Transformational Leadership Practices with Principals Dual Roles in the Age of Education 4.0

Mohammad Faizal Al-Ghozali, Mustaqim Pabbajah, Ratri Nurina Widyanti, Widi Fajar Widyatmoko

Universitas Teknologi Yogyakarta, Kabupaten Sleman, Yogyakarta Indonesia

ARTICLE INFORMATION	ABSTRACT
	This study aims to explore the practices of transformational leadership implemented by the principal, who concurrently holds the role of a guidance and counseling teacher at SMPN 3 Cikembar, within the context of Education 4.0. The main focus of this study is to understand how these leadership practices are implemented, the factors that support their success, and their impact on the school's readiness to face digital challenges and educational innovation in the era of 4.0. This research uses a qualitative approach with a case study method, involving the principal, teachers, and students as key informants. Data collection techniques were carried out through observation, interviews, and documentation. The results of the study show that the principal applies seven forms of transformative leadership, including modeling, inspiration, giving appreciation, supporting creativity, discussion forums, empathy for school members, and digitizing learning. The success of these practices is supported by personal commitment, a background in guidance and counseling, the ability to handle multiple tasks, and collegial support from teachers. In conclusion, humanistic-based transformative leadership can create a collaborative and adaptive school environment. This study recommends ongoing training/workshops, inter-school collaboration systems, and a humanistic approach to educational leadership to effectively address the challenges of the 4.0 era.

INTRODUCTION

School principals serve as key figures within the educational environment, playing a pivotal role in determining the strategic direction and overall success of school programs and improving the quality of education through various leadership strategies and methods (Artanti et al., 2024; Sutisna et al., 2023) . In the era of *Education 4.0*, the role of principals has become more complex, requiring adaptive, innovative, and humanistic leadership to respond to rapid technological and social changes (Nursyifa, 2019). Principals with a background in Guidance and Counseling have great potential in implementing transformative leadership oriented towards change and human resource development. Humanistic understanding in guidance and counseling can implement leadership that emphasizes positive relationships and respect for the dignity of teachers and society (Fika et al., 2023; Warman et al., 2024; Widodo & Bedi, 2024). With an approach that focuses on developing individual potential, effective communication and high empathy. Principals with a background in guidance and counseling are considered capable of creating an inclusive educational environment and supporting the welfare of all school members. This urgency is further emphasized in schools where principals concurrently hold dual roles, such as functioning both as administrators and teachers, which may potentially impact the effectiveness of leadership practices.

In schools with limited teaching staff, it is common for principals to have expanded duties. For example, in Langkat, North Sumatra, there is a principal who leads up to three schools in three different sub-districts (Sumutpost.id, 2024). Furthermore, in Manado City, the head of the office appointed up to four principals to become acting principals in schools experiencing leader vacancies (Merdeka17.id, 2025). In another case there was an ASN who held up to three positions at the same

time, namely as a School Inspector at the Deliserdang Education Office, as the Tanjung Morawa District Education Office and Acting. Head of State Elementary School in Tanjung Morawa (okemedan.com, 2025). In other areas, there are 62 school principal positions filled by acting principals who are also principals elsewhere (Rakyatsulsel.fajar.co.id, 2025). In addition, there are also cases of school principals holding positions outside of education, namely becoming Village Heads (Radarjatim.id, 2025). This phenomenon presents its own challenges in the management of educational institutions. Nevertheless, if managed well, principals with a background in guidance and counseling can still carry out their duties effectively by utilizing their skills in the leadership process.

Despite its importance, research on transformational leadership has generally been limited to several specific contexts. First, studies have explored transformational leadership within Islamic educational institutions, focusing on values-based leadership such as Shiddiq, Amanah, Tabligh, Fathanah (Kharisma et al., 2022; Mahfudh, 2022; Nengsih et al., 2024). Second, research has analyzed leadership among regional heads such as mayors, highlighting the role of communication and community involvement (Lestari, 2017). Third, transformative leadership has been studied in religious movements, such as the role of K.H. Ahmad Dahlan in Muhammadiyah (Rasyid, 2019). Fourth, studies have also focused on the burnout and managerial challenges faced by principals with dual roles (Knight, 2024; Tumangger et al., 2024). Fifth, Arcurio (2022) and Ardiansyah et al. (2023) found that dual-role administrators often face difficulties in balancing priorities, potentially reducing organizational effectiveness. Based on the results of a review of the five previous studies, no study has been found that deeply discusses transformative leadership in the context of school

principals who double their duties in the Education 4.0 era. The limited focus on this aspect indicates a significant and important research gap to be explored further.

This research intends to complement previous studies by examining in depth the implementation of transformative leadership of dual roles principals in the context of Education 4.0. The phenomenon of dual-duty principals in education is still a problem that has not been comprehensively resolved. In line with that, three questions can be formulated, *First*, how is the practice of transformative leadership applied by principals who concurrently serve as counseling guidance teachers. *Second*, what are the factors that encourage the success of transformative leadership of principals who concurrently serve as counseling guidance teachers. *Third*, what are the implications of the principal's transformative leadership for the school's success in facing challenges in the education 4.0 era. Thus, this study seeks to provide a more comprehensive understanding of the transformative leadership of dual roles principals in the education 4.0 era.

This study is grounded in Bass & Avolio's transformational leadership theory (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration), combined with humanistic leadership approaches inspired by Ki Hadjar Dewantara and counseling principles. This study assumes that principals with a background in guidance and counseling education can effectively implement transformative leadership which is key in driving positive change in schools in the education 4.0 era. The main argument underlying this study is that principals who have a background in guidance and counseling have a tendency to promote a humanist approach in their leadership. A deep understanding of student psychology, communication skills, and high empathy are the main assets for principals with a guidance and counseling background in building an inclusive and supportive school culture.

METHOD

This study employed a qualitative approach with a case study design, chosen because it allows for an in-depth understanding of the complexity of principals' dual roles in the context of *Education 4.0*. The unit of analysis was the school principal of SMPN 3 Cikembar, who concurrently serves as both principal and guidance and counseling teacher. To obtain more comprehensive perspectives, one teacher and three students were included as supporting informants. They were selected through purposive sampling based on their direct involvement and experience with the leadership practices under study.

The data of this research were derived from both primary and secondary sources. Primary data were collected through interviews with the principal, teacher, and students, direct observations of school activities, and documentation of leadership practices. Secondary data were obtained from previous research and school records that support the contextual understanding of the study. The data collection techniques interviews, observations, and documentation were conducted to capture the principal's leadership practices, the supporting factors, and the implications for school readiness in the digital era.

In an effort to answer the research question, it will be answered based on the data sought from the source. The data sources in question include observation, interviews with five

informants and documentation studies. Observations were conducted at SMP Negeri 3 Cikembar. The first interview was conducted with the principal (KS) as the main subject of the research. The purpose of this interview was to find out the experiences and real practices of transformative leadership carried out, the factors that encourage the success of the principal's transformative leadership while concurrently serving as a counseling guidance teacher, and the implications of the principal's transformative leadership for the school's success in facing challenges in the Education 4.0 era. Furthermore, interviews were also conducted with the guidance and counseling teacher (YNA) to find out the practices implemented by the principal and the implications for the school's success in facing challenges in the education 4.0 era. In addition, interviews were also conducted with three learners (PS 1, PS 2 and PS 3) to understand the impact of the principal's transformative leadership. The learners were able to provide a direct view of the implications of the principal's application of transformative leadership on the learning atmosphere, facilities and infrastructure in the school affected by this situation.

Data analysis in this study was conducted through three main stages, namely data collection, data reduction and data presentation. The first stage was data collection, which was conducted through direct observation at school, interviews with principals, teachers and students as well as documentation studies to obtain information relevant to the research focus. The data that has been collected then goes through a reduction stage where researchers select and summarize important data that is in accordance with the research objectives, so that only relevant and significant data is retained. The last stage is data presentation, where the data that has been reduced is organized systematically in the form of descriptive narratives.

RESULTS AND DISCUSSION
The School Principal's Transformative Leadership Practices

Based on the interview results, the transformative leadership practices applied by the principal can be outlined in seven forms. First, the leader as a role model. The principal shows an attitude of not only giving orders but giving direct examples to teachers and students. This is based on an interview with the guidance and counseling teacher.

> "The principal doesn't tell us to do things, but she gives examples. directly." (Interview YNA, 2025)

Based on this statement, it shows that the principal as a leader in the school has shown the character of a leader who can be an example in action. This finding supports Nirwana (2023) assertion, which emphasizes that idealized influence is evident when leaders embody the values they do, acting as exemplary figures to those they lead. The second form is that the leader shows the ability to inspire those around him through motivation and encouragement to develop. The effort was expressed by the principal in the interview

> "…. we are not satisfied with what we already have. We have to develop the potential that we have. So, I always encourage teachers and students to keep learning and developing their potential." (Interview KS, 2025)

This explanation was strengthened by Informant PS 1 who stated that:

> "She often says that every student has their own potential and can be successful through various ways, not just through good grades." (Interview PS 1, 2025)

This explanation strengthens the principal's practice of inspiring the people around him. This shows that inspirational motivation can

encourage enthusiasm for learning and illustrates the inspirational motivation component in transformative leadership (Widyatmoko et al., 2024). The third form of practice is the leader giving appreciation. Leaders appreciate the achievements of the people they lead either through words, awards or other concrete actions. As expressed by the principal:

"For students, usually because if they bring the good name of the school, there must be a reward in the form of a gift. But for teachers, thank you. Usually, I convey it during the flag ceremony or official events. official events." (Interview KS, 2025)

This statement is reinforced by YNA's argument which states that:

"The principal always gives appreciation even though just a word like that." (Interview YNA, 2025)

As well as the argument from informant PS 3 who revealed that:

"The principal always gives appreciation to students who excel" (Interview PS 3, 2025).

Based on the data taken from the informants, the principal shows a leadership character that always consistently gives appreciation to students, teachers, and staff for their achievements. The appreciation is given in various forms, both verbally through thanks and physically delivered in ceremonies or official events. This appreciation contributes to an increase in intrinsic motivation and thus to a positive school culture (Adam et al., 2025). The fourth practice is that leaders encourage creative thinking. In the Education 4.0 era, principals must be able to encourage all elements of the school to think innovatively and creatively in order to face the challenges of the Education 4.0 era. as stated by the principal:

"Definitely always encourage teachers and students to keep up with the times." (Interview KS, 2025)

In this regard, informant PS 3 described the types of activities that encourage creative thinking:

"Art events held at school can increase the exploration and creative ideas of students at school" (Interview PS 3, 2025).

In addition, in an effort to support students in thinking creatively, to face the challenges in the education 4.0 era, students are also given digital creation tasks:

"Students were assigned to design digital posters using their mobile phones" (Interview PS 3, 2025).

Based on the informant's disclosure, the principal creates a space for innovative expression for both students and teachers, including support for the integration of technology in learning as a response to the challenges of the Education 4.0 era. This practice reflects the dimension of intellectual stimulation, in which the leader encourages creativity and innovation as essential forms of adaptation in the digital age (Ambawani et al., 2024). The fifth form of transformative leadership of school principals is by creating a discussion forum. The discussion forum is a collaborative space for teachers and education personnel to convey the vision, discussion and direction of change and become a space for problem solving. As expressed by the principal:

"Usually, we are scheduled in KOMBEL or the learning community there. There we understand what they need." (interview KS, 2025)

The above statement is supported by the argument of the guidance and counseling teacher who stated:

"We also study, the learning community. We gather in the lab and discuss all the problems, then learning." (interview YNA, 2025)

This interview data shows that leaders form collaborative forums such as learning communities (KOMBEL) to deal with educational challenges. This forum serves to understand the needs of teachers and students and encourage learning innovation. Sixth, caring for subordinates. Transformative leadership is not only characterized by the ability to drive innovation, but also by a genuine concern for the needs and welfare of those led. As explained by the principal in the interview session.

"Understanding the needs of teachers and students is very easy actually, as long as we want to." (KS interview, 2025)

The above statement is reinforced by informant YNA's statement when interviewed:

"The principal always tries to meet the needs of teachers by adjusting the school's capabilities. One of them is by providing Wi-Fi, computers, large TVs for digital learning facilities." (interview YNA, 2025)

This statement illustrates that the principal, as a leader, demonstrates concern for those he leads through tangible actions, such as the provision of adequate facilities and infrastructure. Such efforts align with the concept of individualized consideration, wherein leaders attend to the unique needs and potential of each individual under their guidance (Warman et al., 2024). Seventh, Education Digitalization. The transformation of education in the era of 4.0 requires school principals to not only understand technological developments, but also be able to integrate digitalization in all aspects of teaching and learning activities. As explained by the principal in the interview:

"One of them is by providing Wi-Fi, computers, large TVs for digital learning facilities" (Interview KS, 2025).

The argument is reinforced by the statement of the counseling guidance teacher:

"For facilities, thank God we are facilitated with laptops, wi-fi and lab space for us to learn digitalization here." (Interview YNA, 2025)

As well as the argument from PS 1:

"In our school there is a computer lab room, and a website for exams" (Interview PS 1, 2025).

From several informants' confessions, it is clear that the principal as the holder of a strategic role in the digitization of education applies this. The principal also optimizes the use of technology by teachers and students in learning activities and digital creation.

Table1. Compilation of Interviews Related to Transformative Leadership Practices

Informant	Statement	Description
YNA	The principal doesn't tell us to do things, but she gives examples. directly	Leader as a role model
KS	…. we are not satisfied with what we already have. We have to develop the potential that we have. So, I always encourage teachers and students to keep learning and developing their potential.	Leader to be an inspiration
PS 1	she often says that every student has their own potential and can be successful through various ways, not just through good grades	
KS	For students, usually because if they bring the good name of the school, there must be a reward in the form of a gift. But for	Leader gives appreciation

	teachers, thank you. Usually I convey it during the flag ceremony or official events. official events.	
YNA	the principal always gives appreciation even though just a word like that	
PS 3	The principal always gives appreciation to students who excel	
KS	Definitely always encourage teachers and students to keep up with the times	Leaders encourage creative thinking
PS 3	Art events held at school can increase the exploration and creative ideas of students at school	
PS 3	Students were assigned to design digital posters using their mobile phones	
KS	Usually, we are scheduled in KOMBEL or the learning community there. There we understand what they need	Creating a discussion forum
YNA	We also study, the learning community. We gather in the lab and discuss all the problems, then learning	
KS	Understanding the needs of teachers and students is very easy actually, as long as we want to	Caring about subordinates
YNA	The principal always tries to meet the needs of teachers by adjusting the school's capabilities. One of them is by providing Wi-Fi, computers, large TVs for digital learning facilities	
KS	One of them is by providing Wi-Fi, computers, large TVs for digital learning facilities	Digitalization of education
YNA	For facilities, thank God we are facilitated with laptops, wi-fi and lab space for us to learn digitalization here	

PS 1	In our school there is a computer lab room, and a website for exams	

Based on the research findings related to transformative leadership practices, there are at least seven forms of transformative leadership practices. The principal becomes a role model, the leader becomes an inspiration, the leader gives appreciation, the leader encourages creative thinking, creates discussion forums, cares for subordinates and digitizes education. These forms of practice are strategies to create a healthy school culture.

Factors Supporting the Success of Transformative Leadership

The success of the principal's transformative leadership in facing the challenges of the education 4.0 era is the result of various interrelated driving factors. There are five factors that drive the transformative leadership of school principals, the first is personal commitment. Personal commitment is an important element in shaping direction and goals, including commitment in developing teacher competencies in schools. The following is the principal's statement:

"So, I always encourage teachers and students to keep learning and developing their potential. their potential." (Interview KS, 2025)

The sentence illustrates the principal's commitment to always conduct capacity building for teachers and students which is an important part of transformative leadership. Second, Ability to Multitask. The ability to manage additional tasks is an important factor in the success of transformative leadership in dual-duty principals. As stated by the principal:

"Actually, there is no negative impact. .... On the contrary, there are many positive aspects, including the opportunity to share with teachers." (Interview KS, 2025)

The statement above shows that the multiple tasks undertaken by the principal do not have a negative impact, it illustrates the principal's ability to manage additional tasks. Third, educational background. The background of the principal who is a guidance and counseling teacher is a provision in supporting the success of the leadership. As expressed by the principal:

"Because I had a background as a counseling teacher before becoming a principal. She is more sensitive in understanding the uniqueness and needs of each individual, both teachers and students." (Interview KS, 2025)

The same thing was expressed by informant YNA as follows:

"So, it is because the principal is a counseling basic. So indeed, the approaches that she does always hit the hearts of the teachers" (Interview YNA, 2025).

Based on the informants' statements, it can be understood that the principal's background as a guidance and counseling teacher has contributed to the success of transformative leadership. Leaders become empathic, communicative and can understand individual needs. Fourth, support from teachers. Support from teachers is a factor that supports the success of this leadership. The school becomes a healthy and supportive environment. In accordance with the statement of the guidance and counseling teacher:

"We feel comfortable, we feel open when there are problems ... even if there are personal problems, he likes to be our confidant" (Interview YNA, 2025).

Positive emotional and professional relationships in schools can create a supportive work climate, thus strengthening leadership effectiveness. Fifth, awareness of the challenges of the education 4.0 era. The ability to understand challenges is one of the important indicators in the success of transformative leadership. As stated by the principal:

"Because every time, the knowledge keeps changing. So, we must update the point" (Interview KS 2025).

Based on the principal's ranking, awareness of the times that continue to advance and the science that continues to develop, it is necessary to be prepared to face challenges in the future. This is done so that education can be relevant and adaptive to technological and curriculum developments.

Table 2. Compilation of Interviews Related to Factors Supporting the Success of Transformative Leadership

Informant	Statement	Description
KS	So, I always encourage teachers and students to keep learning and developing their potential. their potential.	Personal commitment
KS	Actually, there is no negative impact. .... On the contrary, there are many positive aspects, including the opportunity to share with teachers	Ability to multi-task
KS	Because I had a background as a counseling teacher before becoming a principal. She is more sensitive in understanding the uniqueness and needs of each individual, both teachers and students.	Background in guidance and counseling
YNA	So, it is because the principal is a counseling basic. So indeed, the approaches that she does always hit the hearts of the teachers	
YNA	We feel comfortable, we feel open when there are problems ... even if there are personal problems, he likes to be our confidant	Support from teachers
KS	Because every time, the knowledge keeps changing. So, we must update the point	Awareness of the challenges of the education 4.0 era

Based on the table presented, there are five factors that influence the success of the principal's leadership in facing the education 4.0 era. There is a personal commitment in developing the potential of human resources, the ability to undergo multiple tasks, an empathic approach that comes from a background in guidance and counseling, trust and support from teachers as colleagues and the leader's awareness of the challenges of the education 4.0 era.

The Impact of Transformative Leadership o School Success in Facing Education Era 4.0

Transformative leadership plays an important role in driving progress in the education 4.0 era. Through vision and openness to innovation, schools become places that create collaborative and adaptive learning. There are four impacts of transformative leadership on the success of schools in the education 4.0 era. First, the ability to adapt to technology. In the era of education 4.0, digitalization of education and digital literacy are challenges in the era of education 4.0. So, adaptability is important so that schools can face these challenges. This effort was conveyed by the guidance and counseling teacher in the interview:

"Although there are teachers whose age is a bit advanced, yes. But with patience he always motivates us, convinces us to keep learning and we can do it." (Interview YNA, 2025)

This statement explains the role of the principal in creating a supportive environment for teachers to adapt to technology, including for teachers with advanced age. Second, Provision of digital facilities. The next impact of transformative leadership on the school's success in facing challenges is the availability of digital facilities. The principal emphasized this in the interview:

"The principal provides Wi-Fi computers, large TVs for digital learning facilities" (Interview KS, 2025).

The statement explains informant KS's efforts in fulfilling digital facilities to face the demands of the times in order to implement technology-based learning. Third, Competency Improvement through training. Developing times, developing facilities, it is necessary to increase competence through training. To support this improvement, the principal is tasked with encouraging continuous learning. As stated by the guidance and counseling teacher:

"The principal always gives us room to learn. For example, attending online seminars and so on. Continue to participate in MGBK and MGMP " (Interview YNA, 2025).

As stated by the informants, the principal encourages continuous learning and improvement of teacher competencies to support the needs of education 4.0. Fourth, creating a collaborative environment. A collaborative environment is needed in the education 4.0 era. Teamwork and open communication are needed as a culture to face common challenges in the Education 4.0 era. as expressed by the guidance and counseling teacher:

"Every Friday we have learning community activities ... we discuss all problems, continue learning" (Interview YNA, 2025).

The informant's statement illustrates the principal's efforts in building a collaborative and reflective culture that is useful for the school's success in facing challenges in the education 4.0 era.

Table3. Compilation of Interviews Related to the Impact of Leadership

Informant	Statement	Description
YNA	Although there are teachers whose age is a bit advanced, yes. But with patience he always motivates us, convinces us to keep learning and we can do it.	Adaptability to technology
KS	The principal provides Wi-Fi computers, large TVs for digital learning facilities	Provision of digital facilities
YNA	The principal always gives us room to learn. For example, attending online seminars and so on. Continue to participate in MGBK and MGMP	Competency improvement through training
YNA	Every Friday we have learning community activities ... we discuss all problems, continue learning	Creating a collaborative environment

Exploring the data obtained, transformative leadership has contributed to the readiness and success of the school in facing the challenges of the education 4.0 era. With a visionary and change-oriented approach, the principal creates an environment that is adaptive to the use of technology in line with the provision of adequate digital facilities. In addition, principals also encourage teachers and students to improve their competencies through training and the final

contribution is the formation of a collaborative culture in schools which is an important foundation in facing the challenges of the education 4.0 era.

Based on the results of the research that has been conducted, this study will continue with a descriptive analysis of the findings obtained. Principals are leaders in education units required to be able to adapt and respond to the dynamics of fast-paced change (Hidayat et al., 2019). Leaders must be able to encourage all school members to develop together through examples that can form a healthy school culture because principals have a strategic role in improving student discipline through exemplary (Anjarrini & Rindaningsih, 2022; Priambodo & Ikhwandi, 2024; Razak et al., 2024). In addition, in an effort to create a school climate that supports growth, the principal is expected to be an inspirational person to increase teacher creativity and motivation in teaching (Priambodo & Ikhwandi, 2024; Zulaikah et al., 2024). Furthermore, transformative leadership requires commitment and dedication together to develop to achieve one vision (Ambawani et al., 2024; Ramdan et al., 2024). In addition, the ability of leaders to care about the needs of subordinates related to appropriate facilities and can appreciate each individual achievement is an effort to build a positive school culture both in verbal and physical forms that can increase intrinsic motivation (Adam et al., 2025; Jani, 2023; Rifad et al., 2023; Zakki et al., 2023). This effort is a provision from his background, namely a guidance and counseling teacher who emphasizes a humanistic approach. Then in an effort to create a positive environment, it is necessary to encourage a culture of creative thinking to develop potential and adapt to the demands of the 4.0 education era through open dialogue and joint collaboration (Ambawani et al., 2024; Fadillah, 2024; Rohmawati & Syamsiah, 2024). Then to encourage the integration of technology into daily learning, digitization of education needs to be presented to support the creation of an effective digital learning environment (Mawaddah et al., 2024).

The determinant in the success of transformative leadership from the principal is the commitment of the principal's personality which is the foundation to become the main driver in the implementation of transformative leadership (Nurhaeni, 2023; Zuriati et al., 2025). No less important is the principal's ability to carry out additional tasks is also a determination in the success of this leadership. It also comes from the provision of principals who are guidance and counseling teachers who form the kepeaan and skills in understanding the character and potential of the school community (Waryanti, 2024). Furthermore, support from teachers is a fundamental element that strengthens the effectiveness of the application of transformative leadership in schools (Tuponawati et al., 2025). Then the awareness of the challenges that arise in the era of education 4.0 is also crucial in determining the success of the principal in leading.

In its application, transformative leadership is proven to contribute to the success of school principals in facing challenges in the 4.0 era. Through the ability of schools that encourage them to adapt to technological developments in line with the ability of human resources (Rahayu & Iskandar, 2023). These abilities are honed and developed through training in the use of technology in the learning process and digital literacy skills (Alwi et al., 2024; Shofwani et al., 2024). Training is the main strategy in dealing with digitization and transformation of education. In addition, the development of facilities and infrastructure is also needed to face challenges in the digital era such as internet access, computer devices and technology-based learning media (Aisyah et al., 2025). Then the last contribution is transformative leadership creating a collaborative school environment (Armiyanti et al., 2023). This kind of environment can build an adaptive innovative and inclusive learning ecosystem.

Based on the findings in this study, transformative leadership carried out by school principals with multiple roles shows effectiveness in answering educational challenges in the 4.0 era (Qisthi et al., 2022; Tuponawati et al., 2025). This kind of leadership not only fosters a spirit of cooperation, but also encourages learning innovations that suit the needs of the times (Zulaikah et al., 2024). The application of transformative leadership values such as collaboration, caring for individuals, and providing space for discussion and creativity is the main key in building a dynamic learning environment that is responsive to the demands of digitization of education (Trisnawati, 2024). This finding confirms that leadership based on humanistic and transformational values can increase the motivation, competence, and competitiveness of school members in facing the changing times.

Furthermore, the successful implementation of transformative policies in this study was strongly influenced by the principal's background as a guidance and counseling teacher, personal commitment, and support from teachers as professional colleagues. This background provides a humanistic approach that strengthens the principal's sensitivity in understanding the needs of individuals in the school environment (Waryanti, 2024) . In addition, the ability to manage additional tasks without neglecting the main function as an educational leader reflects a strong and flexible managerial capacity (Nurhaeni, 2023). This finding is in line with the view of Tuponawati et al (2025) which emphasizes that teacher support is a fundamental element in the successful implementation of transformative leadership. Therefore, in facing the challenges of the 4.0 era, the synergy between committed leaders and collaboration between school members is the main foundation for creating sustainable educational transformation.

To gain a more comprehensive understanding, it is important to compare with previous studies that discuss similar issues. In the process of comparing case studies, the author found some differences and similarities with other studies. In this study, the principal did not feel burdened by the additional tasks and could even share them with colleagues. The same thing was revealed in a study conducted by Ardiansyah et al (2023) which explains that principals who get additional tasks do not experience heavier workloads and there is no significant impact on the quality of school management. In addition, principals emphasize humanistic approaches by focusing on empathy, communication and caring for the people they lead. This is in line with research conducted by Arcurio (2022) whose leaders prioritize modeling and communication in their leadership. The principals in this study also emphasized humanistic values such as empathy, modeling and effective communication - in line with the leadership model proposed by Hakim (2021) and Widyatmoko et al (2024) which emphasizes the importance of idealized influence and individualized attention in creating a supportive work environment.

In the context of differences, this study found differences with other studies. In previous studies, principals with multiple positions found difficulties in dividing their time (Al-Ghozali et al., 2024; Tumangger et al., 2024). In addition, research conducted by Knight (2024) explained that principals of schools with multiple duties felt dissatisfied with the results they were doing and considered leaving.

Based on the study findings, strategic steps are needed as a follow-up to optimize the transformative leadership of dual-duty principals in facing the challenges of education 4.0. First, there is an urgent need to provide continuous training and mentoring for principals and teachers in the use of learning technology, administrative digitalization, and adaptive leadership strategies in the digital era. Second, it is necessary to build a system of collaboration between schools and learning communities for principals who have concurrent duties so that they do not feel burdened individually, as well as open space for mutual

learning between educational units. Third, a school culture based on empathy, appreciation and innovation must continue to be promoted so that transformative leadership remains relevant and has a positive impact on all school members. Fourth, given that the principal's background as a counseling teacher can make a positive contribution, principal training with a similar approach should be considered to support the sustainability of effective and inclusive education transformation in the 4.0 era.

CONCLUSION

The findings of this study demonstrate that the principal of SMPN 3 Cikembar, despite carrying out dual responsibilities as both a school leader and guidance and counseling teacher, was able to successfully implement seven practices of transformational leadership. These included exemplary behavior, inspirational motivation, appreciation, support for creativity, participation of school members, empathy, and educational digitalization. Such practices fostered technological readiness, continuous competency development, and a collaborative school culture.

A significant implication of this study is that a guidance and counseling background provides unique advantages in educational leadership. Humanistic values such as empathy, open communication, and respect for individual dignity strengthen principals' capacity to build positive interpersonal relationships and inclusive school environments that are adaptive to the challenges of Education 4.0. This suggests that principals with counseling expertise can become effective agents of change in promoting both academic and socio-emotional development within schools.

However, this study is limited by its focus on a single case, which restricts the generalizability of the findings. Future research is recommended to conduct comparative studies across schools with different leadership characteristics or employ quantitative methods to measure the broader impact of transformational leadership on teacher performance, student outcomes, and organizational effectiveness. Such research would deepen the understanding of leadership practices in varied educational settings and contribute to the development of more effective policies in the field of school leadership.

REFERENCES

Adam, M. W. S., Ismail, R., Ali, S., & Sisilia, A. (2025). Dampak Pemberian Apresiasi terhadap Motivasi Belajar Siswa Kelas II SD 07 Marisa. *Bhinneka : Jurnal Bintang Pendidikan Dan Bahasa*, 3(1), 386–399. https://doi.org/https://doi.org/10.59024/bhinneka.v3i1.1222

Aisyah, S., Ramadani, A. F., & Wulandari, A. E. (2025). Pemanfaatan Teknologi Digital sebagai Media Pembelajaran Interaktif untuk Siswa Sekolah Dasar. *Jurnal Sadewa : Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, 3(1), 388–401. https://doi.org/https://doi.org/10.61132/sadewa.v3i1.1565

Al-Ghozali, M. F., Pabbajah, M., Budiyono, N. R., & Yudhawati, D. (2024). Disfungsi Kepemimpinan Kepala Sekolah dengan Rangkap Jabatan di Sekolah Pinggiran Kota. *Indonesian Journal Of Teaching and Teacher Education*, 4(2). https://doi.org/https://doi.org/10.58835/ijtte.v4i2.416

Alwi, M. H., Salsabila, M., Ummah, N., Siti Aisyah, P. B., & Nasution, I. (2024). Peran Kepala Sekolah Dalam Pemanfaatan Teknologi Untuk Meningkatkan Kualitas Pendidikan. *Madani:Jurnal Ilmiah Multidisipin*, 2(4), 532–536.

Ambawani, C. S. L., Saputra, I., Kusuma, T. M. M., Sumardjoko, B., & Fatoni, A. (2024). Implementasi Kepemimpinan Transformasional Kepala Sekolah Penggerak di TK. *Journal of Education Research*, 5(4), 4810–4823. https://doi.org/https://doi.org/10.37985/jer.v5i4.1578

Anjarrini, K., & Rindaningsih, I. (2022). Peran Kepala Sekolah Dalam Membangun Budaya Sekolah Sebagai Unggulan Sekolah Di MI Muhammadiyah 1 Jombang. *MANAZHIM: Jurnal Manajemen Dan Ilmu Pendidikan*, 4(2), 452–474. https://doi.org/https://doi.org/10.36088/manazhim.v4i2.1952

Arcurio, B. R. (2022). *Dual-role Chief School Administrators' Prioritization of Roles and Responsibilities in New Jersey Public Schools* [Aspen University]. https://www.proquest.com/openview/203b486985d8b6db9c35f6116d05bbd9/1?pq-origsite=gscholar&cbl=18750&diss=y

Ardiansyah, Z., Julia, J., & Sunaengsih, C. (2023). Rangkap Jabatan Kepala Sekolah Dan Pengaruhnya Terhadap Manajemen Sekolah Dasar: Studi Kasus Di Kota Cirebon. *Jurnal Elementaria Edukasia*, 6(2), 490–505. https://doi.org/10.31949/jee.v6i2.5280

Armiyanti, Sutrisna, T., Yulianti, L., Lova, N. R., & Komara, E. (2023). Kepemimpinan Transformasional Dalam Meningkatkan Kinerja Layanan Pendidikan. *Jurnal Educatio FKIP UNMA*, 9(2), 1061–1070. https://doi.org/10.31949/educatio.v9i2.5104

Artanti, A., Dwi Ramadhani, N., Rahmawati, S., & Rizqa, M. (2024). Peran Kepala Sekolah Sebagai Supervisor dalam Meningkatkan Mutu Pendidikan. *Jurnal Pendidikan Fisika*, 8(2), 195–222. https://doi.org/10.1201/9781032622408-13

Fadillah, Z. I. (2024). Peran Kepala Sekolah Dalam Mendorong Inovasi Dan Perubahan Positif. *JME: Jurnal Management Education*, 2(3), 95–101. https://journal.sabajayapublisher.com/index.php/jme/article/view/447

Fika, N., Bachtiar, M., Gunawan, A., Dewantara, K. H., & Pendidikan, M. (2023). Model Kepemimpinan Ki Hadjar Dewantara Dalam Manajemen Pendidikan. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 1286–1290. https://doi.org/https://doi.org/10.31004/jrpp.v6i4.20758

Hakim, L. (2021). Kepemimpinan Transformatif Kepala Sekolah dalam Meningkatkan Mutu Pendidikan. *Journal of Islamic Education and Management*, 2(2), 46–58. https://jurnal.stikescendekiautamakudus.ac.id/index.php/stikes/article/download/101/101

Hidayat, R., Dyah M, V., & Ulya, H. (2019). Kompetensi Kepala Sekolah Abad 21: Sebuah Tinjauan Teoretis. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 4(1), 61–68. https://doi.org/10.34125/kp.v4i1.394

Jani, H. (2023). Model Kepemimpinan Transformasional Kepala Sekolah dalam Membentuk Budaya Sekolah untuk Penerapan Kurikulum Merdeka. *KALBISOCIO Jurnal Bisnis Dan Komunikasi*, 10(1), 2829–1301. https://doi.org/10.53008/kalbisocio.v10i1.2074

Kharisma, A., Setiawan, F., Rahma, F. N., & Saputra, A. (2022). Kepemimpinan Transformatif Kepala Sekolah Di Lembaga Pendidikan SDIT Taruna Al-Qur'an. *PANDAWA : Jurnal Pendidikan Dan Dakwah*, 4(1), 96–110. https://ejournal.stitpn.ac.id/index.php/pandawa

Knight, E. (2024). *Understanding Burnout And Turnover For Dual-Role Administrators: A Phenomenologic Study Understanding The Lived Experiences of Dual-Role School Superintendents and Principals* [Creighton University]. https://www.proquest.com/openview/63c382853b8c08a48dfe02b26ef70f2d/1?pq-origsite=gscholar&cbl=18750&diss=y

Lestari, P. (2017). Kepemimpinan Transformatif Dalam Membangun Budaya Kewargaan: Studi Kepemimpinan

Ridwan Kamil Di Kota Bandung. *Integralistik*, *28*(1), 40–48. https://doi.org/10.15294/integralistik.v28i1.11810

Mahfudh. (2022). Konstruksi Kepemimpinan Transformatif di Lembaga Pendidikan Islam. *Indonesian Journal of Humanities and Social Sciences*, *3*(2), 131–150. https://doi.org/10.33367/ijhass.v3i2.3005

Mawaddah, R., Ramadhan Putra, H., & Suhardi, M. (2024). Peran Kepala Sekolah Dalam Meningkatan Pembelajaran Berbasis Tenologi. *EDUCATOR: Jurnal Inovasi Tenaga Pendidik Dan Kependidikan*, *4*(6), 117–128. https://doi.org/https://doi.org/10.51878/educator.v4i3.3838

Merdeka17.id. (2025, February 5). Sejumlah Kepala Sekolah SD di Manado Rangkap Jabatan. *Merdeka17.Id*, 1. https://merdeka17.id/sejumlah-kepala-sekolah-sd-di-manado-rangkap-jabatan/

Nengsih, S., Gusfira, R., & Pratama, R. (2024). Kepemimpinan Transformatif Di Lembaga Pendidikan Islam. *Jurnal Arjuna : Publikasi Ilmu Pendidikan, Bahasa Dan Matematika*, *2*(3), 97–109. https://doi.org/10.61132/arjuna.v2i3.811

Nirwana. (2023). *Persefsi Guru Terhadap Kepemimpinan Transformatif Kepala Madrasah di Madrasah Tsanawiyah Al-Wasilah Lemo Desa Kuajang Kececmatan Binuang Kabupaten Polewali Mandar*. Institut Agama Islam Negeri Pare.

Nurhaeni. (2023). Kepemimpinan Transformatif Kepala Sekolah dalam Membangun Budaya Akademik di SMA Negeri 8 Pinrang [IAIN ParePare]. In *IAIN Pare Pare*. https://repository.iainpare.ac.id/id/eprint/7822/1/18.1900.037.pdf

Nursyifa, A. (2019). Kepemimpinan Kepala Sekolah dalam Menghadapi Era Revolusi Industri 4.0 : Perspektif Sosiologi Pendidikan. *Jurnal Pendidikan Kewarganegaraan*, *6*(2), 143–154. https://doi.org/https://openjournal.unpam.ac.id/index.php/PKn/article/view/3351

okemedan.com. (2025, February 13). Di Dinas Pendidikan Deliserdang Ada Korwil Merangkap Penilik dan Plt Kepala Sekolah. *Okemedan.Com*, 1.

Priambodo, R. B., & Ikhwandi, M. R. (2024). Peran Kepala Sekolah dalam Meningkatkan Kedisipinan Peserta Didik di SDN Sumput Sidoarjo. *El-Idare: Jurnal Manajemen Pendidikan Islam*, *10*(1), 20–29. https://doi.org/10.19109/elidare.v10i1.21942

Qisthi, N., Suharsono, & Diella, D. (2022). Efektivitas pembelajaran daring berbasis Google Docs terhadap keterampilan kolaborasi peserta didik pada materi perubahan lingkungan. *Edu Sains: Jurnal Pendidikan Sains & Matematika*, *10*(2), 198. https://doi.org/10.23971/eds.v10i2.3208

Radarjatim.id. (2025, February 5). Kades Glagaharum Merangkap Jabatan Kepsek. *Radar Jatim*, 1. https://radarjatim.id/kades-glagaharum-merangkap-jabatan-kepsek/

Rahayu, R., & Iskandar, S. (2023). Kepemimpinan Transformasional Kepala Sekolah Dalam Pembelajaran Abad 21 Di Sekolah Dasar. *Jurnal Elementaria Edukasia*, *6*(2), 278–286. https://doi.org/10.31949/jee.v6i2.5484

Rakyatsulsel.fajar.co.id. (2025, February 3). Disdik Makassar Akan Tata Ulang 62 Plh Kepala Sekolah. *Rakyatsulsel.Fajar.Co.Id*, 1. https://rakyatsulsel.fajar.co.id/2025/02/03/disdik-makassar-akan-tata-ulang-62-plh-kepala-sekolah/

Ramdan, F. M., Kurniasih, S. D., Yuliana, T., Nurseha, P., & Sitika, A. J. (2024). Kepemimpinan Transformasional dalam Pendidikan Islam. *Indonesian Research Journal on Education Web:*, *4*(4), 2613–2620. https://doi.org/https://doi.org/10.31004/irje.v4i4.1682

Rasyid, R. (2019). Kepemimpinan Transformatif K. H. Ahmad Dahlan Di Muhammadiyah. *Humanika*, *18*(1), 50–58.

https://doi.org/10.21831/hum.v18i1.23128

Razak, A., Patoni, A., & Maunah, B. (2024). Kepemimpinan transformatif Nabi Sulaiman AS perspektif pendidikan. *Kognitif: Jurnal Pendidikan Dan Pembelajaran*, *2*(1), 103–114. https://doi.org/https://doi.org/10.61743/cg.v2i1.67

Rifad, M., Alhabsyi, F., & Nadirah, S. (2023). Kepemimpinan Transformatif Kepala Sekolah Dalam Meningkatkan Kemampuan Literasi Digital Tenaga Pendidik di SD Alkhairaat 1 Palu. *Jurnal Integrasi Manajemen Pendidikan*, *2*(1), 49–58. https://doi.org/10.24239/jimpe.v2i1.1866

Rohmawati, L., & Syamsiah, S. N. (2024). Peran Kepemimpinan Transformasional dalam Meningkatkan Kualitas Pendidikan di Era Digital. *Jurnal Review Pendidikan Dan Pengajaran*, *7*(4), 18306–18311. https://journal.universitaspahlawan.ac.id/index.php/jrpp

Shofwani, S. A., Sundari, P., Sarullah, Hartarini, Y. M., & Hariyadi, A. (2024). Kepemimpinan Kepala Sekolah dalam Meningkatkan Kualitas Pendidikan di Era Revolusi Industri 4.0. *Efektif, Swasta Kota, D I Raya, Palangka*, *6*(1), 31–36. https://doi.org/https://doi.org/10.37304/eej.v6i1.12789

Sumutpost.id. (2024, August 17). Rangkap Jabatan Kepsek 3 SDN Sekaligus, Praktisi Hukum: Kadisdik Langkat Langgar Permendikbud dan Rusak Masa Depan Anak. *Sumutpost.Id*, 1. https://sumutpost.id/rangkap-jabatan-kepsek-3-sdn-sekaligus-praktisi-hukum-kadisdik-langkat-langgar-permendikbud-dan-rusak-masa-depan-anak/

Sutisna, S. H., Rozak, A., & Saputra, W. R. (2023). Manajemen Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Sekolah. *Jurnal Impresi Indonesia*, *2*(6), 574–581. https://doi.org/10.58344/jii.v2i6.2916

Trisnawati. (2024). Penerapan Kepemimpinan Transformasional dalam Upaya Meningkatkan Kinerja Guru di MAN 5 Tasikmalaya. *Jurnal Inovasi Pendidiakn Dan Pengajaran*, *4*(2), 108–121.

Tumangger, L. D. U., Tambunan, A. M., & Manulang, E. J. B. (2024). Problematika Kepemimpin Kepala Sekolah Rangkap Jabatan Pada SMTK Yayasan GKPPD Pakpak Kirana Tahun 2023. *Jurnal Pendidikan Dan Media Pembelajaran (JUNDIKMA)*, *03*(01), 1–6. https://doi.org/https://doi.org/10.59584/jundikma.v3i1.51

Tuponawati, S., Wicaksono, L., & Waruwu, M. (2025). Pengaruh Gaya Kepemimpinan Kepala Sekolah terhadap Motivasi Kerja Guru SD Negeri ecaatan Sekadau Hilir. *Journal on Education*, *07*(02), 10370–10384. https://doi.org/https://doi.org/10.31004/joe.v7i2.7476

Warman, Hermansyah, Kusmiati, T., & Junainah, N. (2024). Supervisi Akademik Kepala Sekolah Yang Humanis Dalam Meningkatkan Kinerja Guru. *Jurnal Manajemen Pendidikan Dasar , Menengah Dan Tinggi*, *5*(2), 222–231. https://doi.org/https://doi.org/10.59059/al-tarbiyah.v3i1.1794

Waryanti, I. S. (2024). Analisis Etos Kerja Kepala Sekolah Menengah Atas (SMA) Negeri 1 Indralaya Selatan. *Unisan Journal*, *3*(3), 524–532. https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/2424

Widodo, R., & Bedi, F. (2024). Strategi Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Guru. *Journal of Science and Social Research*, *7*(3), 407–414. https://doi.org/https://doi.org/10.54314/jssr.v8i1.2729

Widyatmoko, W. F., Widyanti, R. N., & Pabbajah, M. (2024). Building Private Universities Based on Transformational Leadership and Interpersonal Relationships. *Transnational Business and Management*, *2*(1), 77–89. https://doi.org/https://doi.org/10.33182/tbm.v2i2.3368

Zakki, M., Maunah, B., & Patoni, A. (2023). Orientasi dan Tujuan Kepemimpinan Transformasional dalam Meningkatkan Mutu Pendidikan Islam. *Nidhomiyyah: Jurnal Manajemen Pendidikan Islam*, *4*(1), 52–68.

https://doi.org/10.38073/nidhomiyyah.v4i1.980

Zulaikah, Y., Patoni, A., & Maunah, B. (2024). Implementasi Kepemimpinan Transformational Pada Lembaga Pendidikan Islam. *Nakula: Pusat Ilmu Pendidikan, BVahasa Dan Ilmu Sosial*, *2*(3). https://jurnal.staiskutim.ac.id/index.php/An-Nadzir/article/view/246

Zuriati, Citriadin, Y., & Rustam. (2025). *Kepala Sekolah Sebagai Agen Perubahan : Membangun Budaya Sekolah yang Positif dan Inklusif di SDN Taman Sari*. 6(1), 1–4. https://doi.org/https://doi.org/10.29303/goescienceed.v6i1.609