



Transformational Leadership of the Principal in Improving the Quality of Education Through Extracurricular Activities at Sma N 1 Abung Semuli and Sma N 1 Abung Barat, North Lampung

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ABSTRACT

This study aims to analyse the transformational leadership of school principals in improving educational quality through extracurricular activities, with case studies at SMA Negeri 1 Abung Semuli and SMA Negeri 1 Abung Barat, North Lampung Regency. The research focuses on three main aspects: (1) the characteristics of transformational leadership of school principals, (2) the strategies applied in developing extracurricular activities, and (3) the impact of transformational leadership on educational quality. This study employs a qualitative approach using the case study method. Data validity was tested through source and technique triangulation, while data analysis used the interactive model of Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing/verification. The results of the study indicate that both principals applied the four dimensions of transformational leadership, idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration, with contextual implementation in accordance with the character of the school. The resulting impacts include providing opportunities for participation in the change process, fostering a collaborative culture and positive school climate, a correlation between academic achievement and involvement in extracurricular activities, and an improvement in the school's reputation and appeal. This study affirms that the transformational leadership of school principals plays a significant role in optimising extracurricular activities as a means of enhancing educational quality.

INTRODUCTION

Education in Indonesia is regulated under Law Number 20 of 2003 concerning the National Education System. Chapter II, Article 3 states that national education has a strategic role in shaping individuals of character and building a noble national civilization as an effort to educate the nation. This educational process is directed at developing the full potential of students so that they grow into individuals who have faith and devotion to God Almighty, possess good morals, are physically and mentally healthy, knowledgeable, skilled, creative, independent, and capable of carrying out their roles as democratic and responsible citizens. Education serves as an important means to improve the intellectual quality of society in order to achieve a more enlightened national life.

Education is the fundamental foundation in shaping the quality of human resources and determining the direction of a nation's development. In facing the era of digitalization, globalization, and the industrial revolution 4.0, national education must continuously grow and adapt to the changes of the times. The quality of education is not only determined by aspects such as curriculum, teaching and educational staff, graduates, and facilities and infrastructure, but is also strongly influenced by the quality of school management, particularly the leadership of the principal as an agent of change.

School principals' leadership plays a strategic role in setting the vision and encouraging the growth and quality improvement of educational institutions. Principals are not only educational pioneers but also transformational leaders who have the capacity to raise enthusiasm, drive positive change, inspire, stimulate intellectual development, and empower all school members to achieve better educational goals. Bass and Avolio (1994) explain that transformational leadership is a leadership style capable of transforming individuals and organizations through four main dimensions: *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration*. In the school context, a transformational principal will encourage teachers and students to achieve predetermined targets and contribute actively to creating an innovative learning environment.

In line with this, Leithwood and Jantzi (2000) state that transformational leadership significantly contributes to improving the quality of education, particularly in creating a shared vision, enhancing teachers' professional capacity, and fostering a positive school culture. Principals who apply transformational leadership styles will build trust, collaboration, work ethic, and strong commitment among all school stakeholders.

SMA Negeri 1 Abung Semuli was the first school where the principal was assigned, following her experience as vice principal of curriculum at SMA Negeri 1 Kotabumi. As an alumna of the 6th batch of the *Guru Penggerak* program and a practical trainer in the implementation of the 1st batch, Mrs. Iriyana successfully transformed SMA Negeri 1 Abung Semuli into an advanced and high-achieving school. Under the leadership of Mrs. Iryana Febriza Wardhani, S.Pd., M.Pd., the extracurricular achievements of SMA Negeri 1 Abung Semuli improved during 2023–2024. According to Puspresnas (National Achievement Center), the school

won 6 medals in 2023 and 10 medals in 2024 in the fields of sports, research and innovation, and arts and culture, an increase from only 4 medals in 2022.

According to Puspresnas (2024), SMA Negeri 1 Abung Barat achieved 13 medals in research, innovation, and arts and culture, compared to only 1 medal in research and innovation in 2021. This proves that under the leadership of Mrs. Dwi Wahyunanti, significant changes occurred in extracurricular achievements. Improvements can also be seen in the 2025 Education Report, where all 6 aspects turned green, compared to 2024 which recorded 3 green, 2 yellow, and 1 red indicators. Although students' literacy skills were initially lacking, they improved to green due to the principal's motivation in encouraging teachers and students to participate in *Friday Literacy* activities and provincial-level literacy competitions, where one student won 2nd place in poetry, and 11 students together with one teacher published an electronic work entitled *Jejak Langkahku (My Footsteps)*.

Extracurricular activities were carried out very well, aligned with the government program *Gerakan Tujuh Kebiasaan Anak Indonesia Hebat* (Movement of Seven Habits of Excellent Indonesian Children). Every week, the Student Council (OSIS) coordinated *Shalat Dhuha, Jumat Berseri* (Cleanliness, Religiosity, Health, and Literacy), and the habituation of positive attitudes through the *5S practice* (smile, greeting, respect, courtesy, and politeness) every morning. The Islamic Spiritual Organization (ROHIS), in collaboration with OSIS, strengthened faith and devotion through *Shalat Dhuha, Shalat Dzuhur*, and religious holiday activities. The Paskibra team achieved annual recognition by consistently being selected as flag bearers at the Abung Barat district level and as members of the district-level red-and-white flag hoisting team. The Youth Red Cross (PMR) gained recognition for winning medals at the district and provincial levels, while the Scouts consistently became the vanguard of discipline, independence, and patriotism.

Based on this background, it is essential to further study how transformational school leadership plays a role in improving the quality of education through extracurricular activities, with a focus on SMA Negeri 1 Abung Semuli and SMA Negeri 1 Abung Barat. The findings of this research are expected to contribute to both theoretical development and practical application in advancing educational leadership in Indonesia.

THEORETICAL STUDY

Transformational Leadership

Transformational leadership emphasizes efforts to create positive changes in an organization through influence, motivation, and empowerment of individuals. James MacGregor Burns (1978) defined transformational leadership as a process in which leaders and followers engage in close collaboration to elevate each other's motivation and morality. This concept was further developed by Bernard M. Bass (1985), who emphasized that transformational leaders inspire subordinates to go beyond personal priorities in pursuit of organizational goals. Yukl (2010) adds that transformational leaders strive to

influence changes in followers' values, attitudes, and goals in an inspiring and empowering way. Furthermore, Robbins and Judge (2017) explain that transformational leaders create extraordinary impact through a strong vision, deep emotional relationships, and high commitment from their followers.

Basic Concept of Principals

The school principal is the highest leader in the educational organization who is responsible for carrying out educational activities, managing teaching and educational staff, overseeing facilities and infrastructure, and developing school culture. Principals hold a strategic role in ensuring the achievement of educational objectives through managerial, supervisory, and leadership functions.

Concept of Education Quality Improvement

Improving education quality is a key factor in realizing national educational goals and serves as a primary indicator in assessing the success of an education system. The term "quality" in education refers to the extent to which educational objectives are achieved, both in terms of learning processes, student outcomes, and their long-term impact on society. Tilaar (2002) defines education quality as the degree of conformity between educational outcomes and established goals. The higher the level of goal achievement, the better the quality of education.

Basic Concept of Extracurricular Activities

Extracurricular activities in Senior High Schools (SMA) are an integral part of the education system aimed at supporting the holistic development of students' character, potential, and skills. Extracurricular activities are not merely complementary to intramural learning but also serve as a strategic medium for fostering personality and social skills. According to the Ministry of Education and Culture Regulation (Permendikbud) No. 62 of 2014, extracurricular activities are learning activities conducted outside regular class hours, designed to develop students' overall potential, including interests, talents, social skills, independence, and collaboration. Sudjana (2001) further argues that extracurricular activities are a form of nonformal education aimed at expanding students' knowledge and shaping positive character and attitudes beyond the classroom.

Extracurricular Management

Extracurricular management involves a series of processes including planning, organizing, implementing, and evaluating activities outside regular class hours, with the goal of developing students' potential optimally. Effective extracurricular management is crucial to ensuring that activities run efficiently, purposefully, and in alignment with educational objectives. According to Mulyasa (2013:115), extracurricular management is a systematic effort to organize nonacademic activities in schools to support the comprehensive development of students' character and competencies.

METHODOLOGY

This study employed a qualitative approach, using a case study method as its primary design. This approach was considered most relevant to obtain a comprehensive picture of how transformational leadership of school principals

contributes to improving the quality of education through extracurricular activities. The case study enabled the researcher to explore in detail the real context of two educational institutions, namely SMA Negeri 1 Abung Semuli and SMA Negeri 1 Abung Barat.

RESEARCH RESULTS AND DISCUSSION

Discussion and Research Findings

1. Research Findings

Based on the data analysis conducted, the preliminary findings of this study are as follows:

a. Characteristics of the Principal's Transformational Leadership in Improving Education Quality through Extracurricular Activities at SMAN 1 Abung Semuli and SMAN 1 Abung Barat

1. Idealized Influence

This character is demonstrated by the principal's ability to translate the school's vision and mission into concrete programs. Mrs. IRY (KS1/IRY/AS/01) stated:

"My vision is simple: first, I hope all students can receive a good education and choose the best school for their future; second, I hope the school becomes their second home."

Similarly, Mrs. DW (KS2/DW/AB/02) showed idealized influence with her principle:

"School should be a place where children discover their identity, not just academic grades. I believe every child is unique and has both strengths and weaknesses."

Another indicator of this dimension is the figure of the principal who is highly respected and admired by teachers and students, yet remains approachable and down-to-earth.

2. Inspirational Motivation

The principal inspires trust, motivation, and goal setting in developing extracurricular activities. Mrs. IRY (KS1/IRY/AS/01) uses the 3M strategy: *"First, invite: I invite extracurricular coaches for coffee and listen to their ideas. Second, facilitate: provide special funding, for example, for sports uniforms or band equipment. Third, showcase: display students' works and extracurricular activities on bulletin boards and social media."*

Mrs. DW (KS2/DW/AB/02) demonstrated inspirational motivation by saying: *"I like storytelling. Every Friday, I share inspirational stories during literacy activities. For example, about Melan who used to be shy, but now, as the commander of the flag-hoisting team, has gained confidence in public speaking!"*

3. Intellectual Stimulation

This character is shown by respecting creativity and autonomy among extracurricular coaches. The principal supports teachers by involving them in decision-making and encouraging creativity and innovation. Mrs. IZ (WK1/IZ/AS/01) said: *"We use a system that looks at teachers' passions, considers their teaching hours, and provides training. Last month, we sent five coaches to a workshop."*

A similar approach was applied by Mr. JM (WK2/JM/AB/02), who stated: *"I look at the teachers' passions. For example, Mr. Edi used to be in the national flag-hoisting team, so I immediately gave him responsibility for the extracurricular PASKIBRA."*

4. Individualized Consideration

This character acknowledges the personal, social, and professional needs of followers. Mrs. IRY (KS1/IRY/AS/01) demonstrated this by saying: *"I have a ritual: Friday Rounds – every Friday, I visit extracurricular training sessions, sometimes bringing snacks. Surprise envelopes – high-achieving students receive envelopes containing appreciation letters and book vouchers."*

Similarly, Mrs. DW (KS2/DW/AB/02) implemented individualized consideration by stating: *"I like to directly engage on the ground. Sometimes I visit extracurricular training unannounced and chat casually with the students. Once, I surprised them by bringing snacks during an intense practice."*

b. Transformational Leadership Strategies of the Principal in Improving Education Quality through Extracurricular Activities at SMAN 1 Abung Semuli and SMAN 1 Abung Barat

1. **Formulating Vision and Long-Term Goals** Transformational leaders are able to set both short-term and long-term goals. Mrs. IRY (KS1/IRY/AS/01) applied the vision of the school as a "second home" with flagship programs such as "Green School" and "Character-Based School." Meanwhile, Mrs. DW (KS2/DW/AB/02) applied the principle "One student, one extracurricular, one achievement" with the expectation that "extracurricular activities will not only be side activities but also a branding of the school."

2. **Building Effective Communication** In transformational leadership, communication is a key factor. Mrs. IZ (WK1/IZ/AS/01) explained that the principal always dedicates five minutes during flag ceremonies to appreciate extracurricular achievements. Mrs. SH (GR2/SH/AB/02) added that every decision, including extracurricular funding, is discussed collectively.

3. **Leadership Approach in Interaction** Transformational leadership involves role modeling and direct engagement. Mrs. NP (PB1A/NP/AS/01) noted the principal's support: *"Our principal is the best support system! For example, providing special funds for new first-aid kits, allowing us to use the school vehicle for social activities, and often showing up with snacks during training."*

Mr. ES (PB2B/ES/AB/02) shared a similar experience: *"Mrs. Dwi is amazing! Once, she surprised us at training by bringing 50 boxes of milk for the students."*

4. **Strengthening Internal and External Capacity** Human resources were strengthened through various programs. Mr. BP (PB1A/BP/AS/01) shared:

"The budget for sports extracurriculars increased over the last two years, and we built an Athlete Corner with full recovery facilities."

Mrs. DS (PB2B/DS/AB/02) also experienced the support: *"...she was very supportive, even inviting a professional dancer to train the students for a provincial-level competition at Lampung Cultural Park."*

5. Continuous Evaluation

Policy strategies included a comprehensive evaluation system. Mrs. IZ (WK1/IZ/AS/01) explained: *"We have a three-tier system: Daily – coaches fill out logbooks via Google Forms; Monthly – evaluation meetings with the principal; Semester – performance showcases and student satisfaction surveys."*

c. Impact of Transformational Leadership of the Principal in Improving Education Quality through Extracurricular Activities at SMAN 1 Abung Semuli and SMAN 1 Abung Barat

1. Providing Opportunities for Participation in the Change Process

Transformational leadership emphasizes collaboration by involving all stakeholders. Mrs. RS (GR1/RS/AS/01) shared: *"Before Mrs. Iryana became principal, the school atmosphere felt rigid. Now, everything is more collaborative and enjoyable. Her principle is that school is a second home."*

Mrs. SH (GR2/SH/AB/02) added: *"Before Mrs. Dwi became principal, teachers worked individually. Now? We all feel like one team."*

2. Correlation between Academic Achievement and Extracurricular Involvement

There is a correlation between academic achievement and student involvement in extracurricular activities. Mrs. IZ (WK1/IZ/AS/01) shared data: *"Students active in extracurricular activities have higher average national exam scores than non-participants. Tardiness has decreased since the Mandatory Extracurricular Program was implemented."*

Mrs. DW (KS2/DW/AB/02) reinforced this with data: *"Students active in extracurriculars, such as Melan in the flag-hoisting team or Salsa in dance, have higher report card scores than non-participants. Discipline scores of extracurricular students are also higher based on counseling surveys."*

3. Formation of a Collaborative Culture and Positive School Climate

During the transformation process, principals built a better working culture. AS (SS1A/AS/AS/01), head of the Red Cross Youth, shared: *"...the most valuable thing is that I no longer panic during emergencies. Recently, when my grandmother fell at home, I handled it properly before taking her to the hospital..."*

MA (SS1B/MA/AB/02) from the flag-hoisting team experienced similar changes:

"...The most memorable thing is that I don't easily give up when problems arise. Mr. Edi always says, 'PASKIBRA means steel mentality, not just physical strength!'"

4. Enhancing the School's Reputation and Attractiveness

Another impact of transformational leadership is its sensitivity to program development outcomes. RW (SS1A/RW/AS/01) from the volleyball team shared: *"...the most valuable thing is that I gained a second family in this team. We support each other not only on the court but also in academics!"*

SP (SS1B/SP/AB/02) from the dance extracurricular shared: *"...the most memorable thing is that I now love Indonesian culture more. It turns out our traditional dances are truly amazing!"*

In addition, during this transformational leadership period, there has been a significant increase in the school's reputation and attractiveness. Mrs. IRY (KS1/IRY/AS/01) reported: *"The highest national exam scorer is active in extracurriculars, discipline index has improved since the mandatory extracurricular program was implemented, and in 2025, this school became one of the 30 leading schools in Lampung Province thanks to extracurricular and digital literacy innovations."*

Mrs. DW (KS2/DW/AB/02) also noted: *"Thanks to the achievements of the flag-hoisting team, dance team, religious activities, and science olympiad, our school has become a reference for character education. Last year, many prospective students enrolled because they were attracted by our extracurricular programs."*

DISCUSSION

a. Characteristics of Transformational Leadership of School Principals in Improving the Quality of Education through Extracurricular Activities at SMAN 1. Abung Semuli and SMAN 1 Abung Barat

1. Idealized Influence

At SMAN 1 Abung Semuli, Mrs. IRY (code KS1/IRY/AS/01) demonstrated this dimension through the vision of "School as a Second Home," operationalized in the "Green and Character-Building School" program. A concrete example is the allocation of BOS (School Operational Assistance) funds for extracurricular development and the policy requiring every student to participate in at least one extracurricular activity. Burns' (1978) transformational leadership theory defines idealized influence as the leader's ability to be a role model through moral integrity and behavioral consistency. Leaders with idealized influence rely not on formal authority, but on the strength of character that inspires followers to internalize positive values.

Meanwhile, at SMAN 1 Abung Barat, Mrs. DW (code KS2/DW/AB/02) implemented the principle of "One Student, One Extracurricular, One Achievement" by being the central figure in every extracurricular event, such as personally monitoring basic PASKIBRA training. Teachers and students respect her and consider her a role model in positive actions and behaviors. Bass and Avolio (1994) expanded this concept by emphasizing two aspects: (1) idealized attribution, namely followers' perceptions of the leader's charisma, and (2) idealized behavior, manifested in exemplary actions. In the educational context, Leithwood and Jantzi (2000) added that principals as transformational leaders must act as "moral stewards" who build a value-based school culture.

2. Inspirational Motivation

In practice, Mrs. IRY (code KS1/IRY/AS/01) developed her vision and mission to make the school a comfortable place for teachers and students to express themselves through the 3M strategy (Encourage, Facilitate, and Showcase). The encouraging phase was carried out through informal discussions over coffee with teacher supervisors, creating psychological safety for idea development. The facilitating phase was realized through increased

extracurricular sports budgets. The showcasing phase involved monthly student work exhibitions on the school's social media, each post receiving hundreds of views. This indicates that the 3M strategy successfully increased student interest in extracurricular activities. Bass (1985) defined inspirational motivation as the leader's ability to articulate an appealing and challenging vision of the future. This was reinforced by Shamir et al. (1993) through the concept of "self-concept based motivation," where leaders link organizational goals with followers' self-identities.

Mrs. DW (code KS2/DW/AB/02) conducted weekly storytelling sessions every Friday, sharing inspirational stories to encourage students to keep achieving and creating. These stories often related to students' struggles and successes in achieving outstanding accomplishments. Yukl (2010) emphasized the importance of symbolic communication such as metaphors and storytelling in building collective meaning.

3. Intellectual Stimulation

Implementation at both schools was carried out through a matchmaking system: (1) forming extracurricular innovation teams consisting of teachers and students to design programs such as the "Digital Athlete Corner" with modern recovery facilities; (2) appointing Mr. ES (code PB2B/ES/AB/02), a former PASKIBRAKA, as PASKIBRA coach based on specific competencies.

According to Bass and Avolio (1994), intellectual stimulation is rooted in Bandura's (1986) social cognitive theory on self-efficacy and Amabile's (1996) theory of creativity. Transformational leaders challenge the status quo by encouraging followers to: (1) question basic assumptions, (2) develop innovative solutions, and (3) learn from mistakes. Leithwood and Riehl's (2003) study in schools found that principals need to create an inquiry culture where teachers and students feel safe to experiment.

4. Individualized Consideration

At SMAN 1 Abung Semuli, Mrs. IRY (code KS1/IRY/AS/01) developed a "Friday Tour" mechanism involving practice observation, individual progress notes, and personal feedback. She also provided surprise envelopes plus book vouchers for outstanding students. This dimension is derived from McClelland's (1961) needs theory and Blau's (1964) social exchange theory. Bass (1985) described it as the leader's ability to recognize the unique needs of each follower and act as a mentor.

The systemic implementation of these four dimensions created an extracurricular ecosystem that not only supports talent development but also serves as a driver for improving education quality holistically, as measured by UNESCO's (2005) quality education indicators.

CONCLUSION

Based on the research findings and discussion, several conclusions can be drawn as follows:

Characteristics of Transformational Leadership of School Principals in Improving the Quality of Education through Extracurricular Activities at SMAN

1. Abung Semuli and SMAN 1 Abung Barat

a. Idealized Influence

Principals demonstrate leadership rooted in moral exemplarity and integrity, making them inspirational figures for the school community. Both Mrs. IRY and Mrs. DW not only establish policies but also act as role models in their implementation. Their visions, such as *"School as a Second Home"* and *"One Student, One Extracurricular, One Achievement"*, foster collective identification with extracurricular activities as part of character building. Their exemplary leadership contributes to increased student participation in extracurricular programs.

b. Inspirational Motivation

Principals successfully convey future-oriented visions that inspire and energize collective enthusiasm through humanistic and symbolic communication strategies. The 3M strategy by Mrs. IRY reflects the transformation of motivation from mere participation to emotional involvement of both students and teachers. Increased extracurricular budgets and the publication of students' works become part of the collective narrative that strengthens the school's identity. Meanwhile, Mrs. DW's storytelling activities enhance students' interest in active participation in extracurricular activities.

c. Intellectual Stimulation

Principals foster an environment that enables creativity and the courage to experiment through strategic approaches based on the unique human resources of the school. Programs such as the *Digital Athlete Corner*, design thinking workshops, and coach matchmaking demonstrate that leaders provide exploratory space for extracurricular-based innovation. These initiatives not only improve the quality of extracurricular programs but also drive achievement through intellectual stimulation strategies.

d. Individualized Consideration

Personalized and differentiated approaches are key to building loyalty and commitment among students toward extracurricular activities. Programs such as the *Friday Tour* and *Surprise Envelopes* illustrate how consistent and structured individualized attention can foster strong interpersonal relationships between principals, students, and teachers. This highlights the importance of understanding each individual's unique needs in achieving sustainable educational transformation.

2. Strategies of Transformational Leadership of School Principals in

Improving the Quality of Education through Extracurricular Activities at SMAN 1 Abung Semuli and SMAN 1 Abung Barat

a. Formulating Vision and Long-Term Goals

Formulating a transformative long-term vision serves as the main foundation for driving extracurricular development. Principals not only create inspirational visions but also build solid task forces and allocate budgets to support implementation. This strategy demonstrates that visionary and well-planned leadership can significantly enhance student participation and achievement in the medium to long term.

b. Building Effective Communication

Participatory, inspirational, and symmetrical communication serves as an essential instrument to unify perceptions and create emotional engagement among students and teachers in extracurricular programs. Practices such as world café discussions, digital feedback, and storytelling create an open and productive communication climate, minimizing conflicts and increasing student retention in extracurricular activities.

c. Interactive Leadership Approach

Direct interaction and humanistic approaches by principals play a significant role in building trust and intrinsic student motivation. By applying collaborative and coaching leadership styles, principals foster emotional closeness and a sense of being valued among students, which leads to increased enthusiasm and engagement in various extracurricular activities.

d. Strengthening Internal and External Capacities

Enhancing human resource quality through specialized training, external collaborations, and adequate facility support is an effective strategy to advance extracurricular achievements. Investments in human resources and facilities directly improve program capacity, broaden collaborative opportunities, and foster competitive achievements at both local and provincial levels.

e. Continuous Evaluation

A systematic, continuous, and data-driven evaluation system serves as a strategic tool to maintain the quality and relevance of extracurricular programs. By applying the PDCA principle and the CIPP model, schools are able to conduct ongoing improvements based on context and actual needs. This evaluation supports effective decision-making and ensures optimal resource utilization for impactful extracurricular programs.

3. Impact of Transformational Leadership of School Principals in Improving the Quality of Education through Extracurricular Activities at SMAN 1 Abung Semuli and SMAN 1 Abung Barat

a. Enhancing Opportunities for Participation in the Change Process

Transformational leadership encourages students to actively participate in extracurricular activities through approaches that address individual needs and potentials. Personal mentoring, motivational reinforcement, and structured training make extracurriculars an effective medium for developing students' character, leadership, and social maturity. This aligns with UNESCO's quality education indicators, which highlight character formation as a core component of quality education.

b. Fostering a Collaborative Culture and Positive School Climate

The implementation of transformational leadership nurtures a culture of cooperation and a sense of belonging within the school. Cross-role collaboration among principals, teachers, students, and even parents creates a supportive and adaptive learning community. Exemplary leadership becomes the driving force in forming a positive school climate, ultimately enhancing learning comfort and emotional student engagement.

c. Correlation between Academic Achievement and Extracurricular Involvement

Leadership that stimulates intellectual development creates synergy between academic and non-academic activities. Students active in extracurriculars exhibit better time management, higher learning motivation, and more mature creativity and critical thinking skills. These factors directly contribute to improved academic performance. This finding affirms that strategically managed extracurricular activities can serve as a lever to enhance schools' academic quality.

d. Enhancing School Reputation and Attractiveness

Excellence in extracurricular management results in positive differentiation that strengthens the school's public image. A reputation built upon character-building programs and non-academic achievements becomes a key attraction for prospective students and stakeholders. Visionary communication strategies employed by principals play a significant role in shaping positive perceptions and community loyalty toward the school.

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