TRANSFORMATIONAL LEADERSHIP: APPLICATION OF SELF-TRANSCENDENCE BY SCHOOL PRINCIPALS

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Abstract. Transformational educational leaders can be said to apply self-transcendence because they tend to have a broader vision, prioritize collective needs, and are committed to sustainable change. They see education as a tool to shape a better society. This study employs field research, interviews, and a literature review using a descriptive qualitative approach, which is a research process that generates descriptive data in the form of written or spoken expressions obtained directly from the field. The data is then analyzed using the triangulation method to produce valid and comprehensive results. The results of this study are: 1) Transformative leadership is a combination of leadership abilities and transformation skills. It involves the ways a leader influences the behavior of their subordinates to work together and productively to achieve organizational goals, as well as changing their basic attitudes and values through empowerment. 2) The principal has an important role in motivating teachers and students, but the principal must also continuously motivate themselves for quality and productivity improvement. 3) Transcendent leaders are able to inspire and motivate teachers and students through their actions and words, fostering a spirit for learning and development.
Keywords. Transformative Leadership, Self-Transcendence, School Principals

Abstrak. Dalam konteks kepemimpinan pendidikan, aspek transformasional merujuk pada kemampuan seorang pemimpinan untuk mengimplementasikan perubahan signifikan dalam lingkungan pendidikan. Dan Penerapan konsep self-transcedence menjadi kunci bagi perubahan yang substansial dalam ranah pendidikan. Penelitian ini menggunakan jenis penelitian lapangan atau wawancara dan kajian literatur dengan pendekatan kualitatif deskriptif, yaitu suatu proses penelitian yang menghasilkan data deskriptif berupa tulisan atau ungkapan yang diperoleh langsung dari lapangan. Data tersebut kemudian dianalisis menggunakan metode triangulasi untuk menghasilkan hasil akhir yang valid dan komprehensif. Hasil dari penelitian ini adalah; 1) Kepemimpinan transformatif merupakan kombinasi antara kemampuan memimpin dan kemampuan mentransformasi. Ini melibatkan cara seorang pemimpin mempengaruhi perilaku bawahannya agar bekerja sama dan produktif untuk mencapai tujuan organisasi, serta mengubah sikap dan nilai-nilai dasar mereka melalui pemberdayaan. 2) Kepala sekolah memiliki peran penting dalam memotivasi guru, dan para siswa namun kepala sekolah juga harus terus memotivasi diri mereka sendiri untuk peningkatan kualitas dan produktivitas. 3) Self-transendens membantu kepala sekolah menciptakan budaya sekolah yang positif dan inklusif .
Keywords. *Kepemimpinan transformative, self Transcendence, Kepala sekolah*

A.   INTRODUCTION.

Leadership is believed to be a key driver of an organization, capable of bringing the organization to a new culture and ways of operating. Leadership is a set of traits used by leaders to influence subordinates so that the goals of the company or organization can be achieved.(Anastasia et al. 2024). In other words, leadership style is a pattern of behavior, strategies, or concepts that are often established by a leader (Katman and Akadira 2023). Leadership is the art of influencing, inviting, and encouraging those being led towards behaviors that are oriented towards achieving a shared vision and mission.(Fatih 2022) Therefore, a leader must be able to anticipate and respond to changes occurring within the organization and its environment. This is necessary to build new systems, cultures, structures, and work mechanisms that are more productive.

A school principal's leadership must have a significant impact on educators' performance (Ali, Harun, and AR 2015). Effective leadership in achieving organizational goals is the primary determinant of the success or failure of most organizations (Nasution, 2020). The performance of educational institutions greatly depends on the work motivation and performance of teachers; the higher the teachers' motivation in carrying out their duties, the greater the likelihood of the institution's goals being achieved (Utami, 2020). Therefore, to achieve the expected performance, educators need to understand the principal's expectations. Teachers or educators must have the courage, willingness, and skills to complete the tasks or challenges they face (Gusman, 2014).

In the context of educational leadership, the transformational aspect refers to a leader's ability to implement significant changes within the educational environment. According to (Widodo, Zuhri, and Djani 2020) in their research, transformative leadership is not merely about influencing followers to achieve desired goals but also aims to change the attitudes and fundamental values of the followers through empowerment. Empowering experiences for their followers increases confidence and determination to continue making changes. In the study conducted by (Ibtidaiyah 2023) , it is stated that transformative leadership style is a method for a leader to motivate and empower members under their responsibility. The aim is to create effective collaboration in order to realize the organizational vision. Transformative educational leaders not only focus on administration or management but also influence individuals and institutions towards better development. They are capable of inspiring, motivating, and guiding members of the educational community to achieve their fullest potential (Natonis 2020). More than just giving instructions, transformative leaders also create a work culture that enables collaboration, innovation, and personal growth. A leader with a transformational leadership style is someone who has a long-term vision and the ability to recognize change s in the environment. They can integrate these changes into the organization, lead change initiatives, and provide motivation and inspiration to employees to be creative and innovative. Besides that, they build a solid team that brings positive changes to work ethics and management performance. These leaders are also brave and responsible in leading and controlling the organization (Mufidah and Syafi'aturrosyidah 2023).

The application of the self-transcendence concept becomes the key to substantial changes in the realm of education. In Abidin et al.'s research, self-transcendence is the ability to expand the boundaries of the self in various ways. It reflects developmental maturity by increasing awareness of the environment and adopting a broader perspective on life (Abidin, Juniarti, and Yamin 2021). According to Henry J. Venter, the application of self-transcendence encourages individuals to surpass their own limitations and focus on larger interests, such as the well-being of others or higher purposes (Venter 2016). In the context of education, self-transcendence can inspire leaders, educators, and students to transcend personal egoism and play an active role in creating a meaningful learning environment for all (Iqbal 2023).

Transformative educational leaders can be said to apply self-transcendence because they tend to have a broader vision, prioritize collective needs, and commit to sustainable change. They see education as a tool to shape a better society. Educators who apply the concept of self-transcendence are more inclined to pay attention to the holistic development of students and teachers, including social, emotional, and moral aspects. They are involved in building social skills, leadership, and empathy. Thus, the concept of self-transcendence forms the foundation for an inclusive, values-oriented educational culture that encourages personal and collective development. This empowers leaders, educators, and students to collectively create meaningful change in the world of education.

B. RESEARCH METHODS

Based on the title of the research, the method used by the researcher is qualitative research. This type of research involves field research or interviews and a documentation using a descriptive qualitative approach, which is a research process that generates descriptive data in the form of writings or expressions obtained directly from the field. This type of research is descriptive. According to Arikunto, descriptive research attempts to describe and interpret phenomena occurring in the field (Arikunto 2005). This research describes or presents Transformative Leadership: The Application of Self-Transcendence by School Principals in the Educational Environment.

Research on transformational leadership and the application of self-transcendence by school principals in the educational environment is conducted using a descriptive-qualitative method. This form of research involves analyzing and interpreting texts and interview results with principals and several teachers to discover the meaning of a phenomenon. The data is then analyzed using the triangulation method to produce valid and comprehensive results (Sugiyono 2011).

C. RESULT AND DISCUSSION

Transformative School Leadership.

Transformative leadership consists of two words: leadership and transformation. Leadership is the way a leader influences the behavior of subordinates to cooperate and be productive in achieving organizational goals. The term transformation comes from the word "change," which means to transform or change into a different form. Transformation refers to qualities that can change something into another form, such as transforming potential energy into actual energy or achievement motives into actual accomplishments (Sudarwan Danim 2005). The principal of Islamic Junior High School, Mathlaul Ulum, demonstrates transformative leadership through several key characteristics. In an interview, he explained his vision for the school's progress. "My vision is not only about academic achievement but also the development of students' character based on Islamic values. I am committed to creating an inclusive learning environment centered on students, where every individual is valued and encouraged to develop their best potential," he said.

According to Gibson, transformative leadership involves inspiring and motivating followers to achieve results that are greater than initially planned, as well as for greater purposes (Gibson, dkk 2017). However, it's not just about influencing them to achieve predefined goals; furthermore, it's about changing their attitudes and core values through empowerment. Through this empowerment experience, followers become more confident and motivated to keep moving forward in creating change, even though they may have to face the consequences of that change (Mufidah and Syafi'aturrosyidah 2023). Transformational leaders are agents of change who act as catalysts, contributing to directing the system towards improvement. The term "catalyst" is attached to transformational leaders because of their role in enhancing all available human resources. They strive to ignite enthusiasm and accelerate productivity to the maximum, and always emerge as pioneers and agents of change (Indarti 2017). The principal also demonstrates the ability to inspire and motivate staff and students. With a leadership style full of empathy and care, he is able to build strong and positive relationships. "I always try to listen to input from teachers, students, and parents. I want them to feel part of the decision-making in this school," he added. This creates a sense of ownership and shared responsibility within the school community.

Transformative leadership is a combination of leadership and transformational abilities. It involves the way a leader influences the behavior of subordinates to cooperate and be productive in achieving organizational goals, as well as changing their attitudes and core values through empowerment. This type of leadership aims to achieve results that are greater than initially planned and for greater purposes beyond the individual or the organization itself (Katman and Akadira 2023). In practice, transformative leaders motivate and empower their team members to realize a shared vision without being too focused on micromanagement. Through the empowerment experience, team members become more confident and motivated to keep moving forward in facing changes, even though they may encounter potential impacts of those changes.

Through inspiring leadership, the principal of SMP Islam, Mathlaul Ulum, creates an engaging, creative, and caring learning environment that focuses on the holistic development of students. A clear vision, inspiration, innovation, and commitment to continuous evaluation bring significant changes to the school. This was directly conveyed by several educators, who stated that the principal serves as a role model, fosters new enthusiasm, and supports student development. They have successfully improved the quality of learning and the enthusiasm of both students and teachers. This approach creates an atmosphere that supports growth and success for everyone in the school.

Self-Transcendence in Abraham Maslow's Motivation Theory.

Transcendence is the effort to guide human life towards meaningful existence. These transcendent values represent divine values taught in Islam. They direct humans to discover higher human values; in other words, they encourage people to understand these human values in the direction of divine values (Shidarta. 2019). According to Abraham Maslow, self-transcendence leads individuals to the peak of experience, where one transcends personal interests and adopts a broader perspective. Positive emotional experiences such as strength, joy, peace, and enlightenment develop allowing humans to consistently maintain or enter a state of peace (Messerly 2017).

The need for self-transcendence is the highest need in Abraham Maslow's hierarchy of needs, and it is the need to "go beyond" oneself. Maslow stated that those who achieve self-transcendence experience peak experiences. In this state, it is mystical and aesthetic because they feel joy, happiness, and peace (Llanos and Martínez Verduzco 2022). This level of need prioritizes the needs of others, such as helping others without expecting any reward and assisting sincerely. The theory of self-transcendence at its highest level can be combined with other theories, such as psychology, to understand Maslow's level of self-transcendence.

In its application, leaders influence the behavior of their subordinates to cooperate and be productive in achieving the desired goals within the school institution. This is done by providing work motivation, which is a form of psychological process within an individual that connects perceptions, attitudes, and needs in decision-making about oneself and the environment. This motivation can lead to achieving optimal output, even though one may not be fully ready to achieve the desired results. Motivation is necessary for someone to be willing to work towards the institution's goals (Paizal dkk., 2019).

The principal stated that sincerity is the key element in the teaching and learning process at SMP Islam Mathlaul Ulum. This is exemplified directly by the principal, ensuring that other staff members also find joy in teaching, becoming motivators, mediators, resource persons, and facilitators for the students. Self-transcendence involves sacrificing individual needs to serve others, demonstrating true love for the world of teaching, as shown by the principal of SMP Islam,

Mathlaul Ulum, who teaches sincerely despite the considerable distance between the school and his residence. However, due to his love and concern for the nation's next generation, the principal plays a crucial role in motivating teachers and students while also continuously motivating himself to improve quality and productivity. Based on the explanation above, the researcher can conclude that motivation is the desire to take action, as everyone, driven by motivation, strives to achieve their desired goals.

According to Abraham Maslow, to develop and achieve maximum potential, you must explore your motivation to the fullest, known as "Abraham Maslow's Self-Transcendence Motivation Theory."(Venter 2016). Maslow's discovery of the concept of self-transcendence not only represents a change in human thought but also marks the birth of a discipline, one of which is impressionistic psychology. The need to transcend self-centered theories is an awareness that human development is not merely self-realization (Wulandari and Nugrahani 2021). The process of developing potential is currently underway, but the best potential that someone can achieve is self-actualization from the leader's behavior towards their subordinates. This also applies to students. By setting a good example and exhibiting positive behavior, this can motivate them to improve the quality of their learning. According to (Reza Hidayat and Mamnun Hanif 2024) learning outcomes can be enhanced through efforts that stem from the students' own awareness. Beyond motivational theories, Maslow presents five levels of human needs to understand human motivation. Human basic needs range from lower-level physiological needs to levels that lead to human development, evolution, and satisfaction. This is followed by Maslow's hierarchy of needs (Goble, 1970).

Self-Transcendence in Transformative Leadership

The application of self-transcendence in transformative school leadership has significant benefits and relevance. Self-transcendence refers to the ability to go beyond personal interests and ego for a greater purpose (Malik and Nurjannah 2023). In the world of education, this is a highly important characteristic in the context of educational leadership. School principals who apply this principle typically have high self-awareness and commitment to personal development. They regularly engage in self-reflection to recognize their strengths and weaknesses, and they have a clear vision and mission and focus on the interests of the school community as a whole (Ibtidaiyah 2023). This allows them to become authentic leaders who not only focus on individual achievements but also on the development of the entire school community.

Transcendent leaders are able to inspire and motivate teachers and students through their actions and words, igniting enthusiasm for learning and growth. They set an example for the values expected from both staff and students, such as integrity, commitment, and dedication. Moreover, they empower staff and students by providing support and opportunities to participate in decision-making (Mufidah and Syafi'aturrosyidah 2023). Self-transcendence also ensures that school principals make fair and ethical decisions, considering the long-term impact on the entire school community, and prioritize the well-being of students and staff over personal or specific group interests.

School principals who apply self-transcendence are able to understand and empathize with the feelings and perspectives of others, which helps strengthen interpersonal relationships and motivation, aligning with research findings (Tucunan, Supartha, and Riana 2014). They ensure open and honest communication between the school principal, staff, students, and parents, and manage and resolve conflicts constructively (Aji Wahyudin et al. 2023; Yusuf Yusian Septianto Saleh 2024). According to(Yusuf Yusian Septianto Saleh 2024) Yusuf Yusian Septianto Saleh (2024), the field of

education is not limited to educators and students but also includes leaders and subordinates. The creation of a positive organizational culture in the educational environment highly depends on leaders who set examples and practice it. Leaders with self-transcendence also focus on long-term goals, developing sustainable programs and policies, encouraging innovation and positive change, and prioritizing the development of students' character and socio-emotional skills as essential components in education (Widodo et al. 2020).

According to the principal Self-transcendence helps school principals create a positive and inclusive school culture. They instill values such as honesty, hard work, collaboration, and compassion in the school culture. Transcendent principals set an example for the entire school community, encouraging each individual to adopt these values and create an environment that supports learning and personal growth for all members of the school community. Thus, the application of self-transcendence in transformative school leadership is not just a theoretical approach but has real practical implications, bringing significant benefits to the entire school community.

D. CONCLUSIONS

The implementation of self-transcendence in the transformational leadership of school principals is highly advantageous. Principals who adopt this approach do not only prioritize their own interests but also focus on broader objectives. They possess a high level of self-awareness and are dedicated to continuous growth. They inspire and motivate teachers and students through actions and values such as integrity and dedication. These principals ensure fair decisions and consider the long-term impact on the school community. Self-transcendence enables them to empathize with others, strengthen relationships, and maintain honest communication. By fostering a positive and inclusive school culture, transcendent principals provide significant benefits to the entire school community. However, this research still has many shortcomings in terms of essence and discussion related to self-transcendence in Abraham Maslow's Motivation Theory. The researcher hopes that future researchers will further explore and conduct more in-depth research on the application of self-transcendence in school leadership.

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