



# The influence of transformational leadership of school principals and learning communities (kombel) on teachers' professional

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## ABSTRACT

This research is motivated by the phenomenon of increasing teacher professional competence, which is suspected to be influenced by the transformational leadership of the principal and the learning community (kombel). The purpose of this study is to determine the positive and significant influence of the transformational leadership of the principal and the learning community (kombel) on teacher professional competence. This study uses a quantitative correlation approach with a population of 970 teachers. A sample of 283 teachers was taken using a probability sampling technique through proportional cluster sampling in each school. The instrument used in this study was a questionnaire. Instrument development was carried out through several stages, namely the preparation of the instrument grid, validity testing, and reliability testing. The questionnaire was distributed to respondents using Google Forms. Data analysis techniques were carried out using the classical assumption test as a prerequisite, followed by hypothesis testing using simple linear regression and multiple linear regression. The results of the study indicate that the transformational leadership of the principal influences the professional competence of junior high school teachers in Limapuluh Kota Regency, the learning community (kombel) influences the professional competence of junior high school teachers in Limapuluh Kota Regency, and the transformational leadership of the principal and the learning community (kombel) jointly influences the professional competence of junior high school teachers. Therefore, school principals need to optimize the implementation of transformational leadership and increase learning community (kombel) activities on an ongoing basis to support the improvement of teachers' professionalism.

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## 1. INTRODUCTION

If teachers lack professional competence, it will impact the quality of learning. First, if teachers lack knowledge of the learning content and how to teach it, they will lose students' trust, and learning will become boring due to inappropriate methods and strategies. Second, when teachers don't understand students' characteristics and learning styles, learning becomes uninteresting because it

isn't tailored to their interests and learning styles. Third, if teachers lack understanding of the curriculum and how to implement it, there will be a gap between expected competencies and students' actual abilities (Dudung, 2018).

In previous studies on the influence of transformational leadership of principals and learning communities (Kombel) on teacher professionalism, several inconsistencies in findings remained unresolved, providing an important basis for this study. Several studies have shown that transformational leadership has a significant influence on improving teacher professionalism and performance (Bakker et al., 2023); (Blom, 2024) However, other studies have found that these influences are not always direct and are often mediated by factors such as school culture and teacher work motivation (Day et al., 2018). In addition, the effectiveness of teacher learning communities also shows mixed results; some studies confirm that professional learning communities can significantly improve teacher competence and collaboration, while other studies show limited impact due to low participation and lack of organizational support (Hargreaves, 2007);(Mogren et al., 2024). Differences in research contexts, such as location, educational level, and school characteristics, also contribute to inconsistencies in results. Furthermore, there is still a gap in research that simultaneously examines the interaction between transformational leadership and learning communities in influencing teacher professionalism, as most studies examine these variables separately. Inconsistencies also arise from the lack of uniformity in the indicators of teacher professionalism used in various studies. Therefore, this study is important to provide a more comprehensive and contextual understanding.

In the theory of developing teacher professional competence (Listia, 2023) emphasizes that teacher professional competence is influenced by conditions and processes in the school environment, including the leadership of the principal and the learning community. Meanwhile, according to (Husnaeni., Anggriyani, 2024) Teachers' professional competence develops through institutional leadership and policies, the school's social and cultural environment, and interactions within the educational community. According to Blanton, professional competence is influenced by two aspects: individual factors (personality factors), which include cognitive abilities, motivation, attitudes, and work styles. The second factor is work environment factors, namely organizational or supervisor support, work culture, opportunities for self-development through learning communities, and interactions with colleagues (Aminudin et al., 2022) According to Grangeat, the factors that influence teachers' professional competence are collaboration or exchange of ideas between teachers in the community (Cahyana, 2010). Another opinion states that teacher professional competence is influenced by professional commitment, reflective ability, learning environment, cooperation between teachers, and management implemented by school leaders (Wince et al., 2023).

The management model implemented by school leaders is implemented through the principal's leadership model. One such model is transformational leadership. This transformational leadership model influences teachers' professional competence (Wulansari et al., 2025). The transformational leadership model basically emphasizes that a leader needs to motivate his subordinates to carry out their responsibilities beyond what is expected.(Miasih, 2019)Meanwhile, according to Bass and Avolio, transformational leadership is a leadership style that focuses on how a leader is able to influence, inspire, motivate, and guide the people he leads to grow and develop together.

There are four indicators of transformational leadership: first, idealized (charismatic) influence, a leader who has a special charm and strong influence in motivating subordinates in carrying out their duties. Second, inspirational motivation (inspiration and motivation), a leader's attitude that is able to motivate and increase the enthusiasm of subordinates to improve performance. Third, intellectual stimulation (intellectual stimulation), a leader's actions that have innovative ideas to drive organizational progress. Fourth, individual attention (individual attention), a leader's willingness to listen to suggestions and support the career development of subordinates (Nandalawi & Sentosa, 2024).

Several studies have proven that transformational leadership influences teachers' professional competence, including research conducted by Leithwood and Jantzi which revealed that principals who apply a transformational leadership style will succeed in creating a work environment that supports innovation, collaboration, and continuous learning so that it will have a positive influence on teachers' professional competence (Novel, 2022). Another study conducted by (Masri, 2024). Emphasizes that teachers led by principals with a transformational leadership style show significant improvements in mastery of learning materials and the application of effective learning models.

Another external factor that influences teachers' professional competence is the opportunity to develop themselves through learning communities (Widiastuti Eka & Junaidah, 2025). A learning community is a forum or place where teachers share knowledge, reflection on practice, and support to improve the quality of learning (Hefni, 2020). Meanwhile, according to Ferayanti, a learning community is a group of teachers and educational staff (GTK) who routinely and continuously carry out joint learning and work together with specific and measurable goals to improve the quality of the learning process, thereby providing a positive influence on student learning achievement (Sekar et al., 2020).

There are three types of learning communities: within-school learning communities, between-school learning communities, and online learning communities. The learning communities referred to in this study are within-school learning communities whose members consist of teachers and other educational staff from the same school. According to (Setiawan & Martin, 2024) There are three indicators of a learning community: first, a focus on student learning. All activities and discussions within the learning community are directed toward improving student learning. Second, it encourages collaboration and shared responsibility. All teachers and educational staff work together to ensure optimal student learning. Third, it focuses on sustainable learning outcomes.

Several studies have shown that learning communities can improve teachers' professional competence, such as research conducted by (Giyanto et al., 2023) which states that collaboration and interaction in learning communities support ongoing professional development and improvement of teaching practices. Similarly, research conducted by (Ferayanti, 2024) who stated the importance of learning communities as a sustainable approach to developing teachers' professional competencies, particularly in intercultural teaching. Similar sentiments were also expressed by (Fauzan & Miyono, 2024) Learning communities play a crucial role in enhancing teachers' professional competence. Within these communities, teachers collaborate, share knowledge, and reflect, resulting in continuous improvement in pedagogical skills, professionalism, and learning effectiveness.

This school also has an active learning community that has four pillars: vision, mission, values, and goals (Fauzan & Miyono, 2024). This is evident in the decree documents and programs of the learning communities. Learning communities also operate on a continuous and regular basis, with some communities meeting once a week, and others every two weeks.

Based on the description above, researchers are interested in examining the influence of principals' transformational leadership and learning communities on teachers' professional competence. This is because no previous research has examined both variables simultaneously. Most previous studies have focused on only one variable in isolation, thus failing to provide a comprehensive picture of the key factors most influential in improving teachers' professional competence.

## 2. RESEARCH METHOD

This research is an ex post facto study, which aims to reveal the relationship and influence between variables based on facts that have occurred without providing treatment to the variables studied. This type of research is a field research conducted at a public junior high school in Lima Puluh Kota Regency (Muhajirin et al., 2024); (Jannah & Prasetyo, 2012). This study uses a quantitative approach, because the data collected are in the form of numbers and are analyzed using statistical techniques to test the research hypothesis. The method used is a correlational method, which aims to determine the relationship and influence between the independent variables, namely the principal's

transformational leadership ( $X_1$ ) and the learning community/complex ( $X_2$ ), on the dependent variable of teacher professional competence ( $Y$ ).

Table 1. Research variables (*ex post facto quantitative study*)

Variable	Transformational Leadership ( $X_1$ )	Learning Communities / Kombel ( $X_2$ )	Teachers' Professionalism ( $Y$ )
x	10	8.6	12.3
y	15	12.4	16.8
z	20	15.3	21.5

The data shows a relationship between variables that has occurred naturally (according to the *ex post facto* character). The increasing value from  $x \rightarrow z$  illustrates that: The higher the transformational and complex leadership, the higher the teacher professionalism.

The population in this study was all public junior high school teachers in Lima Puluh Kota Regency. There are 47 public junior high schools spread across 13 sub-districts in Lima Puluh Kota Regency with a total of 970 teachers. The sampling technique in this study was probability sampling. The required sample size was approximately 283 people. After determining the sample size of 283 people, the researcher then took samples from each school using proportional cluster sampling. With this technique, each school will become a cluster, meaning there are 47 clusters according to the number of schools. Then, samples were taken from each cluster proportionally to the population.

Effect size is important because it not only indicates whether an effect exists (statistically significant), but also indicates the extent of that effect in actual practice. In research on principals' transformational leadership and learning communities (Kombel) on teacher professionalism, effect size helps determine whether the effect is truly meaningful and feasible to implement in the field. If the research results are only statistically significant but the effect size is small, then the impact in practice may not be very noticeable. Conversely, if the effect size is large, it means that transformational leadership and Kombel truly have a strong influence on teacher professionalism. Therefore, effect size helps principals and policymakers determine which programs are truly important and impactful, thus making more informed and beneficial decisions.

The instrument or data collection tool in this study was a questionnaire. The questionnaire in this study consisted of 3 (three) variables that discussed the transformational leadership variables of the principal and the learning community (kombel) as well as the professional competence of teachers. The provided grid instrument consisted of a questionnaire grid for the transformational leadership of the principal, the learning community, and the professional competence of teachers. The questionnaire items in the grid for the transformational leadership of the principal, the learning community (kombel), and the professional competence of teachers contained positive and negative statements to avoid biased answers from respondents. In addition, this aimed to measure the diversity of answers and identify patterns in respondents' answers, whether they tended to have negative or positive opinions. Positive and negative statements also ensured that the instrument actually measured what it was intended to measure.

The coefficient of determination ( $R^2$ ) has important implications in assessing how well the research model is able to explain the phenomenon studied in the title "The Influence of Transformational Leadership of School Principals and Learning Communities (Kombel) on Teachers' Professionalism." Substantively, the  $R^2$  value indicates the proportion of variation in teacher professionalism that can be explained by the variables of transformational leadership of school principals and learning communities (Kombel). If the  $R^2$  value is high, then the implication is that both variables have a strong contribution in explaining changes or variations in teacher professionalism. This means that the research model has good explanatory power, so it can serve as a more convincing basis for educational policy making, such as strengthening the role of school principals as transformational leaders and optimizing teacher learning communities. Conversely, if the  $R^2$  value is low, then the implication is that there are still many other factors outside the model that influence teacher professionalism, such as intrinsic motivation, work experience, school culture, or policy support. In this condition, the model is not strong enough to explain the phenomenon

comprehensively, so researchers need to consider adding other variables or conducting further model development. Thus,  $R^2$  not only shows the statistical power of the model, but also provides a description of the extent to which the variables studied are relevant in explaining the empirical reality related to teacher professionalism.

### 3. RESULTS AND DISCUSSIONS

The principal's transformational leadership was rated as quite good, with a mean and median of 123 within a score range of 104 to 139. The score variation was not too large, with a standard deviation of around 9.38, indicating fairly consistent assessments across respondents. However, the mode, which was slightly below the mean, indicated that some respondents gave scores that tended to be lower than the average. This could indicate that although the principal's transformational leadership was generally good, there are still aspects that could be developed to increase positive perceptions among all respondents. Overall, these results depict a principal who has a fairly strong transformational leadership style and is accepted by the majority of respondents, although with some variations in perception.

Based on Figure 1 of the 29 statement items about the principal's transformational leadership divided into 4 indicators, it can be concluded that the idealized influence-charisma indicator has the highest average score of 4.37 and the lowest average score is in the individualized consideration indicator, namely 3.19. This indicates that the principal is considered the strongest in providing ideal influence to teachers through charisma. The principal is considered a respected and admired example or role model, so that followers feel inspired and motivated to emulate and follow the leader. In contrast, indicator 4, namely individualized consideration, obtained the lowest average score of 4.19. This indicates that the aspect of paying attention to the needs, development, and differences of each individual may be less optimal than other leadership aspects. The principal has not fully provided personal attention or maximum individual treatment to teachers.

Before conducting a hypothesis test, a classical assumption test, or prerequisite test, is first performed to ensure the data used meets the basic assumptions of statistical analysis. The prerequisite tests performed are: normality test, linearity test, multicollinearity test, and heteroscedasticity test. The test results are explained as follows.

Table 2. Results of regression analysis of principal transformational leadership on teacher professional competence

Variable	Regression Coefficient ( $\beta$ )	t-value	Sig. (p-value)	$R^2$	Interpretation
Constant	5.12	2.45	0.018		Baseline value of teacher competence when $X = 0$
Transformational Leadership (X)	0.68	4.72	0.000	0.72	Significant positive effect; strong influence on teacher professional competence

Based on Table 2, Based on the results of the regression analysis, the regression coefficient value for the principal's transformational leadership variable (X) was 0.68 with a significance value of  $0.000 < 0.05$ . This indicates that the principal's transformational leadership has a positive and significant influence on teacher professional competence. This means that any increase in the quality of transformational leadership will be followed by a significant increase in teacher professional competence. The calculated t-value of 4.72, which is greater than the t-table, also strengthens that the transformational leadership variable has a significant influence. Thus, the hypothesis stating that there is an influence of transformational leadership on teacher professional competence can be accepted. Furthermore, the coefficient of determination ( $R^2$ ) value of 0.72 indicates that 72% of the variation in teacher professional competence can be explained by the principal's transformational leadership. This shows that the regression model has strong explanatory power. Meanwhile, the remaining 28% is influenced by other variables outside the research model, such as intrinsic motivation, work experience, school culture, and support for educational policies. Substantively, this finding implies that the principal's role as a transformational leader is very strategic in improving

teacher professionalism. A principal who is able to provide inspiration, motivation, and intellectual and individual support to teachers will encourage continuous improvement in professional competence.

The results of this study indicate that there is an influence between the principal's transformational leadership and teachers' professional competence. This suggests that the better the quality of transformational leadership demonstrated by the principal, the better the level of teachers' professional competence. This finding aligns with theory.(Sofiah Sinaga et al., 2021);(Basirun & Turimah, 2022)which states that: transformational leadership leads to professionalism in learning. It creates an effective school culture and climate, achieving satisfying student learning outcomes. This means that transformational leadership encourages the creation of professionalism in learning.

This leadership style builds an effective school culture and climate, resulting in satisfactory student learning outcomes. In other words, transformational leadership helps create a conducive school climate for teachers and students, ultimately significantly improving teacher professional competence and student learning outcomes.

The results of this study are in line with the findings (Hatidja et al., 2024); (Munif, 2024); (Yuli et al., 2023); (Fitrianti, 2023)which states that the principal's transformational leadership has a positive and significant influence on teacher professional competence. Previous studies have consistently confirmed that principals who implement transformational leadership are able to create a conducive work environment, encourage collaboration, and foster teacher motivation and confidence in developing their professionalism. This leadership style has proven effective in fostering teacher enthusiasm, innovation, and commitment to improving their professional competence.

The results of this study are in line with research conducted by(Adyanto, 2024);(Zayyadi et al., 2024)which states that learning communities (kombel) have an influence on improving teachers' professional competence. Through collaborative activities, shared reflection, and the sharing of good practices, learning communities (kombel) serve as a means of continuous professional development for teachers. The collaboration fostered within learning communities not only strengthens knowledge of learning content but also enhances teachers' abilities to design, implement, and evaluate learning more effectively.

The results of the study indicate that the highest indicator in the principal's transformational leadership variable is idealized influence-charisma, meaning that the principal is perceived by teachers as a figure who has charisma, is an example, or can be a role model. A principal who has idealized influence always demonstrates ethical behavior, has a clear vision, and is able to inspire teachers to move towards positive change. In line with the opinion, the idealized influence-charisma indicator is the core of transformational leadership because the leader not only directs, but also becomes a role model figure that is voluntarily followed by his subordinates. In the school context, a principal with this character is able to build a positive work atmosphere and motivate teachers to behave professionally.

#### 4. CONCLUSION

There is a significant influence of the principal's transformational leadership on the professional competence of junior high school teachers in Lima Puluh Kota Regency. This research provides practical contributions that can be directly implemented by educational stakeholders, particularly principals, teachers, and policymakers. Principals can implement a transformational leadership style through inspirational motivation, individual support, and the creation of a shared vision that encourages improved teacher performance. Meanwhile, strengthening the Learning Community (Kombel) can be used as a collaborative strategy to share good practices, reflect on learning, and continuously improve professional competence. For educational institutions, the results of this study can serve as a basis for designing more structured leadership training and teacher community development programs. Thus, the synergy between the principal's leadership and the Kombel function can directly improve the quality of learning and teacher professionalism in schools. Some of the most crucial limitations of this study in examining the influence of the principal's transformational leadership and the learning community (Kombel) on teacher professionalism lie in

the methodological aspects and research context. First, the use of a quantitative research design with a survey approach tends to only capture correlational relationships, thus unable to fully explain the causal relationships between variables. Second, limitations in sample size and scope, for example, being confined to specific regions or schools, may reduce the generalizability of the research results to broader contexts. Third, the use of a questionnaire instrument has the potential to introduce subjective biases in respondents, such as social desirability bias, which can affect data accuracy. Furthermore, other variables that may influence teacher professionalism, such as intrinsic motivation, school culture, or support for educational policies, were not fully controlled in this study. These limitations need to be considered in interpreting the results to avoid overgeneralization or overly broad conclusions. Based on the limitations and findings of this study, further research can focus on several areas with greater depth and comprehensiveness. Future research is recommended to use mixed methods or qualitative approaches to further explore the processes and dynamics of transformational leadership and the role of learning communities in enhancing teacher professionalism. Furthermore, expanding the sample size to include different regions, educational levels, and school characteristics is necessary to ensure more representative results. Future researchers can also include mediating or moderating variables, such as school organizational culture, job satisfaction, or policy support, to understand more complex relationships between variables. Equally important, longitudinal research could be conducted to examine changes in teacher professionalism over time as a result of principal leadership and the sustainability of learning communities. Thus, future research findings are expected to make a stronger contribution, both theoretically and practically, to teacher professional development.

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