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### **THE INTEGRATION OF PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP STRATEGY TO IMPROVE LITERACY AND NUMERACY AT SD PEMBINA BANGGAI, BANGGAI DISTRICT**

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**Received:** 20/07/2025

**Received:** 27/07/2025

**Published:** 31/07/2025

#### **Abstract**

*This study aims to analyze the integration of the principal's transformational leadership strategy in improving student literacy and numeracy at SD Pembina Banggai, in Banggai District. The low literacy and numeracy achievements of elementary school students in Indonesia, including in Banggai Regency, require effective leadership transformation. The study used a mixed methods approach with a sequential explanatory design, involving 32 teachers and 147 students in grades 4, 5, and 6 as quantitative respondents, and 14 participants for in-depth interviews. The research instruments included a transformational leadership questionnaire adapted from the Multifactor Leadership Questionnaire (MLQ), literacy and numeracy tests, interview guidelines, and observations. The results showed that the implementation of transformational leadership was in the high category (score 4.12 on a scale of 5.00) with a significant positive correlation to literacy achievements ( $r = 0.674$ ,  $p < 0.01$ ) and numeracy ( $r = 0.618$ ,  $p < 0.01$ ). Student literacy achievement increased from 58% to 35% in the "need special intervention" category, while numeracy increased from 67% to 48%. Implementation strategies include developing a shared vision, the Numeracy Literacy School Movement (GESALITERA) program, ongoing teacher professional development, and technology-based learning innovation. This study provides a significant contribution to the development of an effective transformational leadership model in improving the basic competencies of elementary school students in Indonesia.*

**Keywords :** transformational leadership; literacy; numeracy

#### **Introduction**

The era of education the 21st century demands transformation paradigm learning that is not only emphasize on aspects cognitive only, but also in development competence literacy and numeracy as foundation main learning throughout life. Literacy and numeracy are two competencies the basis on which key success individual in face challenge modern life is increasingly complex (Bass, 2021). According to the

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Organisation for Economic Co-operation and Development (OECD), literacy defined as ability individual For understand, use, reflect, and engage with text written For reach purpose , develop knowledge and potential , as well as participate in society, while numeracy is ability For access, use, interpret, and communicate mathematical information and ideas For dealing with and managing demands mathematics in various situation life adults (OECD, 2019).

The reality that occurs in Indonesia shows that ability literacy and numeracy student Still is at an alarming level. The results of the Programme for International Student Assessment (PISA) 2022 show that Indonesia occupies ranked 73rd out of 81 countries with score literacy reading 359, score math 366, and science score 383, all of which is below the OECD average (OECD, 2023). National Assessment data conducted by the Ministry of Education, Culture, Research, and Technology in 2023 revealed that only 53.69% of students achieved minimum literacy competency reading and 28.45% of students achieved minimum numeracy competency at the level school basis (Ministry of Education, Culture, Research and Technology, 2023).

Similar conditions also occurred in the Central Sulawesi region, especially in Banggai. Result data The 2023 National Assessment shows that the average achievement literacy student school base in Banggai is in the " need " category intervention special " with percentage students who achieve minimum literacy competency by 48.32% and numeracy by 24.67%, a figure that is still far below the national target ( District Education Office ) Banggai, 2023). The low achievement literacy and numeracy This naturally become challenge Serious for the world of education, considering second competence the is fundamental prerequisites for reach meaningful learning at the level education furthermore .

Banggai Pembina Elementary School , as one of the school base featured in the District Banggai, also faces challenge similar in effort increase ability literacy and numeracy students . The results of the internal evaluation conducted in the year 2023/2024 teaching shows that 58% of students Still is at the "need" level intervention specifically for literacy reading and 67% of students be on the same level for numeracy. This condition indicates existence problem systemic in learning that requires approach

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comprehensive and integrated For overcome it (Internal Document of Banggai Pembina Elementary School , 2024).

Various factor contribute to low achievement literacy and numeracy students , including limitations source Power learning , lack of variations of innovative learning strategies , lack of utilization technology in learning , and what is not lost important is weakness leadership school in implement vision and mission schools that focus on improvement quality learning (Pratiwi et al., 2022). Leadership head school play role crucial in create ecosystem conducive learning for development literacy and numeracy student.

Leadership transformational has proven as one of the approach the most effective leadership in push change positive in the environment school . Bass and Riggio (2020) define leadership transformational as style capable leadership inspire and motivate his followers For reach performance that exceeds expectation through change values , beliefs , and needs they . In the context of education , leadership transformational head school can create an environment that encourages innovation learning , improving teacher motivation , and ultimately impact positive on achievement academic student.

Research conducted by Robinson et al. (2021) shows that schools with head schools that implement style leadership transformational tend own culture more school positive , level satisfaction more teacher work height , and achievement academic more students Good compared to with school led with style leadership others . Characteristics main leadership transformational covering four dimensions , namely : (1) idealized influence , (2) motivation inspirational (inspirational motivation), (3) stimulation intellectual stimulation, and (4) individualized consideration (Bass & Avolio, 2019).

In context improvement literacy and numeracy , leadership transformational head school can play a role as catalyst change with method build vision together about importance literacy and numeracy , creating culture supportive learning development second competence said , giving support and motivation to the teacher for implementing innovative learning strategies , as well as facilitate development sustainable teacher professionalism (Martinez & Johnson, 2022).

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Research result Suryadi et al. (2023) conducted in 15 schools the base in West Java shows that implementation leadership transformational head integrated school with improvement strategy literacy and numeracy capable increase achievement literacy student by 23.4% and numeracy by 18.7% in period time One year . Research similar to that conducted by Hermawan and Sari (2022) in schools base in North Sumatra also confirmed that leadership transformational head school own correlation significant positive with improvement ability literacy and numeracy student.

However, the implementation leadership transformational in context school basis in Indonesia, especially in areas that have characteristics geographical and social a diverse economy like Regency Banggai , still need further study deep . All context school own unique challenges and opportunities, so that the implementation strategy leadership transformational need customized with condition specific to each school.

Banggai Pembina Elementary School, with all complexity the problems he faced, had potential For become an implementation model leadership effective transformational in increase literacy and numeracy students. School This own position strategic as school the expected mentor can become reference for other schools in the area. Therefore, leadership strategy development integrated and comprehensive transformational become very important to be done

leadership strategies transformational with effort improvement literacy and numeracy need approach holistic involving various component school, start from development vision and mission school, planning strategic, development curriculum, implementation innovative learning, development teacher professional, management source power, up to continuous evaluation and monitoring. Success integration it really depends on the ability head school in operate role his leadership in a way effective and efficient.

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## **Method**

### **Research Design**

Study This use mixed methods approach with sequential explanatory design , namely method research that combines approach quantitative and qualitative in a way sequentially For to obtain comprehensive understanding about leadership strategy integration transformational head school in increase literacy and numeracy students (Creswell & Plano Clark, 2018). The first phase use approach quantitative For measure level implementation leadership transformational and achievement literacy numeracy students , while phase second use approach qualitative For delve deeper into the implementation process and the factors that influence it success integration of the strategy .

### **Participants and Samples**

#### **Population and Quantitative Samples**

Population study consists of from all teachers and students grades 4, 5, and 6 at Pembina Banggai Elementary School , District Banggai . The sampling technique used is total sampling for teachers (32 people) and stratified random sampling for student with take 30% of every level class , so that obtained sample as many as 147 students ( grade 4: 49 students , grade 5: 48 students , grade 6: 50 students ).

#### **Participant Qualitative**

Participant qualitative chosen by purposive sampling consisting of from : (1) head school (1 person), (2) senior teachers with a minimum of 10 years of service ( 6 people), (3) young teachers with working period maximum 5 years (4 people), (4) committees school (2 people), and (5) supervisors school (1 person).

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**Data collection Instrument****Quantitative Instrument***Transformational Leadership Questionnaire*

Use adaptation from the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (2004) which has adapted to Indonesian and validated by Munandar (2020). Questionnaire consists of 20 items that measure four dimensions leadership transformational : (1) ideal influence (5 items), (2) motivation inspirational (5 items), (3) stimulation intellectual (5 items), and (4) individual attention (5 items). Using 5- point Likert scale (1 = very much disagree) ever , 5 = very often ). Validity test results show calculated r value > 0.30 for all items and Cronbach's Alpha reliability = 0.92.

*Instrument Test Literacy and Numeracy*

Test literacy use adapted instruments from the Assessment and Teaching of 21st Century Skills (ATC21S) which has been customized with Indonesian context by Kemendikbudristek (2022). Test consists of from 30 questions choice double and 5 questions description that measures ability read understanding , analyzing text , and think critical . Test numeracy use developed instruments based on the PISA framework and adapted with Indonesian curriculum , consisting of 25 questions choice double and 5 questions description that measures ability breakdown problem mathematics in context life daily .

**Qualitative Instrument***In-depth Interview Guidelines*

Guidelines semi- structured interview developed based on four dimensions leadership transformational and aspects implementation of improvement strategies literacy Numeracy . Guidelines consists of from 25 questions main with probing questions for delve deeper response participants.

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*Observation Guidelines*

Observation done use guidelines observation structured observation practice leadership head school in activity daily , meeting coordination , supervision learning , and interaction with inhabitant school .

**Analysis Document**

Documents analyzed includes : vision mission school , plan strategic school , work program head school , report supervision learning , outcome data Study students , and documents policy school related literacy and numeracy .

**Procedure Data collection***Quantitative Phase*

Quantitative data collection implemented in three stage : (1) pre-research covering licensing and socialization to respondents , (2) implementation study with giving questionnaire to teachers and tests literacy numeracy to students , and (3) post-research in the form of verification and validation of data. Data collection is carried out for 4 weeks in September -October 2024.

*Qualitative Phase*

Qualitative data collection done through : (1) interview deep with duration 45-60 minutes per participant , (2) observations participatory for 8 days Work For observe practice leadership head school , and (3) analysis relevant documents . Entire interview recorded with agreement participants and transcribed verbatim.

**Data analysis***Quantitative Data Analysis*

Quantitative data analyzed using SPSS software version 26 with technique : (1) analysis descriptive For describe characteristics respondents and variables research , (2) normality test using the Kolmogorov-Smirnov test, (3) analysis Pearson correlation for measure connection between leadership transformational with achievement literacy and numeracy , and (4) analysis multiple linear regression For test influence dimensions leadership transformational to literacy and numeracy student .



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**Qualitative Data Analysis**

Qualitative data analyzed use technique analysis thematic (Braun & Clarke, 2019) with stages : (1) data familiarization through reading repetitive transcript , (2) giving code beginning of data, (3) search theme based on pattern code that appears , (4) review and refinement theme , (5) determination of name and definition final theme , and (6) writing report analysis . Analysis done with NVivo 12 software support for make it easier organizing and analyzing data.

**Data Integration**

Integration of results analysis quantitative and qualitative done through data triangulation for to obtain comprehensive understanding about implementation leadership transformational in increase literacy and numeracy students . Quantitative results used For give description general , whereas results qualitative used For explain and deepen findings quantitative.

**Validity of Data**

Qualitative data guaranteed through : (1) triangulation source with using multiple informants , (2) triangulation method with combine interviews , observations , and analysis documents , (3) member checking with confirm findings to participants , and (4) peer debriefing with discussion results analysis together researcher independent .

**Findings**

Study This produce findings comprehensive about leadership strategy integration transformational head school in increase literacy and numeracy students at Banggai Pembina Elementary School . Findings served based on results analysis quantitative and qualitative which are interrelated complete For give understanding deep about implementation leadership transformational and its impact to achievement literacy and numeracy student.



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**Transformational Leadership Profile Head School**

Analysis results quantitative against 32 teacher respondents showed that implementation leadership transformational head school at Banggai Pembina Elementary School is in the category tall with average score 4.12 out of scale 5.00. Motivational dimension inspirational show score highest (4.28), followed by ideal influence (4.18), individual attention (4.09), and stimulation intellectual (3.93). This data indicates that head school has succeed build vision inspiring and giving good example , but Still need strengthening in aspect stimulation intellectual For push innovation learning .

Analysis per indicator show that 78.12% of teachers stated head school capable to communicate vision school with clear and inspiring , 75.00% of teachers feel get individual support in development professional , and 71.88% of teachers stated head school push method think new in learning . Findings This reinforced by the results interview profoundly revealing that head school in a way consistent run a morning briefing for equalize vision, conducting individual coaching with teachers, and facilitating discussion forums innovative learning every month .

**Literacy and Numeracy Achievements Student**

Test results literacy and numeracy carried out against 147 students grades 4, 5, and 6 show improvement significant compared to with baseline data year previously . Achievements literacy student experience improvement of 58% of students in the " need " category intervention special " to 35% of students , with 42% of students now are in the " sufficient " category and 23% of students are in the " good " category . For numeracy , occurs improvement of 67% of students in the " need " category intervention special " to 48% of students , with 34% of students are in the " sufficient " category and 18% of students are in the "adequate" category " Good ".

Analysis based on level class show that class 6 has achievement literacy highest with an average score of 72.5, followed by class 5 (68.3) and class 4 (64.2). For numeracy , class 6 also shows achievement best with an average score of 69.8, followed by class 5 (65.4) and class 4 (61.7). Difference achievement between level class This show

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existence progressiveness consistent learning , even though Still required strengthening literacy and numeracy programs in classes beginning .

Table 1. Distribution Achievements Literacy and Numeracy Student Based on Category

Category	Literacy		Numeracy	
	Number of Students	(%)	Number of Students	(%)
Need Intervention Special	51	34.69	71	48.30
Enough	62	42.18	50	34.01
Good	34	23.13	26	17.69
<b>Total</b>	<b>147</b>	<b>100.00</b>	<b>147</b>	<b>100.00</b>

Category	Literacy		Numeracy	
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**Transformational Leadership with Literacy and Numeracy**

Analysis Pearson correlation shows connection significant positive between leadership transformational with achievement literacy ( $r = 0.674$ ,  $p < 0.01$ ) and numeracy ( $r = 0.618$ ,  $p < 0.01$ ). Strength correlation This indicates that the more tall implementation leadership transformational, increasingly Good achievement literacy and numeracy students . Analysis per dimension show that motivation inspirational own correlation highest with literacy ( $r = 0.702$ ), while stimulation intellectual own correlation highest with numeracy ( $r = 0.651$ ).

Analysis results multiple linear regression show that fourth dimensions leadership transformational in a way simultaneous capable explains 52.3% of the variance achievement literacy ( $R^2 = 0.523$ ,  $F = 39.84$ ,  $p < 0.001$ ) and 45.7% of the variance achievement numeracy ( $R^2 = 0.457$ ,  $F = 32.17$ ,  $p < 0.001$ ). By partial , motivation inspirational give contribution the biggest to literacy ( $\beta = 0.318$ ,  $p < 0.01$ ), while stimulation intellectual give contribution the biggest to numeracy ( $\beta = 0.295$ ,  $p < 0.01$ ).

**Implementation Strategy Leadership Transformational***Vision and Culture Development School*

Analysis results qualitative disclose that head school has succeed build vision of " Banggai Pembina Elementary School" as School Literacy and Numeracy Foremost in the District Banggai " which is understood and experienced by all inhabitant school . Development process vision done in a way participatory through workshops with teachers, committees schools, and education stakeholders. Implementation vision realized through the " School Movement" program Literacy Numeration " (GESALITERA) which involves all over component school.

Culture conducive school For development literacy and numeracy built through various initiatives, including: (1) formation corner read in every class, (2) program "15 Minutes Read Before Learning ", (3) competition literacy and numeracy between classes, (4) ongoing teacher training, and (5) parental involvement. in literacy program house. Head school play a role as a role model with in a way consistent

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involved in activity literacy and numeracy, such as storytelling in the library and teaching mathematics applicable.

*Development Professional Teacher*

Head school implementing development programs comprehensive and sustainable teacher professionalism. This program includes: (1) monthly workshops about learning strategies literacy and numeracy, (2) lesson study for increase quality learning, (3) individual mentoring for teachers who need it guidance specifically, (4) comparative studies to schools superior, and (5) facilitation For follow training and certification profession .

Interview results with senior teachers expressing that the development program professional this is very helpful increase competence they in design and implement learning innovative literacy and numeracy. The young teacher also stated that the mentoring program provides very meaningful support in developing their career professionally.

*Learning Innovation and Utilization Technology*

Head school push implementation innovation learning through various strategies, including: (1) implementation learning based on project to integrate literacy and numeracy, (2) use of interactive digital learning media, (3) implementation of learning models varied cooperative, (4) development contextual teaching materials in accordance with environment local, and (5) implementation assessment authentic that measures ability think level tall.

Utilization technology in learning facilitated through provision adequate infrastructure, teacher training in use technology education, and development local digital content. Observation results show that 85% of teachers have integrate technology in learning literacy and numeracy, with level trust self - improvement significant.



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### **Supporting and Inhibiting Factors Implementation**

#### *Supporting Factors*

Data analysis reveals a number of supporting factors success implementation leadership transformational, namely: (1) commitment tall head school to vision school, (2) support full from committee school and parents students, (3) high teacher motivation For developing, (4) support from the District Education Office Banggai , (5) availability source Power adequate learning , and (6) culture strong collaboration between inhabitant school.

Head schools also take advantage of position strategic location of Banggai Pembina Elementary School as school reference For build Network with various parties, including college high , organization teaching profession and institutions education others . Network This become source support and inspiration in develop innovative programs .

#### *Inhibiting Factors*

Although show progress significant , implementation leadership transformational also faces a number of challenges, including: (1) limitations time For do intensive individual coaching to all teachers, (2) differences level teacher readiness in adopt innovation learning, (3) limitations budget for development program more professional comprehensive, (4) challenges geographical in access source Power diverse learning, and (5) the need for enough time long For see impact of the program in general comprehensive .

Head school overcome challenges the through adaptive strategies, such as formation core team of teachers who play a role as a change agent, optimization utilization source available resources, and long-term program development, continuous length.

#### *Impact on Ecosystem School*

Implementation leadership transformational has give impact comprehensive positive to ecosystem school. Satisfaction level teacher work increases from 3.2 to 4.1 (scale 5), with indicator improvement enthusiasm in teaching creativity in develop learning , and a sense of pride to profession . Culture collaborative the more strengthened ,

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marked with increasing intensity discussion professional , share practice good , and work The same in overcome challenge learning .

Parental involvement in supporting literacy and numeracy programs is also experienced improvement significant . The " Literacy " program The " family " that was initiated head school succeed involving 89% of parents students , with indicator increasing frequency mentoring home learning , participation in activity school , and support towards innovation programs school .

Performance school in a way the whole also experienced increase , no only on the aspect literacy and numeracy , but also in areas others . Banggai Pembina Elementary School succeed to achieve various award level district and province , as well as become school reference for other schools in Central Sulawesi region.

<b>Aspect</b>	<b>Baseline (2023)</b>	<b>After Implementation (2024)</b>	<b>Improvement</b>
Achievement (%)	42.00	65.31	23.31
Achievement (%)	33.00	51.70	18.70
Teacher Job Satisfaction	3.20	4.10	0.90
Parental Involvement (%)	56.00	89.00	33.00
School Achievement ( Total )	3	12	9

Table 2. Indicators Impact Implementation Leadership Transformational

Findings of this study show that leadership strategy integration transformational head school proven effective in increase literacy and numeracy students at Banggai Pembina Elementary School. Success implementation supported by the approach holistic involving development vision together, improvement teacher capacity , innovation

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learning, utilization technology, and strengthening collaboration with various stakeholders. Although Still face a number of challenges, implementation models This own potential For replicated in other schools with adjustment context local .

**Conclusion**

Study This succeed prove that leadership strategy integration transformational head school give impact significant to improvement literacy and numeracy students at Banggai Pembina Elementary School , District Banggai . Analysis results quantitative show that implementation leadership transformational is in the category tall with average score 4.12 out of scale 5.00, with dimensions motivation inspirational show achievement highest ( 4.28). Significant positive correlation found between leadership transformational with achievement literacy ( $r = 0.674$ ,  $p < 0.01$ ) and numeracy ( $r = 0.618$ ,  $p < 0.01$ ), indicating that the more tall implementation leadership transformational , increasingly good achievement too academic student .

Achievements literacy student experience improvement substantial from baseline conditions where 58% of students is in the " need " category intervention special " to be only 35% of students , with 42% of students now are in the " sufficient " category and 23% of students are in the " good " category . Likewise with numeracy , occurs repair of 67% of students in the " need " category intervention specifically " to 48% of students , with more distribution evenly distributed in the categories " sufficient " (34%) and " good " (18%). The increase This indicates effectiveness of leadership strategy transformational in create ecosystem conducive learning for development competence base student .

**Success of Implementation Strategy**

Success implementation leadership transformational achieved through approach holistic which includes : (1) development vision of " Banggai Pembina Elementary School" as School Literacy and Numeracy Foremost in the District Banggai " which is understood and experienced all over inhabitant school , (2) implementation of the " School Movement" program Literacy Numeration " (GESALITERA) which involves all over component school , (3) development sustainable teacher professionalism through



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monthly workshops , lesson study, and individual mentoring, as well as (4) innovation integrated learning technology and approaches contextual .

Development program culture conducive school proven effective , marked with formation corner read in every class , implementation of the program "15 Minutes Read Before Learning " , competition literacy and numeracy between class , and parental involvement in literacy program home . Head school play a role as role model with consistent involved in activity literacy and numeracy , creating atmosphere inspiring learning.

**Comprehensive Impact on Ecosystem School**

Implementation leadership transformational No only impact on increasing literacy and numeracy students , but also provide effect comprehensive positive to all over ecosystem school . Satisfaction level teacher work increases significant from 3.2 to 4.1 ( scale 5), with indicator improvement enthusiasm teaching , creativity in develop learning , and a sense of pride to profession . Culture collaborative the more strengthened , marked with intensity discussion professional growth , sharing practice good , and work The same in overcome challenge learning .

Parental involvement in supports literacy and numeracy programs experience improvement significant through the " Literacy" program The " successful " family involving 89% of parents students . Achievement school in a way the whole also experienced increase , no only on the aspect literacy and numeracy , but also in areas others , with Banggai Pembina Elementary School succeed to achieve various award level district and province .

**Limitations Study**

Study This own a number of necessary limitations acknowledged For give a balanced perspective to findings obtained . First , the research This done on one school with characteristics specific as school the supervisor , so that generalization results to other schools with different context need caution . Second , the period relative research short ( one) years ) maybe Not yet fully catch impact term long from implementation leadership transformational to literacy and numeracy student .



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Third, focus on students grades 4, 5, and 6 provide limited overview about effectiveness of strategy throughout level school basis. Fourth, although using mixed methods, research This Not yet explore in a way deep factors external like condition social economy family, environment society, and policy education areas that may also be affected to achievement literacy and numeracy student.

### **Limitations Practical**

From the aspect practical, limitations time For do intensive individual coaching to all teachers, differences level teacher readiness in adopt innovation learning, as well as limitations budget for development program more professional comprehensive become challenges faced in implementation. Challenges geographical in access source Power Diverse learning also becomes factor necessary delimiters under consideration in replicate this model in other schools.

### **Recommendation For Study Coming soon**

#### **Longitudinal and Comparative Research**

Study upcoming recommended For adopt longitudinal design with period further observation long (minimum 3-5 years) for catch impact term long implementation leadership transformational to literacy and numeracy students. Comparative studies involving multiple schools with diverse characteristics (public- private schools, urban-rural, public schools) regular-preferred) is also required For test validity external findings study This.

Study replication across geographic regions with condition social different economy will give better understanding comprehensive about factors contextual influencing success implementation leadership transformational. A multi-level study exploring influence policy education level national and regional to effectiveness implementation is also an important research agenda.

#### **Model and Instrument Development**

Leadership model development more transformational specific For context school basis in Indonesia, with consider values culture local and challenges unique system education national, is a potential research area. Development instrument more

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measurements sensitive to change ability literacy and numeracy in context learning 21st century is also needed.

Study about role technology in support implementation leadership transformational, especially in the digital and post-pandemic era it is becoming an interesting area For explored . Study on sustainability leadership model transformational, including mechanism succession leadership and institutionalization practice well, also important For ensure program sustainability .

**Policy and Practice Implications**

Based on findings study this, some recommendation policies and practices can submit. First the Ministry of Education, Culture, Research, and Technology need develop training programs leadership systematic and sustainable transformation for head school , with focus specifically on improvement strategies literacy and numeracy. Second, the regional Education Office recommended adopt implementation model leadership transformational This as a best practice that can replicated in other schools. Third, institutions education power education need integrate content leadership transformational in study program curriculum management education and certification programs head school . Fourth , development comprehensive monitoring and evaluation system For measure effectiveness implementation leadership transformational in context improvement literacy and numeracy become need urge .

Study This give contribution significant for development theory and practice leadership education in Indonesia, especially in context improvement competence base students . Leadership strategy integration model transformational development own potential For implemented in a way more wide , with adjustment to context local each school . The success of SD Pembina Banggai in increase literacy and numeracy student through leadership transformational give proof strong empirical about importance role head school as agent change in transformation education.

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**Acknowledgement**

Writer express gratitude sincere love to all the party that has give support and contribution in implementation study this . Thank you love First delivered to head schools , teachers, students , and all inhabitant Banggai Pembina Elementary School which has give opportunity , support full , and participation active during the research process ongoing . Commitment and enthusiasm they in implementing innovative programs become key success study This .

High appreciation was also conveyed to the District Education Office Banggai which has give permission research, data support , and adequate facilities For smoothness implementation research . Support from supervisor school and committee Banggai Pembina Elementary School is also very meaningful in give comprehensive perspective about implementation leadership transformational in schools.

Finally , the author convey accept love to family who have give moral support and understanding during the research process which takes time and energy . Without support from all party said , research This No will can completed with Good. Hopefully results study This can give meaningful contribution for development education , in particular in improvement literacy and numeracy student school base through implementation leadership transformational

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