

Driving School Transformation Through Leadership, Innovation, and Collaboration: Evidence from St. Paul School, Sunter Jakarta

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Abstract: This study explores how transformational leadership and educational innovation influence team success through stakeholder collaboration at St. Paul School, Sunter Jakarta. Using a quantitative research design with data from 110 respondents analyzed through PLS-SEM, the study reveals that transformational leadership does not directly enhance team success but exerts a significant indirect effect through stakeholder collaboration, indicating full mediation. Conversely, educational innovation demonstrates both direct and indirect positive effects on team success, suggesting partial mediation. These findings emphasize that leadership vision and innovation must be supported by strong collaborative engagement among teachers, parents, alumni, and the school foundation to achieve sustainable improvement. Theoretically, the results validate the integration of Transformational Leadership Theory, Innovation Diffusion Theory, and Stakeholder Theory, showing that collaborative synergy serves as the key mechanism driving school transformation and collective performance.

Keywords: Transformational leadership, educational innovation, stakeholder collaboration, team success, school transformation

Abstrak: Penelitian ini mengkaji bagaimana kepemimpinan transformasional dan inovasi edukasi memengaruhi keberhasilan tim melalui kolaborasi stakeholder di Sekolah St. Paulus Sunter, Jakarta. Dengan menggunakan pendekatan kuantitatif terhadap data dari 110 responden yang dianalisis melalui PLS-SEM, penelitian ini menemukan bahwa kepemimpinan transformasional tidak secara langsung meningkatkan keberhasilan tim, tetapi berpengaruh secara tidak langsung melalui kolaborasi stakeholder, yang menunjukkan adanya mediasi penuh. Sebaliknya, inovasi edukasi terbukti memiliki pengaruh positif baik secara langsung maupun tidak langsung terhadap keberhasilan tim, yang mengindikasikan mediasi parsial. Temuan ini menegaskan bahwa visi kepemimpinan dan upaya inovasi harus didukung oleh keterlibatan kolaboratif yang kuat antara guru, orang tua, alumni, dan yayasan sekolah untuk mencapai peningkatan yang berkelanjutan. Secara teoretis, hasil penelitian ini memvalidasi integrasi Teori Kepemimpinan Transformasional, Teori Difusi Inovasi, dan Teori Stakeholder, yang menunjukkan bahwa sinergi kolaboratif merupakan mekanisme utama dalam mendorong transformasi sekolah dan kinerja kolektif.

Kata Kunci: kepemimpinan transformasional, inovasi edukasi, kolaborasi stakeholder, keberhasilan tim, transformasi sekolah

INTRODUCTION

The alarming decline in student enrollment at Sekolah Santo Paulus Sunter Jakarta from 2019 to 2025 exposes a critical leadership and innovation crisis that demands urgent transformation. This phenomenon underscores how globalization and digital transformation have reshaped the educational landscape, requiring schools to evolve rapidly or risk institutional stagnation (Hermawanto & Anggraini, 2020; Mangopo et al., 2023). First, empirical studies show that transformational leadership plays a decisive role in creating adaptive, visionary organizations capable of sustaining motivation and change within complex educational ecosystems (Bass & Riggio, 2006; Leithwood & Jantzi, 2006). Second, despite efforts to collaborate with educational consultants, the absence of sustained innovation and shared vision among teachers, parents, and foundation members has prevented meaningful progress—illustrating the failure of isolated interventions without integrative stakeholder collaboration (Fullan, 2025; Hargreaves & O’Connor, 2018). Third, national education policies such as the *Permendikbud* (2021) on school zoning and socioeconomic disparities documented by *Susenas* (2021) have intensified competition from public schools, putting additional pressure on private institutions to innovate or face continual decline. Therefore, this research highlights an urgent need to strengthen transformational leadership and stakeholder collaboration as intertwined forces driving educational innovation and team success at Sekolah Santo Paulus Sunter Jakarta.

A critical gap in the existing literature lies in the absence of an integrated, context-specific model that simultaneously connects **transformational leadership**, **educational innovation**, and **multi-stakeholder collaboration** (including parents, alumni, foundations, and the wider community) as drivers of **team success** within Indonesian Catholic private schools—particularly those affected by zoning policies and growing competition from public schools (Permendikbud, 2021; Susenas, 2021). Classical studies emphasize that transformational leadership inspires adaptive change and enhances performance (Bass & Riggio, 2006; Leithwood & Jantzi, 2006), while recent educational reform research highlights the value of collaborative professionalism and systemic learning across actors (Hargreaves & O’Connor, 2018; Fullan, 2025). However, most previous studies have examined these relationships separately—such as leadership→innovation or collaboration→outcomes—without exploring the **mediating or serial role** of stakeholder collaboration in linking transformational leadership and innovation to **team-based outcomes** such as cohesion, adaptability, and goal attainment (Hermawanto & Anggraini, 2020; Mangopo et al., 2023). Furthermore, few **longitudinal studies** have tracked team dynamics across the full innovation cycle (ideation–implementation–diffusion), operationalized collaboration as measurable **co-creation** rather than formal partnership, or differentiated contextual factors (e.g., urban versus non-urban Catholic schools) that may moderate these interactions. Consequently, empirical evidence explaining real performance variations in cases like **Sekolah Santo Paulus Sunter Jakarta** remains limited (Permendikbud, 2021; Susenas, 2021; Fullan, 2025).

This research employs **Transformational Leadership Theory**, **Innovation Diffusion Theory**, and **Stakeholder Theory** as its main theoretical lenses to explain how leadership behavior, innovation practices, and collaborative engagement collectively shape team success within the school context. Transformational Leadership Theory (Bass & Riggio, 2006; Leithwood & Jantzi, 2006) provides the foundation for understanding how leaders inspire followers through idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation—fostering a shared vision that encourages adaptive change and professional growth among teachers. Meanwhile, **Innovation Diffusion Theory** (Rogers, 2003) frames educational innovation as a process of idea adoption and implementation influenced by communication channels, leadership support, and the social system within the school, emphasizing that innovation thrives when leaders promote experimentation and collective learning. Complementing these perspectives, **Stakeholder Theory** (Freeman, 1984) underscores the importance of engaging diverse actors—teachers, parents, alumni, and foundations—in co-creating value through collaboration, dialogue, and shared responsibility. Together, these theories illuminate how transformational leadership drives innovation and how stakeholder

collaboration acts as a mediating mechanism that transforms visionary leadership and innovative initiatives into measurable team success within Sekolah Santo Paulus Sunter Jakarta.

The main objective of this research is to **analyze the impact of transformational leadership and educational innovation on team success through stakeholder collaboration** at Sekolah Santo Paulus Sunter Jakarta. Specifically, this study seeks to determine how transformational leadership practices—characterized by vision, inspiration, intellectual stimulation, and individualized consideration—foster a culture of innovation and collaborative engagement among teachers and stakeholders (Bass & Riggio, 2006; Leithwood & Jantzi, 2006). It also aims to assess how educational innovation, as explained by Rogers' *Diffusion of Innovations Theory* (2003), translates leadership vision into creative teaching strategies, technological adaptation, and continuous improvement processes that enhance team performance. Furthermore, grounded in Freeman's *Stakeholder Theory* (1984), the research investigates the mediating role of stakeholder collaboration—encompassing parents, alumni, and the school foundation—in bridging leadership initiatives and collective outcomes. By integrating these theoretical perspectives, this study intends to develop a comprehensive model explaining how leadership-driven innovation and stakeholder synergy can strengthen organizational resilience and improve team success in the context of Catholic private education in Indonesia (Fullan, 2025; Hargreaves & O'Connor, 2018).

LITERATURE REVIEW

Transformational Leadership Theory

Transformational Leadership Theory is conceptualized as a leadership paradigm that empowers leaders to inspire, motivate, and transform their followers by elevating shared values and higher-level needs beyond personal interests. Initially introduced as *transforming leadership* (Breevaart et al., 2016) and later popularized as *transformational leadership* by Antonakis (2018), this theory is highly relevant in the era of decentralization, where flexibility, creativity, and visionary thinking are essential to organizational success. Transformational leadership encourages followers to find deeper meaning in their work, align personal goals with collective objectives, and activate higher-order motivational drives (Kovjanic et al., 2019). Riggio (2017) further emphasizes that such leadership fosters personal growth, team empowerment, and positive organizational transformation by helping individuals transcend limitations and realize their full potential. According to Nguyen et al. (2020), transformational leaders guide followers toward self-actualization while cultivating adaptive organizational cultures that respond effectively to change. Hoch et al. (2018) categorize transformational leadership into four core dimensions: **idealized influence** (role modeling and ethical conduct), **inspirational motivation** (articulating a compelling vision), **intellectual stimulation** (encouraging creativity and critical thinking), and **individualized consideration** (providing personal attention and support). Thus, transformational leadership serves as a catalyst for both organizational achievement and human development—bridging vision, empowerment, and innovation within dynamic educational and institutional contexts.

Innovation in Education

Innovation in education is conceptualized as a **planned and conscious process of change** that introduces new ideas, methods, or products aimed at improving the quality, effectiveness, and relevance of learning and educational management. Fundamentally, innovation represents a deliberate transformation that leads to qualitative differences from prior conditions, serving as a key driver of organizational progress and competitiveness (Syafaruddin et al., 2012; Rogers, 2019). In educational settings, innovation encompasses the renewal of learning methods, curriculum design, administrative systems, and the integration of technology—all directed toward enhancing teaching quality, expanding access, and aligning education with scientific and technological advancements (Rusdiana, 2014; Sa'ud, 2015). Rogers (2019) further explains innovation through the *Diffusion of Innovations Theory*, where its success depends on resource availability, member readiness, and organizational

characteristics that facilitate adoption and sustainability. The implementation of educational innovation is also influenced by the professionalism and creativity of teachers, the participation of students and parents, and supportive educational regulations (Sa'ud, 2012). Thus, innovation in education can be categorized into four interrelated dimensions: **instructional innovation** (learning strategies and pedagogy), **curricular innovation** (content and structure reform), **managerial innovation** (governance and administration), and **technological innovation** (digital tools and systems). Overall, educational innovation functions as a strategic response to contemporary challenges, enabling schools to evolve continuously and prepare adaptive, future-ready generations.

Collaboration

Collaboration is conceptualized as a **strategic form of cooperation** involving two or more organizations, government bodies, or multi-organizational networks that jointly manage shared resources and pursue common goals that would be difficult to achieve individually (Rahardjo, 2010). It emphasizes the establishment of clear working arrangements, mutual trust, shared commitment, and institutional capacity as foundational elements for effective collective action. According to Ansell and Gash (as cited in Sudarmo, 2011), collaboration can be categorized into two main forms. The first is **collaboration as a process**, referring to a sequence of interactions among governmental and non-governmental institutions that engage in joint governance, each contributing according to its roles, interests, and resources. This process-oriented perspective highlights the dynamics of communication, negotiation, and shared decision-making. The second is **collaboration as a normative construct**, which represents a philosophical aspiration wherein governments and organizations seek to build synergistic relationships with strategic partners to achieve broader societal objectives. Thus, collaboration serves not only as an operational mechanism for resource integration and policy alignment but also as a **normative ideal** that embodies trust, inclusivity, and shared responsibility in achieving sustainable and participatory governance outcomes.

Team Readiness

Team readiness is conceptualized as a **collective condition of preparedness** that emerges from the synergy between individual readiness and effective teamwork, enabling teams to adapt, perform, and achieve organizational goals efficiently. Teamwork itself represents a collaborative effort among individuals united by a shared purpose, where coordinated interactions produce positive synergy and superior outcomes compared to individual work (Sopiah, 2018; Robbins & Judge, 2017). This aligns with Amirullah (2015), who emphasizes that cohesive teamwork fosters optimal organizational success through mutual support, shared accountability, and collective problem-solving. Readiness, on the other hand, refers to an individual's holistic state of responsiveness toward a given situation, encompassing physical, mental, emotional, cognitive, and skill-based dimensions (Slameto, 2015). Caballero, Walker, and Fuller-Tyszkiewicz (2011) extend this notion by defining readiness as an attribute that underpins success in dynamic work environments, where adaptability and proactive engagement are key. Accordingly, **team readiness** can be categorized into three interrelated dimensions: **cognitive readiness** (shared understanding, knowledge, and mental preparedness), **affective readiness** (motivation, trust, and emotional resilience), and **behavioral readiness** (coordination, flexibility, and performance execution). In this integrated form, team readiness functions as both an outcome of transformational processes and a critical antecedent for high-performing, innovative, and resilient teams in organizational and educational settings.

Theoretical Framework and Hypothesis

This study is grounded in an integrative theoretical framework combining **Transformational Leadership Theory**, **Innovation Diffusion Theory**, and **Stakeholder Theory** to explain how leadership, innovation, and collaboration collectively influence team success in the educational context. Transformational Leadership Theory (Bass & Riggio, 2006; Leithwood & Jantzi, 2006) posits that leaders who exhibit vision, inspiration, intellectual stimulation, and individualized

consideration can elevate followers' motivation and commitment, fostering organizational adaptability and performance. In the school context, such leadership behavior cultivates a shared vision that promotes collaboration and continuous improvement among teachers and staff. Complementing this, **Innovation Diffusion Theory** (Rogers, 2003; 2019) emphasizes how innovative ideas, methods, or technologies are adopted and institutionalized through communication networks and leadership support, enabling schools to enhance learning quality and organizational effectiveness. Moreover, **Stakeholder Theory** (Freeman, 1984) underlines that collaboration among internal and external stakeholders—teachers, parents, alumni, foundations, and the community—creates a co-creation ecosystem that sustains innovation and strengthens organizational legitimacy. When viewed collectively, these theories suggest that transformational leadership serves as a catalyst for educational innovation, while stakeholder collaboration mediates the translation of leadership vision into tangible team outcomes, such as adaptability, cohesion, and performance effectiveness (Hargreaves & O'Connor, 2018; Fullan, 2025).

Based on the theoretical framework, this study proposes that transformational leadership positively influences educational innovation and team success, both directly and indirectly, through stakeholder collaboration. Transformational leaders are expected to inspire teachers to embrace innovation and engage in collaborative practices that enhance collective performance (Bass & Riggio, 2006; Nguyen et al., 2020). Educational innovation, when supported by collaborative engagement, is anticipated to strengthen team readiness, adaptability, and goal achievement (Rogers, 2019; Sa'ud, 2015). Furthermore, stakeholder collaboration is hypothesized to play a mediating role by integrating diverse resources, trust, and shared commitment into a cohesive effort that transforms leadership initiatives into measurable team outcomes (Rahardjo, 2010; Hargreaves & O'Connor, 2018). Thus, the hypotheses are formulated as follows:

H1: Transformational leadership has a positive effect on educational innovation.

H2: Transformational leadership has a positive effect on stakeholder collaboration.

H3: Educational innovation has a positive effect on team success.

H4: Stakeholder collaboration has a positive effect on team success.

H5: Stakeholder collaboration mediates the relationship between transformational leadership and team success.

H6: Educational innovation mediates the relationship between transformational leadership and team success.

METHOD

This study was conducted at **St. Paul School, Sunter, Jakarta**, involving teachers, foundation staff, and parents as research participants. The main focus was to analyze the influence of **transformational leadership, educational innovation, and stakeholder collaboration on team success** within the school environment. A **quantitative research approach** was employed to measure relationships among variables using a structured questionnaire as the primary data collection instrument, supported by observation, documentation, interviews, and literature review. The data sources consisted of **primary data**, obtained directly from respondents, and **secondary data**, derived from relevant literature, journals, and institutional documents.

Data were collected using a **Likert-scale questionnaire** (1 = strongly disagree to 5 = strongly agree) encompassing indicators of transformational leadership, educational innovation, stakeholder collaboration, and team success. A total of **200 questionnaires** were distributed to participants, and **110 valid responses** were received, yielding a **response rate of 55%**. The **purposive sampling** technique was used to ensure that respondents were selected based on their involvement and understanding of school leadership, innovation practices, and stakeholder collaboration. The research was carried out from **May to August 2025**, covering three main stages: preliminary study, data collection, and data analysis.

Data analysis employed **WarpPLS software** using the **Partial Least Squares Structural Equation Modeling (PLS-SEM)** approach. The analytical procedures included (1) **validity and reliability testing**, covering convergent validity, discriminant validity, and composite reliability; (2) **multicollinearity testing**, ensuring that Variance Inflation Factor (VIF) values were ≤ 3.3 as an ideal criterion; (3) **structural model evaluation**, assessed through indices such as Average Path Coefficient (APC), Average R-squared (ARS), Adjusted Average R-squared (AARS), Average Variance Inflation Factor (AVIF), and Goodness of Fit (GoF); and (4) **hypothesis testing** to examine both direct and indirect effects, particularly the **mediating role of stakeholder collaboration**. This methodological design aimed to provide an empirical and comprehensive understanding of how leadership, innovation, and collaboration interact to enhance team success at St. Paul School, Sunter.

RESULTS

Table 1. Validity Test Results

Variable	Indicator Range	Factor Loading Range	Validity Status
Transformational Leadership (X1)	X1.1 – X1.10	0.646 – 0.841	All indicators valid
Educational Innovation (X2)	X2.1 – X2.10	0.717 – 0.859	All indicators valid
Stakeholder Collaboration (M)	M1 – M10	0.803 – 0.882	All indicators valid
Team Success (Y)	Y1 – Y10	0.788 – 0.902	All indicators valid

The results presented in Table 1 indicate that all indicators across the four research variables—**Transformational Leadership (X1)**, **Educational Innovation (X2)**, **Stakeholder Collaboration (M)**, and **Team Success (Y)**—meet the validity requirements. The factor loading values range from **0.646 to 0.902**, exceeding the minimum threshold of **0.60**, which signifies acceptable convergent validity (Hair et al., 2021; Ghozali & Latan, 2015). Specifically, the Transformational Leadership indicators show loading values between 0.646 and 0.841, Educational Innovation between 0.717 and 0.859, Stakeholder Collaboration between 0.803 and 0.882, and Team Success between 0.788 and 0.902. These results confirm that each measurement item contributes significantly to explaining its respective latent construct. Therefore, all variables can be considered valid and appropriate for further statistical analysis within the PLS-SEM model.

Table 2. Reliability Test Results

Construct / Latent Variable	Composite Reliability (CR)	Reliability Status
Transformational Leadership (X1)	0.931	Reliable (CR \geq 0.70)
Educational Innovation (X2)	0.935	Reliable
Stakeholder Collaboration (M)	0.955	Reliable
Team Success (Y)	0.956	Reliable

The composite reliability (CR) results in Table 2 demonstrate that all latent constructs—**Transformational Leadership**, **Educational Innovation**, **Stakeholder Collaboration**, and **Team Success**—are reliable, with CR values ranging from **0.931 to 0.956**, exceeding the recommended threshold of **0.70** (Hair et al., 2021; Ghozali & Latan, 2015). These results confirm a high level of internal consistency among indicators, suggesting that the measurement model is stable and reliable for further hypothesis testing within the PLS-SEM framework.

Table 3: Multicollinearity Test Results

Construct	VIF Value	Threshold Criteria	Interpretation
Transformational Leadership (X1)	4.559	< 5 (ideal)	No multicollinearity issue
Educational Innovation (X2)	7.190	< 5 (ideal), < 10 (acceptable)	High multicollinearity indication
Stakeholder Collaboration (M)	7.781	< 5 (ideal), < 10 (acceptable)	High multicollinearity indication
Team Success (Y)	5.999	< 5 (ideal), < 10 (acceptable)	Near the threshold; requires attention

The multicollinearity test results presented in Table 3 show that the **VIF values** range from **4.559 to 7.781**. According to Hair et al. (2021), a **VIF value below 5** indicates an ideal level of independence among variables, while values up to **10** may still be acceptable though warrant closer examination. In this study, **Transformational Leadership (X1)** meets the ideal threshold with no multicollinearity issues, whereas **Educational Innovation (X2)** and **Stakeholder Collaboration (M)** exhibit **higher VIF values (above 7)**, suggesting potential overlap or conceptual redundancy that should be monitored. **Team Success (Y)** also shows a value near the upper limit (5.999), indicating partial dependency but still within the acceptable range. Overall, while no severe multicollinearity problem is detected, further model refinement or indicator re-specification may enhance discriminant clarity.

Table 4. Hypothesis Test Results

Hypothesis	Path Coefficient	p-value	Decision	Interpretation
H1: Transformational Leadership (X1) → Stakeholder Collaboration (M)	0.336	< 0.001	Accepted	Transformational leadership has a significant positive effect on stakeholder collaboration.
H2: Educational Innovation (X2) → Stakeholder Collaboration (M)	0.622	< 0.001	Accepted	Educational innovation has a significant positive effect on stakeholder collaboration.
H3: Transformational Leadership (X1) → Team Success (Y)	0.080	0.178	Rejected	Transformational leadership has no significant effect on team success.
H4: Educational Innovation (X2) → Team Success (Y)	0.422	< 0.001	Accepted	Educational innovation has a significant positive effect on team success.
H5: Stakeholder Collaboration (M) → Team Success (Y)	0.437	< 0.001	Accepted	Stakeholder collaboration has a significant positive effect on team success.

The results of hypothesis testing presented in Table 4 show that four out of five proposed hypotheses were accepted. The path analysis indicates that **transformational leadership (X1)** has a positive and significant effect on **stakeholder collaboration (M)** with a path coefficient of **0.336** and a *p*-value of **< 0.001** (H1). Similarly, **educational innovation (X2)** also shows a strong and significant positive effect on stakeholder collaboration, with a path coefficient of **0.622** and a *p*-value of **< 0.001** (H2). In contrast, the direct relationship between transformational leadership and team success (H3) is found to be **not significant**, with a path coefficient of **0.080** and a *p*-value of **0.178**, indicating that leadership alone does not directly influence team outcomes.

Furthermore, **educational innovation (X2)** demonstrates a significant positive impact on **team success (Y)**, with a path coefficient of **0.422** and a p -value of < 0.001 (H4). Likewise, **stakeholder collaboration (M)** significantly affects team success, as reflected by a path coefficient of **0.437** and a p -value of < 0.001 (H5). These results suggest that both educational innovation and stakeholder collaboration contribute meaningfully to enhancing team effectiveness within St. Paul School, Sunter. Overall, the findings indicate that while transformational leadership does not directly influence team success, it indirectly supports it by strengthening stakeholder collaboration, which in turn fosters improved team performance.

Table 5. Mediating Effect Results

Independent Variable	Type of Mediation	Indirect Effect	Direct Effect	Total Effect	Interpretation
Transformational Leadership (X1)	Full Mediation	0.147	0.080 (ns)	0.227	Transformational leadership influences team success only through stakeholder collaboration.
Educational Innovation (X2)	Partial Mediation	0.272	0.422 (sig.)	0.694	Educational innovation affects team success both directly and indirectly through stakeholder collaboration.

The results of the mediation analysis (Table 5) show that **stakeholder collaboration** plays a significant mediating role between **transformational leadership** and **team success**, as well as between **educational innovation** and **team success**. For transformational leadership, the indirect effect (0.147) is significant, while the direct effect (0.080) is not, indicating a **full mediation effect**, meaning that leadership enhances team performance only through the strengthening of stakeholder collaboration. Meanwhile, for educational innovation, both the indirect (0.272) and direct (0.422) effects are significant, implying a **partial mediation effect**, where innovation contributes to team success both directly and via collaborative engagement among stakeholders. These results highlight that effective collaboration serves as a key mechanism linking leadership and innovation efforts to overall team achievement at St. Paul School, Sunter.

DISCUSSION

This study aimed to examine the influence of **transformational leadership** and **educational innovation** on **team success** through **stakeholder collaboration** at St. Paul School, Sunter Jakarta. It was hypothesized that both transformational leadership and educational innovation would positively affect team success, either directly or indirectly through collaborative engagement. The findings revealed that transformational leadership did not directly enhance team success but exerted its influence indirectly through stakeholder collaboration, highlighting the essential mediating role of partnership and shared commitment. In contrast, educational innovation positively affected team success both directly and indirectly, demonstrating that innovation and collaboration work hand in hand to strengthen team performance. Overall, the results confirm that stakeholder collaboration is a key mechanism linking leadership and innovation to team achievement, emphasizing the importance of collective synergy in educational transformation.

The findings of this study reflect that **transformational leadership and educational innovation achieve their fullest impact when enacted through meaningful stakeholder collaboration**, aligning closely with the principles of *Transformational Leadership Theory*, *Innovation Diffusion Theory*, and *Stakeholder Theory*. From the perspective of **Transformational Leadership Theory**, leaders who inspire, intellectually stimulate, and personally engage followers foster a shared vision that strengthens commitment and collaboration within the organization (Bass & Riggio, 2006; Leithwood & Jantzi, 2006). The mediation effect of stakeholder collaboration further supports **Stakeholder Theory**, which posits that organizational success is best achieved through the active

involvement and co-creation of value among diverse internal and external stakeholders (Freeman, 1984; Hargreaves & O'Connor, 2018). Similarly, the significant influence of educational innovation corresponds with **Innovation Diffusion Theory**, where the adoption of new methods and technologies becomes more effective when supported by communicative, trust-based networks that encourage shared learning and experimentation (Rogers, 2003; Fullan, 2025). Therefore, the results suggest that leadership and innovation alone are insufficient without the integrative function of collaboration—implying that sustainable educational transformation emerges from the synergy between visionary leadership, innovative culture, and stakeholder engagement working as a unified system.

The findings of this research can be explained through the integration of **Transformational Leadership Theory**, **Innovation Diffusion Theory**, and **Stakeholder Theory**, which together clarify why collaboration serves as the critical link between leadership, innovation, and team success. According to **Transformational Leadership Theory**, effective leaders empower and inspire followers to transcend personal interests and embrace collective goals through vision, intellectual stimulation, and individualized support (Bass & Riggio, 2006; Leithwood & Jantzi, 2006). However, leadership influence becomes most impactful when it operates through social processes of engagement and trust—elements central to **Stakeholder Theory**, which posits that organizational success emerges from interactive relationships among diverse actors who share resources, knowledge, and values (Freeman, 1984; Hargreaves & O'Connor, 2018). This explains why transformational leadership alone did not directly improve team success in this study—it required the mediating mechanism of stakeholder collaboration to activate shared ownership and coordination. Furthermore, **Innovation Diffusion Theory** suggests that innovation thrives when supported by communicative networks and conducive social structures (Rogers, 2003; Fullan, 2025), which aligns with the finding that educational innovation directly and indirectly enhanced team success. Thus, the results highlight that leadership and innovation yield optimal outcomes only when embedded in collaborative systems that facilitate participation, adaptability, and shared vision across stakeholders.

The results of this study differ from previous research by highlighting that **transformational leadership does not directly affect team success**, but instead operates **indirectly through stakeholder collaboration**, revealing a contextual nuance that extends earlier findings. Prior studies have generally shown a **direct and significant relationship** between transformational leadership and team or organizational performance (Bass & Riggio, 2006; Leithwood & Jantzi, 2006; Nguyen et al., 2020). However, this study demonstrates that in the context of a Catholic private school, leadership effectiveness depends heavily on **collaborative structures and stakeholder engagement**, aligning more closely with the participatory governance perspective in **Stakeholder Theory** (Freeman, 1984; Hargreaves & O'Connor, 2018). Another point of novelty lies in the integration of **educational innovation as both a direct and indirect predictor** of team success, which differs from previous research that often treated innovation as a dependent outcome rather than an antecedent of team performance (Rogers, 2003; Fullan, 2025). By incorporating **stakeholder collaboration as a mediating mechanism**, this study advances the understanding of how leadership and innovation interact within social systems to enhance team outcomes, offering a more dynamic and context-sensitive framework for school-based organizational improvement.

In response to the research findings, **Sekolah Santo Paulus Sunter Jakarta** needs to formulate strategic plans and actions that strengthen **stakeholder collaboration** as the foundation for sustainable educational transformation. First, school leaders should adopt **transformational leadership practices** by articulating a clear and inspiring vision, encouraging innovation, and fostering open communication among teachers, parents, alumni, and the foundation (Bass & Riggio, 2006; Leithwood & Jantzi, 2006). Second, the school should institutionalize **collaborative governance structures**, such as stakeholder committees and innovation task forces, to facilitate participatory decision-making and collective accountability in line with **Stakeholder Theory** (Freeman, 1984; Hargreaves & O'Connor, 2018). Third, continuous **professional development and innovation programs** should be implemented to equip educators with adaptive teaching methods and

digital competencies, supporting the diffusion of new ideas as emphasized by **Innovation Diffusion Theory** (Rogers, 2003; Fullan, 2025). Lastly, the school should cultivate a **learning community culture** that values feedback, trust, and shared responsibility, ensuring that leadership, innovation, and collaboration are embedded in daily practices. Through these actions, Sekolah Santo Paulus Sunter Jakarta can enhance team effectiveness, sustain innovation, and build resilience in responding to the dynamic challenges of contemporary education.

CONCLUSION

One of the most **important and surprising findings** of this research is that **transformational leadership—traditionally viewed as a direct driver of team success—was found to have no significant direct effect** on team performance at Sekolah Santo Paulus Sunter Jakarta. Instead, its influence operates **entirely through stakeholder collaboration**, revealing that leadership vision and charisma alone are insufficient without strong relational engagement and participatory governance structures. This discovery challenges the dominant assumption in prior studies that transformational leadership independently enhances organizational outcomes (Bass & Riggio, 2006; Leithwood & Jantzi, 2006), and instead supports the **Stakeholder Theory** perspective that genuine progress in educational institutions arises from **collective ownership, trust, and shared decision-making** (Freeman, 1984; Hargreaves & O'Connor, 2018). In practical terms, this means that even the most inspiring leaders cannot sustain team effectiveness unless they create a culture of collaboration and co-creation where all members—teachers, parents, and the foundation—actively contribute to innovation and problem-solving. This shift from individual to collective agency represents a **paradigm change** in understanding leadership effectiveness within educational organizations.

The use of **Transformational Leadership Theory, Innovation Diffusion Theory, and Stakeholder Theory**, combined with a **quantitative research method**, proved capable of effectively addressing the research problems in this study. These theoretical lenses provided a strong conceptual foundation for understanding the interconnected influence of leadership, innovation, and collaboration on team success in an educational setting. Transformational Leadership Theory explains how leaders inspire and mobilize followers toward shared goals (Bass & Riggio, 2006; Leithwood & Jantzi, 2006), while Innovation Diffusion Theory clarifies how new ideas and practices are adopted within social systems (Rogers, 2003). Stakeholder Theory complements these perspectives by emphasizing the collaborative interactions among diverse actors as the key to achieving organizational performance (Freeman, 1984; Hargreaves & O'Connor, 2018). The **quantitative approach** using PLS-SEM allowed for a precise examination of both direct and indirect relationships among these variables, enabling empirical validation of mediation effects that qualitative methods might not capture with statistical rigor (Hair et al., 2021; Ghazali & Latan, 2015). Therefore, the chosen theories and quantitative design effectively explained how transformational leadership and innovation influence team success through stakeholder collaboration, providing comprehensive and data-driven insights into the research questions.

This research, while offering valuable insights into the relationships between **transformational leadership, educational innovation, stakeholder collaboration, and team success**, has several limitations that open avenues for future study. First, the study was limited to a **single case context**—Sekolah Santo Paulus Sunter Jakarta—therefore its findings may not be fully generalizable to other educational settings with different organizational cultures or governance structures (Creswell & Creswell, 2018). Second, the use of a **cross-sectional quantitative design** restricts the ability to capture changes in leadership practices, innovation adoption, and collaboration dynamics over time, suggesting the need for **longitudinal or mixed-method approaches** in future research (Hair et al., 2021; Ghazali & Latan, 2015). Third, the reliance on **self-reported data** from teachers, parents, and foundation staff may introduce potential response bias, which future studies could mitigate through triangulation with qualitative interviews or performance-based indicators (Creswell & Plano Clark, 2017). Future research should also consider examining **additional mediating or moderating variables**, such as organizational culture, digital competence, or psychological empowerment, to enrich understanding of how leadership and innovation translate into team outcomes (Fullan, 2025;

Hargreaves & O'Connor, 2018). Expanding the study to multiple schools or regions would further strengthen the **external validity** and provide comparative perspectives on collaborative educational leadership practices.

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