

Transformational Leadership of The School Principle in Building Organizational Culture

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ABSTRACT. This study aims to describe the transformational leadership of the principal in establishing organizational culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri. The purpose of this research was to describe: (1) Transformational leadership of headmaster in improving organizational culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri. (2) The transformational leadership of the principal overcomes the obstacles in establishing organizational culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri. (3) Factors that support and obstruct the transformational leadership of headmaster in developing organization culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri. The method used is qualitative method, with data collection technique: interview, documentation and observation. The step of analyzing data is by collecting data, reducing data, presenting data and then concluding. To examine the validity of the data is carried out tests of credibility, transferability, dependability, and confirmability. The findings were: (1) Transformational Headmaster Leadership in establishing organizational culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri, Principal could build culture well. The principal organizes certain programs that could build a culture at the MA NU Hasan Muchyi Kapurejo Pagu Kediri. In deciding on programs that can be implemented in the School, the Principal involved all stakeholders in the School. (2) In establishing an organizational culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri, the Principal is a good example for all residents in the School, so that the application of good organizational culture in MA NU Hasan Muchyi Kapurejo Pagu Kediri worked well. (3) As a leader, the Head of Madrasah always provides motivation to all teachers' councils, both orally and in writing and in general or in particular. The principal builds self-awareness on the teacher and communicates well so that the Principal's social relationships could go well.

Keywords: *Transformational Leadership, Headmaster, Organizational Culture*

INTRODUCTION

Education is the root of life. According to Musfah, schools that are attached to education are established to educate and develop students' affection and morals. (Musfah: 2015) Humans will become strong if they have also received a good education so that the output of education produces intelligent and godly human beings. In this case, the leader plays an active role in making changes in the field of education. The leader is none other than the principal of the

school. The principal does not only act as a leader, but he can also be an educator in the school where he leads (Ihsan et al., 2021).

A school principal is required to fulfill as many of the indicators mentioned above in order to become an excellent school leader. To build a superior school a lot of attention. One of the focuses of researchers here is organizational culture. The organizational culture of a good educational institution is an organizational culture that makes the institution have its own identity from educational institutions in general (Aisyah et al., 2022; Pusvitasari, 2023). If the organizational culture is good, the organization will also be good, but if the organizational culture is bad, the organization will also be bad. In the sense that the principal has a major influence on the organizational culture of the school. Whether or not the principal's leadership is good or not, according to Siahaan, must be reflected in the organizational culture at the school (Siahaan: 2012)

Thus, transformational leadership in an effective organization can create a culture that on the one hand helps achieve organizational goals and on the other hand satisfies the various needs of its members (Astuti & Danial, 2019). Uha believes that organizational culture works well if the leadership that is implemented can create change and also maintain it. (Uha: 2015) Organizational culture is important in running an organization. Good culture in an organization will have an impact on the fulfillment of organizational goals (Rofifah et al., 2021; Rony, 2021).

In general, each individual is motivated by a culture that influences their behavior. Culture requires individuals to behave and provide instructions on what to follow and learn. These conditions also apply in organizations regarding how employees behave and what should be done. Harvey argued, organizational culture includes: values, beliefs, forms of behavior of its members in a particular organization. (Harvey: 2013) Organizational culture leads to a system of shared values held by its members that distinguishes an organization from other organizations (Ilmi et al., 2021; Saadah & Asy'ari, 2022).

Transformational leaders or school principals who have a transformational leadership type are school principals who are able to influence subordinates, namely the teacher council and all staff to work optimally by motivating the teacher council and all staff instead of supervising them, and articulating the current vision of the school as a place for them to serve. According to Mulyasa, if the principal is able to do this, then the teacher council and staff will work optimally to realize the school's or madrasah's vision because they are no longer waiting for instructions from the principal to do the work with the aim of achieving the school's/madrasah's vision, but they move without having to there are instructions to move or in other words the value of awareness to provide the best for education has been ingrained and becomes a part of every educator and education staff. (Mulyasa: 2013)

Organizational culture can be applied with leaders who can motivate teachers in an educational institution and have a positive effect on themselves so that the goals of education can be achieved. In motivating teachers, transformational leaders are needed who can bring good change, know the needs of their subordinates and can instill and strengthen aspects of the organizational culture that are built and developed in these educational institutions so that it will foster a strong organizational culture that is held firmly and upheld with all educators and educational staff. According to Northouse, transformational leadership actually has several dimensions, namely; 1). ideal influence with indicators of pride, trust, loyalty and respect. 2). Inspirational motivation by motivating teachers, use of symbols, achieving goals, teacher abilities. 3). Intellectual stimulation with indicators creates a conducive climate, generates new ideas, solves problems. 4). Individualized consideration with attention, appreciation, advisory indicators through personal interaction. (Peter: 2013)

This is in accordance with the results of the initial research by researchers at MA NU Hasan Muchyi Kapurejo Pagu Kediri in March 2022 showing that organizational culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri can be made into a model school which is characterized

by leaders or principals able to fulfill satisfaction teacher council work and teacher motivation in teaching which continues to increase.

In this case, MA NU Hasan Muchyi Kapurejo Pagu Kediri is an Islamic school with a global perspective, always trying to provide space for all students to develop their potential, both in the academic and non-academic fields. With various excellent programs such as Qiro'at, Muhadloroh, Banjari, IPNU-IPPNU, Scouts, Automotive, ICT, Drum Band, Catering, Fashion Design, PIK R has led students to perform, compete, and achieve achievements starting from city, provincial and national levels. With the achievements of so many students, the leadership of the school principal is certainly very influential on MA NU Hasan Muchyi Kapurejo Pagu Kediri

Transformational leadership, which means leadership that brings changes to something into a different form or a vision of achievement into real achievements, requires leadership from school principals who are able to bring about change, namely by building a school culture so that it has an impact on the effective and efficient empowerment of educators and education at MA NU Hasan. Muchyi Kapurejo Pagu Kediri. In addition, by building an organizational culture, a system of shared meaning embraced by educators will have an impact on the characteristics reflected in the school, in this case organizational culture appears as a differentiator of one organization from other organizations..

As preliminary research data, Mr. M. Komarudin, S.Pd.I has led MA NU Hasan Muchyi Kapurejo Pagu Kediri since 2017 until now and is a transformational leader. One of the teachers at the school said that "Pak Komar" as he was called, was a leader who brought changes to the organizational culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri in a better direction. This can be proven from the ease with which teachers express their opinions, leaders often invite sharing and discussion about the problems faced by teachers individually and at school, as well as frequent discussions with students and the surrounding community. Intense interaction is one capital of a transformational leader. Equally important is the student achievement that has been achieved since his leadership has increased dramatically, namely as many as 41 awards have been obtained by his students in participating in competitions to date. Therefore the researcher is interested in examining the Principal of the MA NU Hasan Muchyi Kapurejo Pagu Kediri, whether in building culture or organizational culture it is also comparable from the initial data that researchers obtained.

From the background of the problems above, the researcher is interested in conducting research with the title "Transformational Leadership of Principals in Building Organizational Culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri".

METHOD

This study uses a qualitative method with a case study approach. (Sugiono: 2008) Qualitative methods are used to obtain in-depth data, data that contains meaning. Meaning is actual data, definite data which is a visible data return value. This research will produce/describe a model of transformational leadership in building an organizational culture by the principal at MA NU Hasan Muchyi Kapurejo Pagu Kediri which later many principals will be inspired to become transformational leaders in their respective schools..

This research was conducted at MA NU Hasan Muchyi Kapurejo Pagu Kediri which is located on Jln. KH. Hasyim Asyari Etc. Kapurejo Ds. Pagu Kec. Pagu Kab. Kediri East Java in March 2022.

The current Head of School is Mr. Moh. Komarudin, S.Pd.I. This school was chosen because no one has conducted previous research on the transformational leadership of school principals in building organizational culture in this school. Apart from having a long history, MA NU Hasan Muchyi Kapurejo Pagu Kediri is also strategically located, located between two (2) sub-

districts, namely Pagu sub-district and Kayen Kidul sub-district, and the school is easy to reach because it is still near the main road.

The source/subject in qualitative research is a person who can be used as a source of information for researchers as much as possible. The data sources here are divided into two, namely the data extracted in this research is the main data which includes: 1) indicators of transformational leaders; 2) inhibiting and supporting factors for the transformational leadership of the MA NU Hasan Muchyi Kapurejo Pagu Kediri school principal; 3) efforts to develop transformational leadership of school principals at MA NU Hasan Muchyi Kapurejo Pagu Kediri.

Data collection techniques in this study used observation techniques, interviews (Arikunto: 2014) and documentation studies. Data analysis technique is a way of organizing data, for that data can then be analyzed qualitative data interactive model from Miles and Huberman consisting of: (a) data reduction, (b) data presentation, and (c) conclusions, where the process takes place circularly during the study.

RESULT AND DISCUSSION

Transformational School Principals in Building Organizational Culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri

Leadership in the era of globalization will face increasingly complex demands. Such conditions demand the capability and skills of leaders in managing change. These demands have led to education because the community believes that education is able to answer and anticipate these challenges. (Fattah: 2012) One of the skills that must be possessed is to build a good organizational culture. Building an organizational culture is something that needs to be done in the Principal's leadership process. In order to create a good and superior organizational culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri, school principals are needed who are able to build the desired organizational culture and the right leadership to do this is transformational leadership.

Burns, as quoted by Zaenal, explained that transformational leadership is basically a process:

“Leaders and followers elevate each other to higher levels of morality and motivation. Leaders are people who are aware of the principles of organizational development and human performance so that they try to develop their full leadership side through motivating staff and calling for higher ideals and moral values, such as independence, justice, humanity, not based on emotions. , such as greed, jealousy or hatred.” (Zainal: 2012)

The principal does not see himself as a transformational leader, namely a leader who brings change to himself and others, but the people around him who can see the principal's leadership. The leader's responsibility is to provide wise, effective and productive answers to various problems and challenges faced by their era. The result is that the principal's leadership can be said to be transformational leadership.

Based on the author's interview with the principal of MA NU Hasan Muchyi Kapurejo Pagu Kediri, when asked about the meaning of transformative leadership, he stated as follows: “I think transformational leadership is leadership by bringing positive change to the organization. There are four things that must be owned by someone to be called a transformational leader, namely ideal influence, inspiration or a motivator, intellectual stimulation and consideration that is adapted. I certainly cannot judge myself whether I am a transformative leader or not. You can conduct interviews and observations with school residents.

According to the author, the figure of the school principal is qualified to be said to be a transformative leader, this is based on the characteristics that a transformative leader must possess. In detail will be found as follows:

It can also be said as charisma. This is the emotional component of leadership. The influence ideal describes leaders who act as strong role models for followers. Followers associate themselves with these leaders and are eager to emulate them. These leaders usually have very high standards of moral and ethical behavior, and can be counted on to do the right thing. They are highly valued by followers who are usually highly trusted by them. They give followers a vision and a sense of mission. The leader creates a vision that is expected to inspire the enthusiasm of his followers in totality for the benefit of the institution, not for personal or group interests. After planning, the next step is formulating it. Visions that are truly ideal, leaders need to review the strengths and weaknesses of institutions and predict the possibility of an ideal future that can be achieved within 5-10 years.

In terms of implementing the vision, Mr. Komar as the head of MA NU Hasan Muchyi Kapurejo Pagu Kediri is known to be very concerned in terms of tracing the processes to achieve it. This is stated in the excerpt of the author's interview with Mr. Komar, as follows:

“In my opinion, having a vision is important in an organization, especially schools. A strong vision is important for school development. I diligently build the vision that has been agreed upon, even though involvement in the process of forming the vision is limited by not involving parents and students. As you probably already know, the vision of MA NU Hasan Muchyi Kapurejo Pagu Kediri is "Have piety, have noble character, excel, be ready to lead", and I am always committed to the process of realizing that vision.”

From the interview excerpt above, it can be seen that the principal is trying to continue with the process sentence he said to be committed to realizing the school's vision, this is also in accordance with the author's observation data in which the data shows that the principal provides information to the school community about his expectations and programs programs to motivate teachers and foster their commitment.

Several things can also characterize the ideal influence within Mr. Komar, including the warm interaction between Mr. Komar and all school members (Interviews with Mrs. Erny: Teacher; Mr. Sumijan: Teacher, Mrs. Yuyun: Employee; Ulfa: student and Pak Yitnoto: Security). They also revealed that Mr. Komar is also a person who respects other people. One of them is an excerpt from the author's interview from Bu Yuyun of the School Personnel and Financial Administration, she tells a story:

“Once, I was invited to speak with him, even though in my opinion what I said was of little importance, Mr. Komar always appreciated our conversation. And one more thing, Mr. Komar is also a school principal who never forgets to say the word "thank you" to his subordinates. In my opinion, this is a plus-plus for Mr. Komar as the school principal because my friends and I feel valued by these things. The principal is also a figure who never discriminates against anyone. If he treats everyone differently, in my opinion that is a proper attitude as a leader, because basically every human being has different characteristics and the approach taken is of course different.”

The data above shows that Mr. Komar is an ideal leader. There is one sentence that really inspired the author at the end of the author's interview from the figure of Mr. Komar, namely "For Mr. Komar, when we want to be an example we must set ourselves an example first, how many people will follow our example if we do not reflect the qualities that want to emulate." From the data that has been obtained, Mr. Komarodin as head of MA NU Hasan Muchyi Kapurejo Pagu Kediri has one of the indicators of a transformational leader.

This factor describes leaders who communicate high expectations to followers, inspire them through motivation to be loyal to, and be part of a shared vision in the organization. In practice, leaders use symbols and emotional appeals to focus the efforts of group members to achieve more than they would in their own self-interest. Team morale is enhanced by this type of leadership.

An example of this factor might be a leader encouraging followers through words of encouragement and brief conversation, to provide encouragement that clearly communicates the important role they play in the future growth of the organization. And also with examples of the behavior of the leader.

At MA NU Hasan Muchyi Kapurejo Pagu Kediri, activities that represent this are morning and evening briefings. If Mr. Komar is in place, this activity is very routinely carried out. One of the author's interview excerpts regarding the benefits of having briefing activities is as follows:

"There is one goal that I hope from this activity, namely to maintain the enthusiasm of all school members. I don't think that school members are my subordinates at all, but more like friends and work colleagues who are fun. Morning and evening briefings are also conducted to strengthen one another, discuss what should be discussed and put out positive words so as to make the briefing situation very comfortable and calm."

This is in accordance with the results of the researchers' observations, that in the morning briefing Mr. Komar showed an inspiring and motivating principal figure. In the briefing, Mr. Komar always conveys inspiring sentences and encourages teachers to always improve their performance and always says that our school is proud of all the teachers which indicates that Mr. Komar continues to build that organization at MA NU Hasan Muchyi Kapurejo Pagu Kediri is shared property. (Observation Results, 2 April 2022)

It should be admitted that the headmaster of the MA NU Hasan Muchyi Kapurejo Pagu Kediri is an inspirational headmaster. Several things that should also be emulated by all school communities, namely the principal's efforts to build a spirit of competition among the school community, because Mr. Komar believes that a good school is a school that has the ability to compete with other schools and this is evident from its many achievements. achievements achieved by both students and teachers whose attachments the author will present in the attachment section. Pak Pur has also succeeded in building a religious culture at school, because MA NU Hasan Muchyi Kapurejo Pagu Kediri is also an Islamic-based high school. However, Mr. Komar acknowledged these two keys as the school culture which he highly upholds in school programs planned together.

With the various data presented, an indicator of an inspiring motivational figure as one that is found in transformational leaders already exists in Mr. Komarodin.

This includes leadership that stimulates followers to be creative and innovative and stimulates their own beliefs and values, as well as those of the leader and the organization. The character of a transformative leader who is able to encourage his subordinates to solve problems carefully and rationally. A leader is also required to have a good intellectual. The school principal, who is currently completing his master's degree in Islamic Education Management at IKHAC Pacet Mojokerto, is a smart leader. It is not an easy thing to lead and carry out the task of continuing education. This is all done with sincerity for the betterment of the organization he is leading.

This type of leadership supports followers when trying new approaches and developing innovative ways to deal with organizational problems. It encourages employees to think things through independently and engage in informed decision making. An example of this type of leadership is a factory manager who leverages each worker's efforts to develop unique ways to solve problems that have caused a slump in production.

Indeed, for intellectual stimulation a transformative leader has many indicators that have been fulfilled by the MA NU principal Hasan Muchyi Kapurejo Pagu Kediri. As another proof of intellectual stimulation, the head of the MA NU Hasan Muchyi Kapurejo Pagu Kediri several years ago received the blessing of being the host of the PKPNU event up to 2 times with an attendance rate of approximately 80 special cadre participants for NU teachers.

Thus, Mr. Komar's intellectual stimulation has succeeded in increasing the confidence of subordinates to always be better than before. This is what characterizes the figure of Mr. Komar as a transformational school principal.

This factor represents leaders providing a supportive climate, in which they listen carefully to the needs of each follower. Leaders act as coaches and advisors, trying to help followers actually achieve what they want. This leader may use delegation to help followers grow through personal challenges. An example of this type of leadership is a manager who takes the time to treat each employee in a unique and caring way. For some employees, the leader can give certain orders with a high level of structure.

The behavior of transformational leaders for individual considerations already exists in the MA NU principal Hasan Muchyi Kapurejo Pagu Kediri, where he reflects, thinks, and always identifies the needs of his employees. The personality of a leader is a person who individually has shown his personality as a leader. He always evaluates his leadership. This has also been done by Mr. Komar who conducts evaluations every day before returning home from work for all teachers at MA NU Hasan Muchyi Kapurejo Pagu Kediri.

Efforts of the Principal in Improving Transformational Leadership in Building Organizational Culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri

In relation to the role of the principal in improving the performance of educational staff, it is necessary to understand that every school principal is responsible for directing what is good for educational staff, and he himself must do good. The principal must also be an example, patient and understanding. (Mulyasa: 2013)

Transformational leadership is the answer to various problems faced by schools. Schools will be of high quality if they are led by transformational principals. Transformational leadership has an emphasis on clear vision and mission statements, effective use of communication, providing intellectual stimulation, and personal attention to the problems of individual members of the organization. With such an emphasis, it is hoped that the principal will be able to improve the performance of his teaching staff in order to develop the quality of his school.

Principal transformational leadership requires the ability to communicate, especially persuasive communication. With persuasive communication will be a supporting factor in the leadership transformation process.

Transformational leadership implemented by the principal can act as a bridge connecting various decisions without any party feeling aggrieved. The ability to transform various school resources is absolutely essential within the framework of productive school leadership. For example, transforming potential into actual, vision becomes latent into manifest and so on.

In this case, the principal of MA NU Hasan Muchyi Kapurejo Pagu Kediri can already be categorized as a transformational school principal from some of the data obtained. Mr. Pur, has the ability to be a leader who always works with or through other people, optimally transforming organizational resources in order to achieve meaningful goals in accordance with predetermined achievement targets. The resources in question can be in the form of human resources, facilities, funds, and organizational external factors. In school organizations, of course, the human resources referred to can be in the form of leaders, teaching staff, subordinates, experts, teachers, lecturers, widyasarana, researchers and so on.

As a school that already has quality, of course MA NU Hasan Muchyi Kapurejo Pagu Kediri wants more progress than the current achievements. This is the shared dream of both the principal and all school members. Pak Komar as the head of the MA NU Hasan Muchyi Kapurejo Pagu Kediri school has indeed shown himself as a transformational leader. Help staff to develop and maintain a culture of cooperation, professional culture, help accelerate development and help educators to solve problems more effectively.

The principal takes an individual approach in motivating teachers. This approach is applied to teachers who are not yet aware of the importance of a disciplinary culture. The principal takes an approach by inviting the teacher to discuss and solve the problems that occur.

This approach is considered to have a good impact on teachers, because after being given input in the form of motivation from the Principal and messages that are persuasive, the teacher can accept and promise not to repeat his actions again. So, it appears that the leadership of the Principal in building an organizational culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri is inseparable from the factors that support and hinder the process and efforts of the Principal in solving the problems that occur.

The factors that come from outside are: Structure, HR, and Work Management System. These external factors are factors that come from outside the organization. Of course there are many more external influences that are part of the three external factors above.

A positive school culture is associated with high student motivation and achievement. In this case, students of MA NU Hasan Muchyi Kapurejo Pagu Kediri are known for their extraordinary achievements. In the middle of the author's interview with the Deputy Head of Public Relations, Mr. Mujiono, S.Pd, revealed that in the past few years, we have had at least 50 achievements. This is also in line with Raihani who revealed that the success of a leader is marked by student achievement. In addition, increasing collaboration between teachers and changing the attitude of teachers towards their future work to be positive. The teacher's positive attitude in the study room does not stand alone but is contributed by the principal's transformational leadership style.

Therefore transformational leadership is a leader who is able to build changes in the body of the school organization in accordance with the values set by empowering the entire school community through directed communication, so that followers can work more energetically and focused so that teaching and learning becomes transformative for everyone. person

Factors Supporting and Hindering the Implementation of Principal Transformational Leadership in Building Organizational Culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri.

Starting to lead MA NU Hasan Muchyi Kapurejo Pagu Kediri was indeed a lesson in itself for Mr. Komarodin. There are joys and sorrows that are passed. The principal's transformational leadership in building organizational culture can be seen from the factors that support the principal's leadership. These factors are first: Self-awareness embedded in the soul. The principal realizes that this is very important for individuals within the MA NU Hasan Muchyi Kapurejo Pagu Kediri. Without self-awareness to change, the desired school culture will not be achieved.

Most of the self-awareness of teachers and staff has been awakened, so it requires even more maximum effort to reach the entire school community. Actually there is no need for a reprimand, but the teachers and staff and even all members of the school including students and parents of students have reached a conscious level to do as they should for the betterment of the school.

To raise awareness in the school community, the following is an excerpt from the author's interview:

"Usually, I first use a certain method to raise awareness of owning this school, namely by first making all school members proud of their institution. If everyone already feels that they belong to their institution, then the desire to do good for the institution has started to grow. I am always gentle and do not hold complicated bureaucracy in my leadership so that it is easy for leaders and followers to interact. And prioritizing discipline, especially time management for the success of every program designed."

This is also in line with teacher interviews and author observations. There are not so visible obstacles when the research that the author did for stakeholders who have not developed self-awareness, this is also the fruit of the leadership that he carries out. Head of MA NU Hasan Muchyi Kapurejo Pagu Kediri by building a good organizational culture is considered to have succeeded in growing pride in the school community, all school members have been through the process that the principal continues to grow a positive self-image of the school and is very proud of the organization. This nuance certainly does not grow by itself, but through the efforts of management and leadership. Thus, staff independence and empowerment grow because of the leadership steps in creating, formulating, transforming and implementing the vision consistently and consequently.

Second: The Principal's ability to conceptualize the program. The ability to conceptualize the program of the Principal has been proven by the programs that have been implemented at MA NU Hasan Muchyi Kapurejo Pagu Kediri. All programs designed by the Principal aim to develop individual competencies for both teachers and students and can change for the better. The principal believes that the programs that have been designed and discussed together will be carried out if individuals in the school environment work together and have self-awareness to change. The strong desire that is embedded in oneself will influence the process of building a good culture at school.

Good planning is the beginning of a good success. Thus, the principal is also required to be able to make a mature plan. In carrying out the program that has been planned, the school principal is indeed known as a "top planner" and after conducting interviews, he said that "I only make the most decisions", which implied that deliberation on planning that the school principal makes takes precedence.

Third: The technical ability of the Principal in implementing the program. The principal does not work alone in carrying out all the programs designed, but to achieve the desired organizational culture, namely "Morally and creatively come first", the principal requires the cooperation of all elements in the school environment. He has also done this by maintaining coordination with every school member. In collaborating with the entire school community, Pak Komar is known to be very shrewd. Because there is not a single school member who escapes his attention so that the implementation of school programs is always satisfactory. One of the competencies that must be possessed by a school principal is to be able to implement a plan that has been made (Dilia et al., 2022; Madkan & Mumtahana, 2022; Tarwi & Naimah, 2022).

The leadership process will not be separated from resistance or rejections that occur. In the process of building a disciplined organizational culture, the inhibiting factors cannot be separated. Among these inhibiting factors, there are still some individuals who do not realize the importance of a disciplined culture to make changes to themselves (Fitria et al., 2022; Tajudin & Aprilianto, 2020). Indeed, the percentage is only 5%, but if efforts are not made to reduce it, there is a possibility that this number will increase again. This is also related to the difficulty of changing the mindset of subordinates from the old pattern to the new pattern promoted by the principal (Aprilianto et al., 2021; Malik et al., 2021; Saputro & Darim, 2022).

Apart from teachers and staff, for his leadership, Mr. Komar admits that he is always tested by the presence of new students who bring habits from his old school. So that strict coaching continues to be carried out to synergize them with school goals.

CONCLUSION

1. The principal's transformational leadership in building an organizational culture turned out to bring change to MA NU Hasan Muchyi Kapurejo Pagu Kediri. This is proven through the vision and mission of a good school, the programs that are planned and implemented go well, the norms applied at MA NU Hasan Muchyi Kapurejo Pagu Kediri contain Islamic norms that make MA NU Hasan Muchyi Kapurejo Pagu Kediri look superior, setting up a forum for structured problem solving, namely regular meetings of management and school principals and teacher boards, using the slogan that is the ideal of MA NU Hasan Muchyi Kapurejo Pagu Kediri "Have piety, have noble character, excel, be ready to lead", display symbols which characterizes Islamic nuances in the school environment, both in the teacher's room, classrooms, and school corridors, also adds to the thickness of the organizational culture at MA NU Hasan Muchyi Kapurejo Pagu Kediri, using words or expressions of motivation, cooperation and responsibility between one another. So, in the implementation of teaching and learning activities at MA NU Hasan Muchyi Kapurejo Pagu Kediri it was proven that it was running as it should with the presence or absence of the school principal. The transformational leadership of the head of MA NU Hasan Muchyi Kapurejo Pagu Kediri is also characterized by some good influence, good motivator, good intellectual stimulation of stakeholders and good support for subordinates.
2. The Head of MA NU, Hasan Muchyi Kapurejo Pagu Kediri, tries his best to upgrade every attitude he has in order to become a true transformational leader with several efforts such as conducting non-stop coordination by protecting the school community properly, creating strategies and programs creatively, critical of things that can break down organizational goals, establish good communication and cooperation with stakeholders.
3. In the implementation of transformational leadership, school principals are inseparable from supporting and inhibiting factors in building organizational culture, this can be seen in the supporting factors owned by school principals, namely the ability of school principals to conceptualize programs, implement programs and foster cooperative relationships with both teachers and the community and the inhibiting factor that is very prominent is that there are several teachers whose self-awareness is still not visible and there are still stakeholders who carry the bad traits of the old institution.

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