consistent service satisfaction fosters a perception of high service quality (Muzakki & Tarigan, 2020).

1.1 Problem Statement

In academic services field, it is evident that numerous complaints persist among students. These complaints cover different parts of academic services, such as: (1) school facilities, the provision of physical equipment to carry out activities are still inadequate; (2) facilities and infrastructure are still incomplete; (3) there are complaints from parents about teacher attendance, teacher competence, curriculum, and administrative systems; (4) inadequate library facilities; (5) academic services in the administration cannot be carried out quickly, responsively, and appropriately; (6) attention in providing empathy or care to students in academic services is still lacking; (7) out-of-date curriculum and subject matter; and (8) deficiencies in the use of technology in various administrative and educational activities (Alayoubi et al., 2020).

Realizing quality academic services is not something that can be easily done, as it requires integrity, commitment and good cooperation from all parties, namely leaders, teachers, employees, and students. For this reason, qualified leadership is needed (Erna & Mokot, 2020). A qualified leader is described as someone who is able to attract, motivate, stimulate and satisfy their members and help them to realize common goals (Aguilar-Bustamante & Correa-Chica, 2017). Leadership has a dominant role in efforts to increase work productivity and work motivation of all members of the organization. This is supported by the statement of Antonopoulou et al. (2021), "Leadership role is considered as a crucial parameter in educational institutions. Leaders' mission is to guide and lead individuals in the right direction. In this way, they can fulfill their educational duties in a satisfactory manner, can correspond better to challenges, and overcome obstacles". Leaders cannot freely choose their leadership styles without risking failure; their choices are constrained by the cultural expectations of followers, who seek leadership that aligns with their cultural norms. (Alayoubi et al., 2020).

Leaders' failure to foster independent thinking in subordinates, neglect of subordinates, and the omission of suitable transformational leadership models during implementation can hamper the effectiveness of managing operational change and human resources; This, in

turn, often impacts the effectiveness of task execution (Alayoubi et al., 2020; Aguilar-Bustamante & Correa-Chica, 2017). Leadership is fundamental because it is the key to success in building strategies for achieving organizational goals and being able to increase the acceleration of innovation in an organization (Cahyono et al., 2020). The importance of effective leadership and management for the successful operation of schools has been increasingly recognized in the 21st century (Arokiasamy & Tat, 2020). Within the scope of school organizations, leaders really do play an important role in the management ranks (Owusu-Agyeman, 2019). No matter how good the resources of a school are, without a leader who is able to manage, the school will experience chaos, lack of direction, and be weak due to passive management activities (Erna & Moklat, 2020).

1.2 Related Research

To improve the delivery of maximum academic services, a leader who has high credibility and integrity is needed by building commitment and motivation, being able to become an agent of change, responding to needs, and to innovate towards improving academic service performance (Erna & Moklat, 2020). Leadership behavior significantly affects the performance of academic service employees. Therefore, a transformational leader can thoroughly manage where employees work, influence employee behavior and performance. Thus, transformational leadership needs to be placed as an effective leadership model in improving the quality of academic services in a hypothetical model that is schematic and can be implemented (Bush, 2018; Cahyono et al., 2020).

Previous research shows that transformational leadership style has a significant role in improving the quality of school services and plays a critical role in increasing the quantity of education personnel, improving the quality of education personnel, and developing a performance appraisal system (Alayoubi, 2020; Abidin, 2020; Cahyono et al., 2020). Elementary schools are synonymous with instructional leadership models, therefore this study is important to identify the implementation of transformational leadership in elementary schools, thus it will be seen whether elementary schools can be led by a transformational leader or not (Berkovich & Eyal, 2019; Bouwmans et al., 2017; Elrehail et al., 2018; Erna & Moklat, 2020). These findings can be used as a basis for researchers to build a leadership model that is most appropriate for elementary schools. With the right leadership model, there will be a general standard of how leaders encourage their subordinates to be creative and innovative in carrying out their duties. This is the basic capital for the study of transformational leadership in improving the quality of academic services, so this study is the first step for researchers in developing a more schematic and structured leadership model that is able to encourage the effectiveness of the implementation of academic service tasks to improve the quality of school academic services.

1.3. Research Objectives

This study is crucial for understanding how incorporating transformational leadership can enhance the quality of academic services in elementary schools. It aims to determine whether elementary schools can benefit from a transformational leader. This study is limited to the description of transformational leadership in improving the quality of academic services in elementary schools in Sumedang Regency, West Java Province, Indonesia. In general, this study aims to identify transformational leadership models in improving the quality of academic services in elementary schools. This study aims at increasing knowledge related to the description of transformational leadership in improving the quality of academic services in elementary schools which includes four dimensions, namely; idealized influence (charismatic), intellectual stimulation (intellectual stimulation), individual consideration (attention to individuals), and inspirational motivation to determine the transformational leadership in improving academic services in elementary schools in Sumedang Regency, West Java Province, Indonesia.

2. Theoretical Framework

2.1. Transformational Leadership

In measuring the transformational leadership model implemented by a leader in elementary schools, dimensions and indicators are needed that can be used as a reference to assess how transformational leadership is implemented by a leader in elementary schools (Abdullah & Varatharajoo, 2017; Abidin, 2020). Bass stated that there are four dimensions to transformational leadership known as 4 I, namely: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration (Waham, et al., 2020).

The dimensions of transformational leadership in this study are the dimensions of transformational leadership developed by Bass describing transformational leadership into four dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Anazia, 2021). According to Bass, transformational leaders influence their followers through Idealized Influence is role-related; inspirational motivation is when leaders inspire followers towards a collective vision; intellectual stimulation is when leaders encourage followers to create and innovate; and individualized consideration is when leaders meet followers' needs and support them to overcome challenges (Anazia, 2021; Bush, 2018). The components are presented in Figure 1 below.

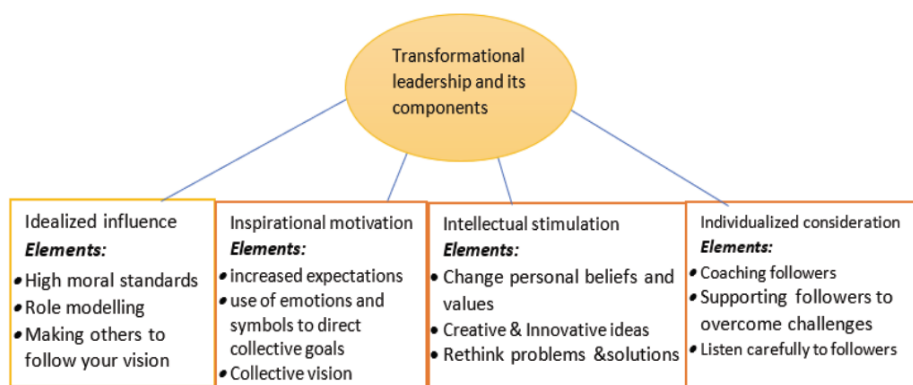


Figure 1. Elements of Transformational Leadership Dimensions

Source: Anazia (2021)

2.1.1 Idealized Influence

Leaders with charisma and Idealized Influence earn followers' respect, admiration, and trust by setting a good example, and encouraging followers to follow example through solid self-confidence and high moral achievement (Su et al., 2019). As Bass and Riggio (2005) state that Idealized Influence expresses belief in the organization's vision, instills admiration, respect, and emphasizes achievement (Al-Husseini et al., 2019). Things that can be done by leaders in obtaining praise can be done through attention to the needs of members rather than their own needs (Elrehail, 2018). Leaders share risks with followers and maintain themselves in the values, principles, and ethics that underlie behavior (Antonopoulou et al., 2021). The indicators of Idealized Influence are as follows (Anazia, 2021):

- High moral standards (behaviours)
- Role modelling
- Making others to follow your vision

2.1.2 Inspirational Motivation

Leaders with inspirational motivation encourage and guide followers to face difficulties and challenges, realize their goals and meet high expectations, they strive to inspire followers through effective statements (Su, et al., 2019). Followers are driven and excited by organizational goals (Al-Husseini et al., 2019). Leaders act as coaches or mentors to pay attention to each individual's needs for the achievement and individual growth of their followers so as to expand the potential of members to a higher level on an ongoing basis because renewable learning opportunities are made together in an atmosphere that supports growth and potential development so as to improve performance (Cahyono, et al., 2020). The indicators of inspirational motivation are as follows (Anazia, 2021):

- Increased expectation
- Use of emotion and symbols to direct collective goals
- Collective vision

2.1.3 Intellectual Stimulation

Leaders with inspirational motivation encourage and guide followers to face difficulties and challenges, realize their goals and meet high expectations, they strive to inspire followers through effective statements (Su, et al., 2019). Followers are driven and excited by organizational goals (Al-Husseini et al., 2019). Leaders act as coaches or mentors to pay attention to each individual's needs for the achievement and individual growth of their followers so as to expand the potential of members to a higher level on an ongoing basis because renewable learning opportunities are made together in an atmosphere that supports growth and potential development so as to improve performance (Cahyono, et al., 2020). The indicators of Inspirational Motivation are as follows (Anazia, 2021):

- Changes personal beliefs and values
- Creative and innovative ideas
- Rethink problems and solution

2.1.4 Individual Consideration

Leaders with attention to individuals are able to stimulate the efforts of their members to carry out innovation and creativity through discovering things that do not yet have answers such as assumptions, reshaping problematic sequences and approaching old conditions using new approaches (Arokiasamy & Tat, 2020). Transformational leaders adapt their guidance to followers' specific characteristics and situations and build interactive relationships with followers and pass on affection that is particular to each individual's needs (Su et al., 2019; Al-Husseini et al., 2019). Assurance that there is no public ridicule of members who make mistakes. New ideas and creative problem solving methods are collected from members, not least in the process of finding solutions in solving problems. The indicators of Individual Consideration (Anazia, 2021) are as follows:

- Coaching followers
- Supporting followers to overcome challenges
- Listening carefully to followers

2.2. Quality of Academic Services

In measuring the extent of academic quality in serving students, of course, dimensions and indicators are needed that can be used as measuring points or references to assess the quality of academic services (Hwang & Choi, 2019; Moslehpour et al., 2020; Sharma & Al Sinawi, 2021). Parasuraman et al. (Salbiyah et.al, 2019) describe the measurement instrument used in measuring service quality, namely, "Service Quality Scale (SERVQUAL Scale)" which is the most commonly used instrument to capture the perception and expectation aspects of service quality (Hwang & Choi, 2019; Moslehpour et al., 2020; Sharma & Al Sinawi, 2021).

This study uses the dimensions of academic service quality developed by Parasuraman et al. (Salbiyah et al, 2019) as listed in Table 1 below.

Table 1. Dimensions of Service Quality

Dimension	Attribute
Reliability	<ol style="list-style-type: none"> 1. Conformity of service provision with the expectations given 2. Has reliability in solving problems in the field 3. Honestly and properly deliver services 4. Provide services in line with the arranged schedule 5. Keep archives for important records/documents related to the service without errors
Responsiveness	<ol style="list-style-type: none"> 6. Share information regarding the exact time of service 7. Perform services responsively 8. Willing to provide services 9. Responsiveness in responding to customer requests
Assurance	<ol style="list-style-type: none"> 10. Help boost customer confidence 11. Provide a sense of security to customers when providing services 12. Employees consistently have polite and courteous ethics 13. Capable of answering customer questions appropriately
Empathy	<ol style="list-style-type: none"> 14. Act affectively towards customers on an individual basis 15. Treat customers fairly and with affection 16. Seriously prioritize customers' interests over personal interests 17. Employees have a good understanding of customer needs 18. Comfort when providing services
Tangibility	<ol style="list-style-type: none"> 19. The equipment used is sophisticated and modern in accordance with the times 20. The facilities used are attractive to customers 21. Neat, clean, and professional appearance displayed by employees 22. The existence of materials or elements that correlate with the service while attracting customers' attention

Source: (Salbiyah et al., 2019)

Table 1 above shows that the quality of academic services in elementary schools can be measured through these dimensions which are then developed into indicators related to academic services. Through the measurement of each dimension in the quality of academic services, it will show the extent to which the quality of academic services provided has met expectations or not (Sharma & Al Sinawi, 2021). The results of this evaluation are the basis for efforts to improve the quality of academic services in elementary schools. If the quality of academic services still does not meet expectations, then through this assessment it can be seen the indicators that need to be addressed so that the quality of academic services provided can be more effective and efficient so that it can match or even exceed the

expectations and needs of students (Salbiyah et.al, 2019). As the opinion states if an institution sets high standards for the quality of its academic services, it will greatly affect student loyalty for elementary schools (Muzakki & Tarigan, 2020).

From the explanation above, in measuring the quality of academic services, five dimensions of service quality proposed by Parasuraman et al. are adopted. namely: (1) reliability, (2) responsiveness, (3) assurance, (4) empathy, (5) tangibility which must always be improved as one of the drivers of competitive advantage (Salbiyah et.al, 2019). In addition, according to student perceptions, the quality of academic services in relation to student satisfaction can be described as (Hama et al., 2020):

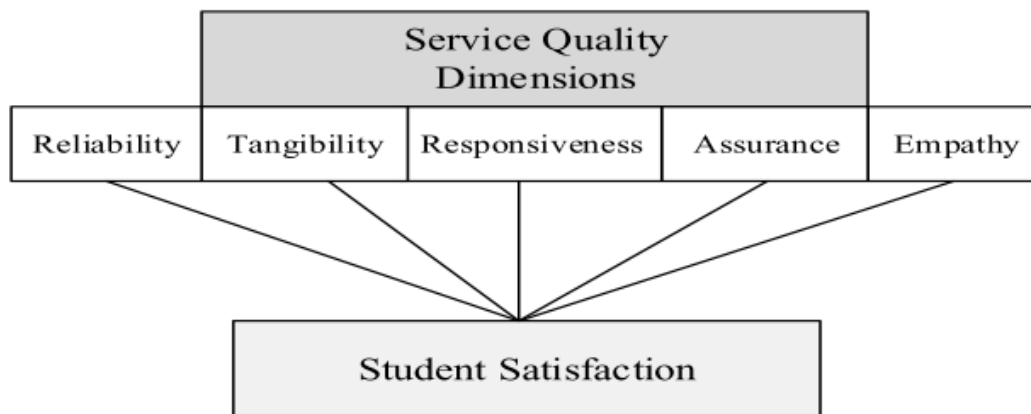


Figure 2. Student Perceptions and Satisfaction of Quality of Academic Service
Source: Hama et al., (2020)

Based on Figure 2 above, the perception of academic service quality is a component of obtaining student satisfaction. It can be seen that service quality is the focus of evaluation which reflects customer perceptions of: reliability, assurance, responsiveness, empathy, and tangibility (Hama et al., 2020). Furthermore, the effect of academic service quality on student satisfaction is explained in the following Figure 3 (Salbiyah et al., 2019).

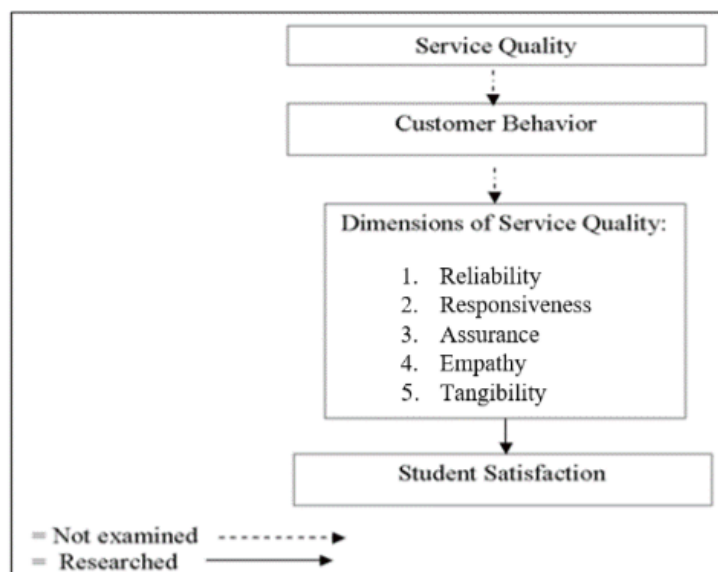


Figure 3. Service Quality to Student Satisfaction
Source: Salbiyah et al. (2019)

Based on Figure 3, it can be inferred that student perceptions of service quality as reflected by the dimensions of reliability, assurance, responsiveness, empathy, and tangibility affect student satisfaction (Salbiyah et al., 2019). The better service quality for students, the better students satisfaction which lead to good perception of the service. Providing good service to customers has a goal in order to fulfill customer expectations and needs to achieve customer satisfaction (Hama, et al., 2020). This satisfaction consists of two things, namely service and service activity products. Both of these things must meet the requirements to satisfy customers (Su et al., 2019; Abidin, 2020).

3. Method

3.1. Research Design

This study uses quantitative methods with a survey research design. Quantitative research is a systematic investigation of a phenomenon by collecting data that can be measured using statistical, mathematical, or computational techniques (Apuke, 2017). Meanwhile, the survey research design was used because it is considered capable of portraying every event and incident that is the focus of this study objectively and as it is (Ponto, 2015). In addition, a large population and the need to assess the condition and implementation of the research focus, the survey design is the most appropriate design (Siqeca et al., 2021). Figure 4 is the flow of research implementation using a survey research design:

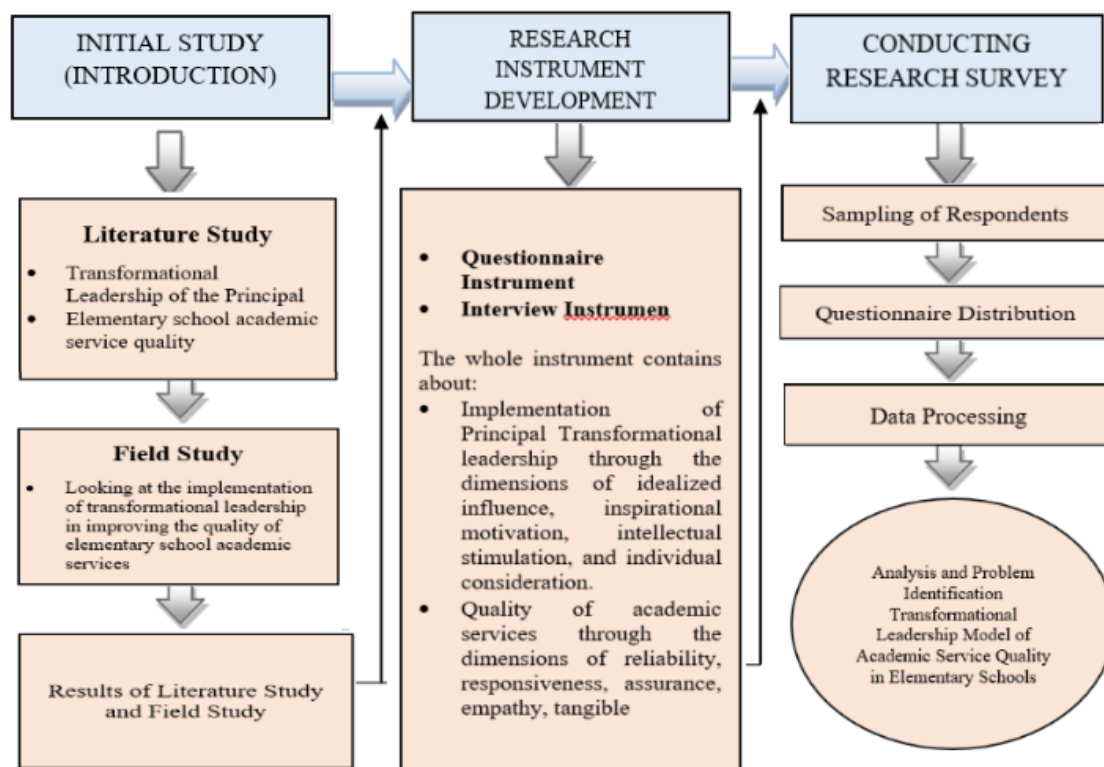


Figure 4. Survey Research Flow

3.2. Respondent

Based on the objectives of this study, the subjects of this study were 50 people elementary school teachers in Sumedang Regency. All respondents are female with an age range of 25 to 55 years old who are civil servant and temporary teachers. The determination of research subjects was carried out randomly but still represented all elementary schools from 26 sub-districts in Sumedang Regency, West Java Province, Indonesia.

3.3. Data Collection

The data collection technique in this study used a questionnaire. According to Pool & Laubscher (2016), a questionnaire is a research instrument in the form of a list of questions to obtain information from a number of respondents (the source from which the data is taken through a questionnaire) which is written and filled in by the intended respondents. The selection of questionnaires as a data collection technique was carried out to obtain a description of the research results in accordance with the actual situation through the answers of the research subjects. The use of questionnaires will produce objective answers in large numbers in a valid and reliable manner. The use of questionnaires provides flexibility to respondents in filling them out (Leite et al., 2021). The questionnaire contains 21 questions related to the 4 elements of the transformational leadership dimension, namely; idealized influence (charismatic), intellectual stimulation, individual consideration, and inspirational motivation) which will be the result of the research.

3.4. Data Analysis

The data analysis used in this study is descriptive analysis where the data are quantified mathematically (Leite, 2021; Pool & Laubscher, 2016). The application used to analyze data is the SPSS 16.00 application. In this descriptive analysis, the data displayed are in the form of mean, median, mode, percentage and frequency tables which make it easier for researchers to see various trends obtained from the research data (Leite, 2021).

3.5. Validity and Reliability

The validity test was conducted to determine the level of accuracy of the questionnaire used as a research instrument (Drost, 2011). The validity test in this study was carried out with the Pearson test. This test is to find the results of the t-test which then finds the t_{table} , then makes a decision by analyzing the T_{count} with the t_{table} . When T_{count} is greater than t_{table} it is said to be valid and vice versa. Furthermore, the correlation coefficient that has been obtained is interpreted the results (Drost, 2011). Meanwhile, the reliability test is carried out to see the consistency of each individual score of an instrument against others (Zait & Berteau, 2011). To find out an instrument is reliable, a reliability test can be carried out by finding the reliability correlation coefficient (Zait & Berteau, 2011). The validity and reliability tests in this study were carried out to respondents who had the same characteristics as the original research respondents. The number consists of 20 female respondents with an age range of 25 to 55 years old with employment status as civil servants and temporary teachers. Analysis of the validity and reliability test of the research instrument was carried out using Microsoft Excel. The results of the validity test can be seen in Table 2 while the results of the reliability test are in Table 3, for more details in each of the following tables.

Table 2. Validity Test Results

No	r_{count}	t_{count}	t_{table}	Description
1	0.557	3.552	1.701	Valid
2	0.142	0.757	1.701	Invalid
3	0.524	3.254	1.701	Valid
4	0.385	2.210	1.701	Valid
5	0.336	1.889	1.701	Valid
6	0.577	3.741	1.701	Valid
7	0.489	2.968	1.701	Valid
8	0.557	3.552	1.701	Valid
9	0.142	0.757	1.701	Invalid
10	0.524	3.254	1.701	Valid
11	0.570	3.674	1.701	Valid
12	0.509	3.133	1.701	Valid
13	0.517	3.197	1,701	Valid
14	0.524	3.256	1.701	Valid
15	0.347	1.956	1.701	Valid

No	r _{count}	t _{count}	t _{table}	Description
16	0.517	3.197	1.701	Valid
17	0.657	4.613	1.701	Valid
18	0.638	4.381	1.701	Valid
19	0.743	5.872	1.701	Valid
20	0.395	2.275	1.701	Valid
21	0.502	3.070	1.701	Valid
22	0.494	3.008	1.701	Valid
23	0.376	2.146	1.701	Valid
24	0.454	2.694	1.701	Valid
25	0.327	1.832	1.701	Valid
26	0.657	4.613	1.701	Valid
27	0.509	3.133	1.701	Valid
28	0.743	5.872	1.701	Valid
29	0.524	3.254	1.701	Valid
30	0.573	3.697	1.701	Valid
31	0.573	3.697	1.701	Valid
32	0.464	2.770	1.701	Valid
33	0.577	3.741	1.701	Valid
34	0.509	3.133	1.701	Valid
35	0.368	2.092	1.701	Valid
36	0.108	0.572	1.701	Invalid
37	0.573	3.697	1.701	Valid
38	0.130	0.692	1.701	Invalid
39	0.441	2.596	1.701	Valid
40	0.509	3.133	1.701	Valid

Table 2 above shows that there are 4 question items that are declared invalid, namely question items number 3, 9, 36 and 38. Afterward, the researchers followed up on the question items that were declared invalid by discarding or not using these question items in actual research. Furthermore, the reliability test results are presented in Table 3 below:

Table 3. Reliability Test Results

No	r _{count}	r ₁₁	r _{table}	Description
1	0.557	0.716	0.37	Reliable
2	0.142	0.248	0.37	Not Reliable
3	0.524	0.687	0.37	Reliable
4	0.385	0.556	0.37	Reliable
5	0.336	0.503	0.37	Reliable
6	0.577	0.732	0.37	Reliable
7	0.489	0.657	0.37	Reliable
8	0.557	0.716	0.37	Reliable
9	0.142	0.248	0.37	Not Reliable
10	0.524	0.687	0.37	Reliable

No	r _{count}	r ₁₁	r _{table}	Description
11	0.570	0.726	0.37	Reliable
12	0.509	0.675	0.37	Reliable
13	0.517	0.682	0.37	Reliable
14	0.524	0.688	0.37	Reliable
15	0.347	0.515	0.37	Reliable
16	0.517	0.682	0.37	Reliable
17	0.657	0.793	0.37	Reliable
18	0.638	0.779	0.37	Reliable
19	0.743	0.852	0.37	Reliable
20	0.395	0.566	0.37	Reliable
21	0.502	0.668	0.37	Reliable
22	0.494	0.661	0.37	Reliable
23	0.376	0.546	0.37	Reliable
24	0.454	0.624	0.37	Reliable
25	0.327	0.493	0.37	Reliable
26	0.657	0.793	0.37	Reliable
27	0.509	0.675	0.37	Reliable
28	0.743	0.852	0.37	Reliable
29	0.524	0.687	0.37	Reliable
30	0.573	0.728	0.37	Reliable
31	0.573	0.728	0.37	Reliable
32	0.464	0.634	0.37	Reliable
33	0.577	0.732	0.37	Reliable
34	0.509	0.675	0.37	Reliable
35	0.368	0.538	0.37	Reliable
36	0.108	0.194	0.37	Not Reliable
37	0.573	0.728	0.37	Reliable
38	0.130	0.230	0.37	Not Reliable
39	0.441	0.612	0.37	Reliable
40	0.509	0.675	0.37	Reliable

Table 3 above shows that there are unreliable question items, namely question items number 2, 9, 36 and 38. Similar to the follow-up carried out on the question items of the validity test results, the researchers decided not to use the question items in the actual research.

4. Findings

From the transformational leadership research in improving the quality of academic services in elementary schools that has been conducted, the following is a description of each part of this study:

4.1. Idealized Influence

The perception of transformational leadership in improving the quality of academic services in elementary schools in the idealized influence dimension (charismatic) is depicted in Figure

5 below.

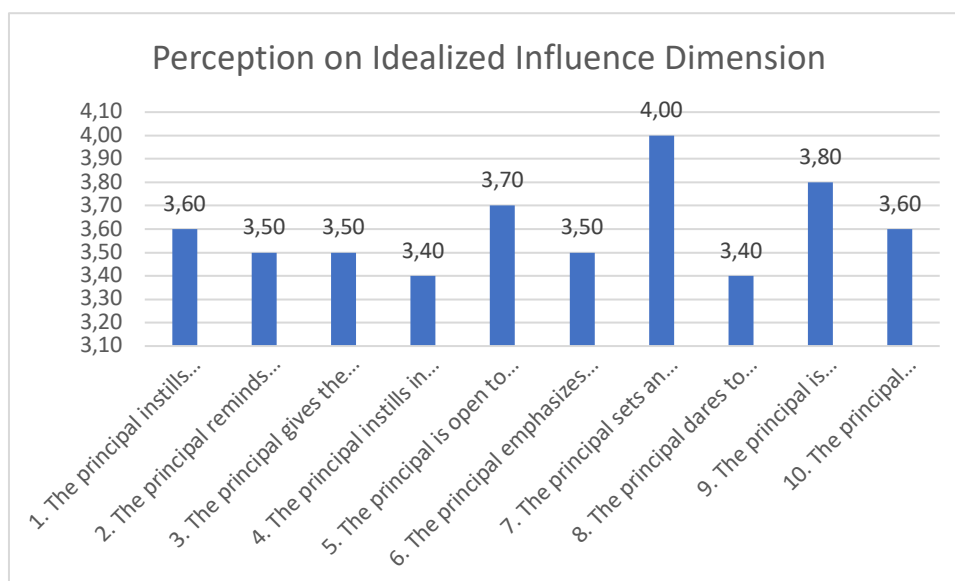


Figure 5. Perception on Idealized Influence Dimension

Based on the findings listed in Figure 5, the average data obtained by respondents on the perception of transformational leadership in improving the quality of academic services in elementary schools in the Idealized Influence dimension, the majority of which are in the good category. The seventh indicator, namely the principal provides an example of good behavior in the school environment, had the highest average of 4.00. Then the ninth indicator, namely the principal was consistent in achieving school goals, had the second highest average of 3.80. While the fifth indicator, namely the principal is open to teacher input, had an average of 3.70. In this dimension, the first indicator, namely the principal instills pride when the teacher can work with the leadership and the tenth indicator, namely the principal showed high standards in carrying out school tasks, had the same average of 3.60. In addition, there are three other indicators that had the same average; the second indicator is the principal reminds the teachers to respect each other in the school; the third indicator is the principal gives the teachers confidence in carrying out your duties; the sixth indicator is the principal emphasizes the importance of having common goals in achieving the vision and mission of 3.50. The lowest average achievement in this dimension was in two indicators, namely the fourth indicator, namely the principal instills a high commitment to teachers towards school goals and the eighth indicator, namely the principal dares to take risks in achieving school goals with an average of 3.40.

The results showed that of all the indicators in each dimension of Idealized Influence, there were two indicators that obtained the lowest average so that an evaluation for improvement was needed in order to improve the principal's ability to instill a high commitment to school goals and the courage to take risks in achieving school goals. The two indicators are interrelated because the courage of the principal to take high risks will result in high

commitment in achieving school goals. So that, both indicators are important to instill in the principal as a leader who will be a role model in order to provide a good example for its members.

In addition, the results of the percentage of respondents' perceptions for each indicator of the statement are shown in Figure 6 below.

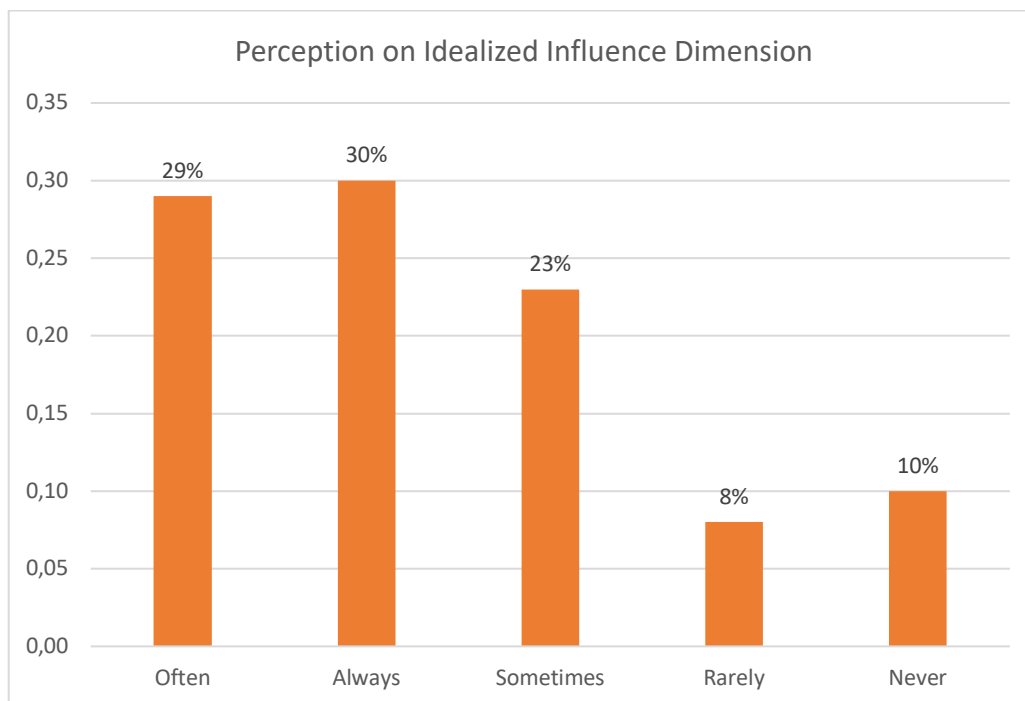


Figure 6. Perception on Idealized Influence Dimension

Based on Figure 6 above, it is known that the majority of answers from each perception of charismatic transformational leadership in order from highest to lowest were often at 30%, always at 29%, sometimes at 23%, rarely at 10% and never at 8%. From these results it can be inferred that most respondents perceived that the charismatic dimension had been possessed by the leadership.

4.2. Intellectual Stimulation

The perception of transformational leadership in improving the quality of academic services in elementary schools in the intellectual stimulation dimension is depicted in Figure 7 below.

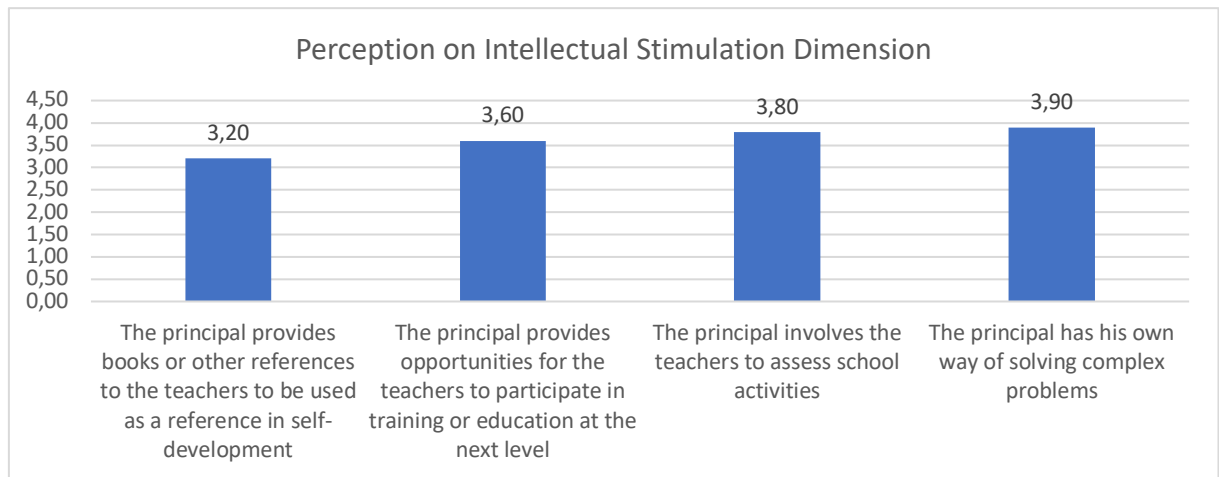


Figure 7. Perception on Intellectual Stimulation Dimension

Figure 7 above presents that the average data on the perception of transformational leadership in improving the quality of academic services in elementary schools in the Intellectual stimulation dimension, mostly perceiving good. The fourth indicator, namely the principal has his own way of solving complex problems, had the highest average of 3.90. The third indicator, namely the principal involves the teachers to assess school activities, had the second highest average of 3.80. Then, the principal provides opportunities for the teachers to participate in training or education at the next level had an average of 3.60. While the first indicator, namely the principal provides books or other references to the teachers to be used as a reference in self-development, had the lowest average of 3.20.

In addition, the results of the percentage of respondents' perceptions for each indicator of the statement are shown in Figure 8 below.

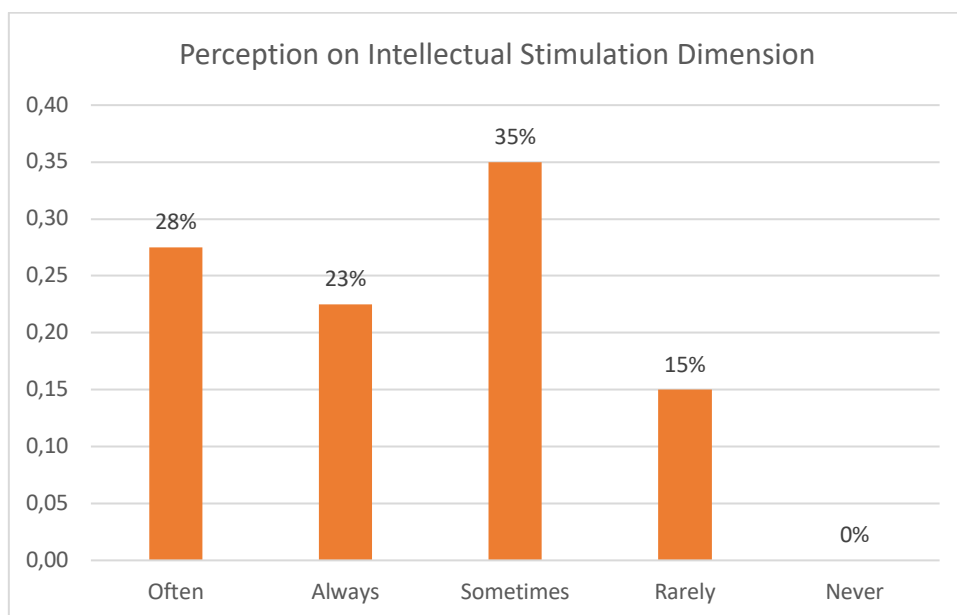


Figure 8. Perception of Intellectual Stimulation Dimension

Figure 8 above shows that the majority of answers from each perception from the highest to the lowest include the sometimes by 35%, always by 28%, often by 23%, rarely by 15% and never by 0%. The results showed that the indicator with the lowest average requires evaluation in the fulfillment of self-development facilities originating from the school principal in the form of books or other references so that they could be used as a reference in the self-development process.

5.3. Individual Consideration

The perception of transformational leadership in improving the quality of academic services in elementary schools in the Individual consideration dimension (attention to individuals) is presented in Figure 9 below.

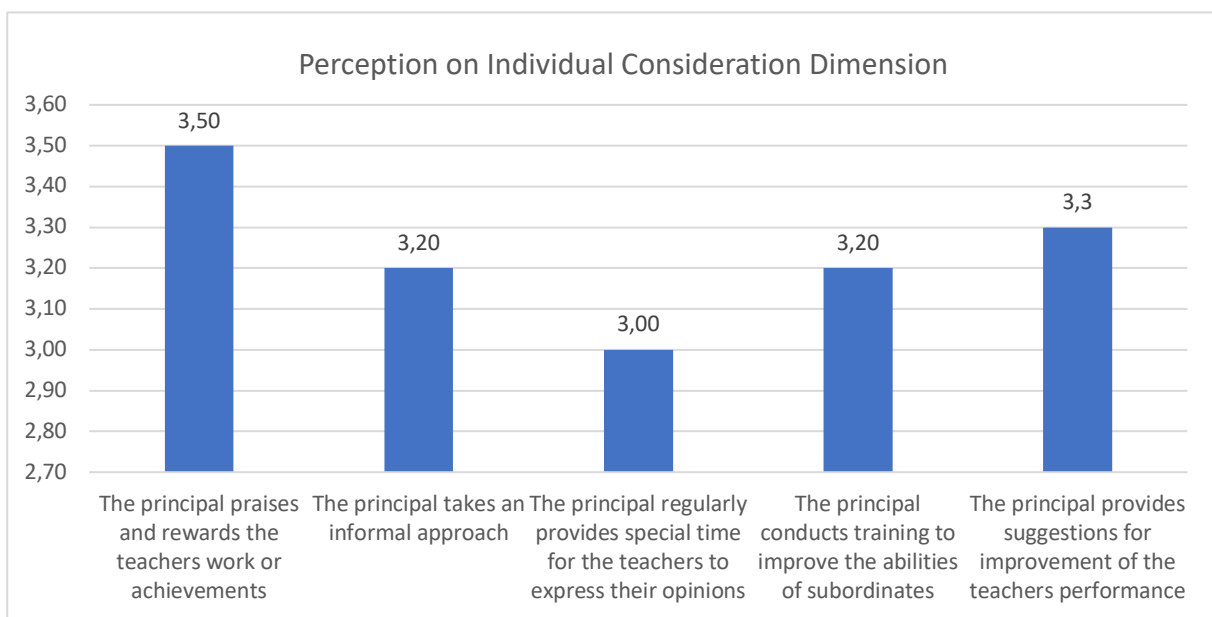


Figure 9. Perception on Individual Consideration Dimension

Figure 9 above shows the perception of transformational leadership in improving the quality of academic services in elementary schools in the Individual consideration dimension (attention to individuals), in which the majority of which were in the good category. The first indicator, namely the principal praises and rewards the teachers work or achievements, had the highest average of 3.50. The fourth indicator, namely the principal conducts training to improve the abilities of subordinates, had the second highest average of 3.30. In this dimension, the second indicator, namely the principal takes an informal approach and the fifth indicator, namely the principal provides suggestions for improvement of the teachers performance, had the same average of 3.20. Meanwhile, the third indicator, namely the principal regularly provides special time for the teachers to express their opinions, had the lowest average of 3.00.

In addition, the results of the percentage of respondents' perceptions for each indicator of the statement are shown in Figure 10 below.

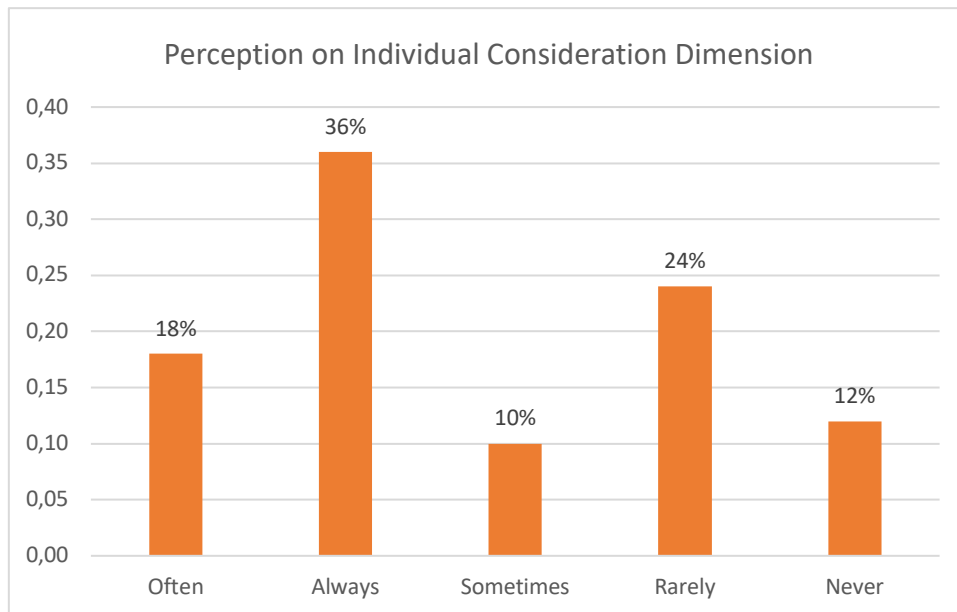


Figure 10. Perception on Individual Consideration Dimension

Figure 10 above shows that the majority of answers from each perception are in the category of often by 36%, rarely by 24%, always by 18%, never by 12% and sometimes by 10%. The results show that of all the indicators in each dimension of intellectual stimulation, the indicator with the lowest average requires evaluation in providing opportunities from the principal for members to express their opinions. The low average obtained in this indicator shows the importance of member involvement in conveying their ideas for the continuity of education process at school.

4.4. Inspirational Motivation

The perception of transformational leadership in improving the quality of academic services in elementary schools in the inspirational motivation dimension is depicted in Figure 11 below.

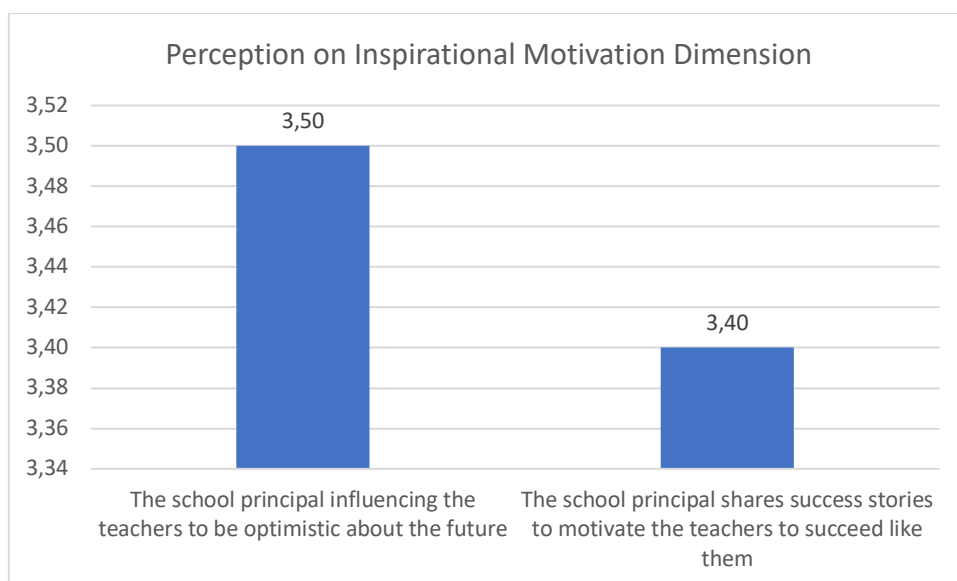


Figure 11. Perception on Inspirational Motivation Dimension

Figure 11 above, the average data obtained by respondents on the perception of transformational leadership in improving the quality of academic services in elementary schools in the dimension of inspirational motivation, the majority of which are in the good category. The first indicator, which is the school principal influencing the teachers to be optimistic about the future, has the highest average score of 3.50. Meanwhile, the second indicator, where the school principal shares success stories to motivate the teachers to succeed like them, had the lowest average score of 3.40.

In addition, the results of the percentage of respondents' perception for each indicator of the statement are shown in Figure 12 below.

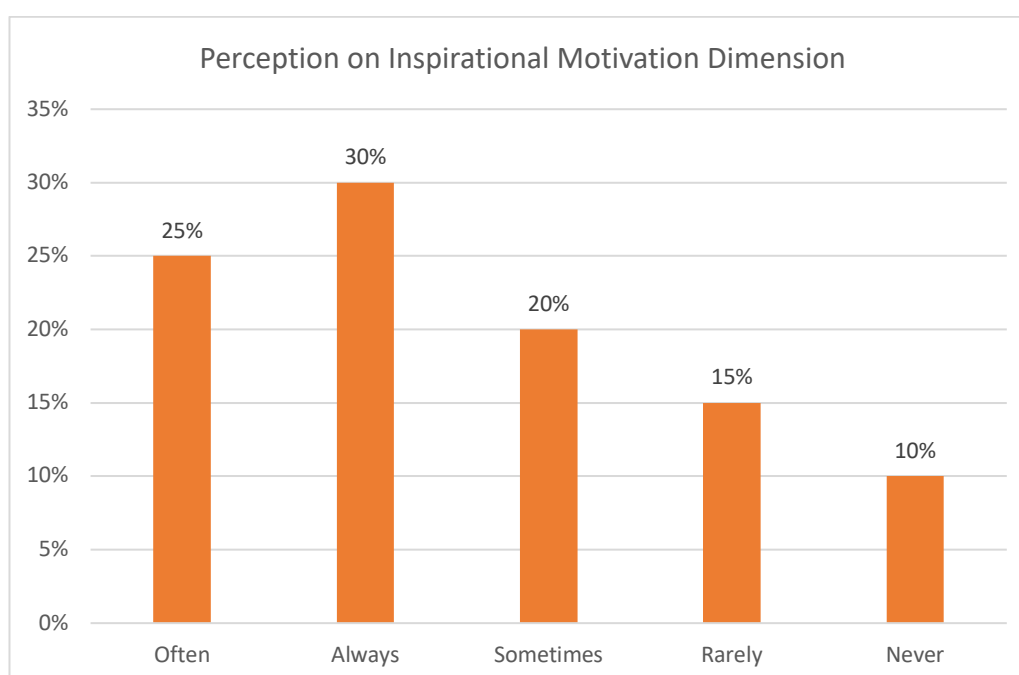


Figure 12. Perception on Inspirational Motivation

Figure 12 above shows that the majority of answers from each perception are in the category of often by 35%, always by 25%, sometimes by 20%, rarely by 15%, and never by 10%. The results show that the indicator with the lowest average required an evaluation for the principal to tell inspirational stories as a form of motivation for its members.

From the explanation above, the following researchers attach Figure 13 of the overall transformational leadership research results as follows:

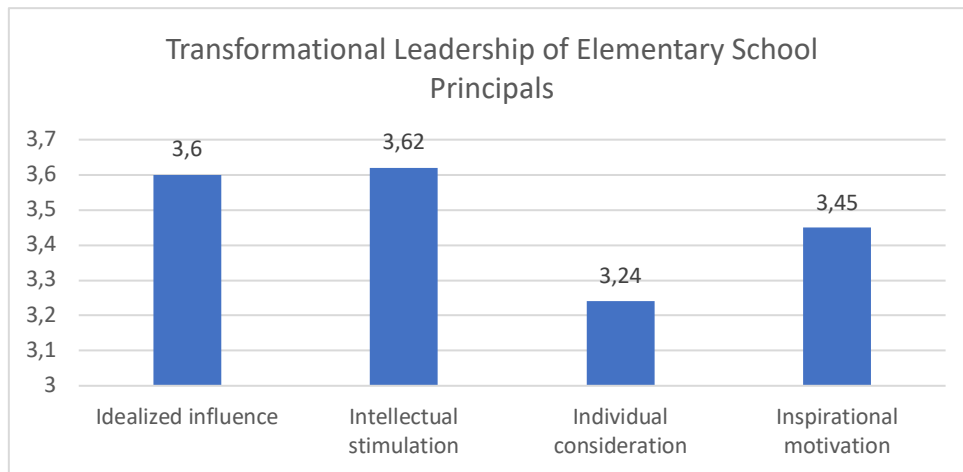


Figure 13. Transformational Leadership of Elementary School Principals

Overall, Figure 13 above shows that the average respondents in each indicator were in the good category. The intellectual stimulation dimension had the highest average of 3.62. Then the Idealized Influence dimension (charismatic) had an average of 3.45. While the Individual Consideration dimension (attention to individuals) had the lowest average of 3.42. Meanwhile, the overall perception of respondents obtained very varied results. These results is presented in Figure 14 below.

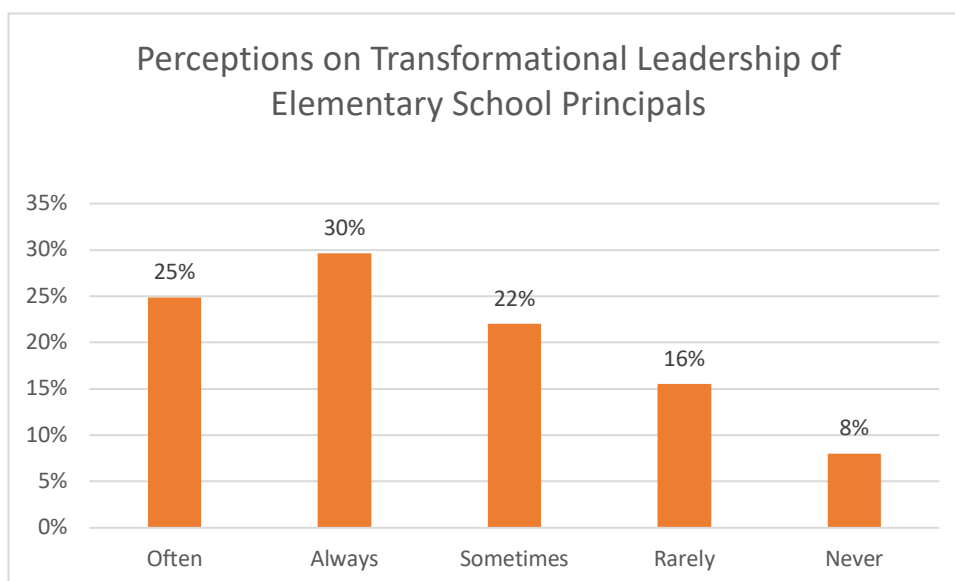


Figure 14. Perceptions on Transformational Leadership of Elementary School Principals

Figure 14 shows the acquisition of respondents' perceptions for each indicator sorted from the highest to the lowest, often by 30%, always by 25%, sometimes by 20%, rarely by 15% and never by 10%. These results show that leadership is everything related to examples or examples. The highest percentage certainly shows that the leaders here have been able to provide examples or examples to their subordinates.

5. Discussion

Based on the survey results of the transformational leadership model in improving the quality of academic services in elementary schools in Sumedang Regency, it was found that in general, transformational leadership has been implemented well. This means that there has been a positive influence or relational relationship between leaders and subordinates which is very necessary in an organizational system (Anazia, 2021; Sunaengsih et al., 2021). This relationship certainly illustrates an inter-personal relationship that is mutually open, trusting, providing mutual criticism and constructive input that is inherent in an organization (Anazia, 2021; Owusu-Agyeman, 2019). However, from the results of the research conducted, there are still several indicators in each dimension that get unfavorable responses and require evaluation. The discussion on each finding is described as follows:

5.1. Idealized Influence (Charismatic)

Perceptions of transformational leadership in improving the quality of academic services in elementary schools in Sumedang Regency in the idealized influence (charismatic) dimension had an average of 3.60, in meaning that they were in the good category. This indicates that the principal in general has been able to provide an ideal influence to show good behavior as a form of role modeling for its members, of course this can be done as an effort to improve school academic implementation (Erna & Mokat, 2020). However, special attention is still needed on the indicator with the lowest average, namely instilling high commitment and courage to take risks in achieving school goals through evaluation activities. If these two indicators are successfully improved, then the overall coordination process under the guidance of the principal and its members will facilitate the achievement of optimal school goals (Bush, 2018; Cahyono et al., 2020).

5.2. Intellectual Stimulation

Perceptions of transformational leadership in improving the quality of academic services in elementary schools in Sumedang Regency in the Intellectual stimulation dimension had an average of 3.62 and in the good category. Overall, principals were able to solve complex problems in their own way, encourage members to think independently and be creative (Alayoubi et al., 2020; Abidin, 2020). However, it is necessary to fulfill facilities to support self-development activities by providing better books or other references. The fulfillment of self-development facilities can be a support for members to think independently, creatively, actively, and innovatively (Antonopoulou et al., 2021).

5.3. Individual Consideration

Perceptions of transformational leadership in improving the quality of academic services in elementary schools in Sumedang Regency in the individual consideration dimension (attention to individuals) had an average of 3.24 and in the good category. This shows the

high level of concern of the principal for his members by giving high appreciation for the results of work or achievement (Berkovich & Eyal, 2019; Bouwmans, et al., 2017). However, the appreciation given should be accompanied by providing opportunities to convey ideas, thoughts, and opinions from members as a form of leader concern for members (Bouwmans, et al., 2017). The continuity of education in schools actually requires cooperation from all parties so that the principal must be able to build interactive relationships with its members in helping to improve existing shortcomings (Antonopoulou et al., 2021; Elrehail et al., 2018; Erna & Mokot, 2020).

5.4. Inspirational Motivation

Perceptions of transformational leadership in improving the quality of academic services in elementary schools in Sumedang Regency in the Inspirational motivation dimension had an average of 3.45 and in the good category. Overall, principals were able to influence their members to be optimistic in facing the future, overcoming various difficulties and challenges (Su et al., 2019; Al-Husseini et al., 2019). However, principals need to improve their ability to tell inspirational stories to their members (Sunaengsih et al., 2021). Leaders with inspirational motivation encourage and guide their members through effective statements that can build a passion for success (Anazia, 2021; Arokiasamy, 2020).

From the research response, a leader has a great influence on the belief of each member to always carry out the vision and mission to achieve common goals (Anazia, 2021; Sunaengsih et al., 2021). When a leader succeeds in influencing his members by convincing them of the importance of the common goals achieved, there is no doubt for his members to always be optimistic about carrying out the vision and mission to achieve common goals (Poturak et al., 2020).

6. Conclusion

Based on the survey results of the transformational leadership model in improving the quality of academic services in elementary schools in Sumedang Regency, West Java Province, it can be concluded that all of the elements of idealized influence (charismatic), intellectual stimulation, individual consideration, and inspirational motivation dimensions were in the good category.

Limitation

The research conducted is still limited to the elementary school education level with teacher respondents. Principal respondents are needed as comparative data and material for analyzing data obtained from teachers. In addition, this study is still limited to the study of transformational leadership so that the study of the quality of academic services in elementary schools needs to be studied further.

Recommendation

The survey on the transformational leadership model's impact on enhancing academic services quality in elementary schools in Sumedang Regency revealed that overall, transformational leadership is being implemented effectively. However, there are some specific areas in each dimension that received unfavorable responses and need assessment. In the Idealized Influence (charismatic) dimension, it is crucial for the principal to demonstrate responsibility and courage in taking risks to achieve school goals. The Intellectual Stimulation dimension highlights the need for better facilities, such as books, to support self-development activities. These facilities can help members think independently, creatively, actively, and innovatively. The Individual Consideration (Attention to Individuals) dimension stresses the importance of providing members with opportunities to express their ideas, thoughts, and opinions, showcasing the leader's concern for individual members. The Inspirational Motivation dimension focuses on creating inspirational stories to foster a spirit of success. Leaders with inspirational motivation inspire and guide members through effective statements that build enthusiasm for success. Continuous improvement and refinement in each indicator across these dimensions will gradually have a positive impact on the overall effectiveness of transformational leadership.

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Conflict of Interest

There were no substantive or funding conflicts of interest in this study that might lead to interpretations that would influence the results or interpretation of the manuscript.

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