

ABSTRAK

Kepemimpinan Transformasional Kepala Sekolah Dalam Mewujudkan Sekolah Berkarakter (Studi Kasus di SD Negeri Mernek 03 Kecamatan Maos Kabupaten Cilacap),

Hepta Marlina. NIM. 2125250108. Penelitian ini berfokus pada kajian tentang kepemimpinan transformasional kepala sekolah dalam mewujudkan sekolah berkarakter, khususnya pada SD Negeri Mernek 03 Kecamatan Maos Kabupaten Cilacap. Sesuai dengan fokus kajian maka penelitian ini bertujuan untuk mengkaji tentang proses, faktor pendukung dan pengembangan kepemimpinan transformasional kepala sekolah dalam mewujudkan sekolah berkarakter. Melalui metode deskriptif analitik dan pendekatan kualitatif, maka penelitian ini menghasilkan kesimpulan : (1). Kualitas kepemimpinan transformasional kepala sekolah dalam mewujudkan sekolah berkarakter, ditentukan oleh 4 dimensi utama yakni : pengaruh ideal (*idealized influence*) atau karisma; motivasi inspirasional (*inspirational motivation*), stimulasi intelektual (*intellectual stimulation*); dan konsiderasi individu (*individual consideration*); (2). Strategi kepemimpinan transformasional kepala sekolah dalam mewujudkan sekolah berkarakter, yakni : Strategi keteladanan dan karisma (*Idealized Influence*), Strategi visi dan motivasi inspirasional (*Inspirational Motivation*), Strategi stimulasi intelektual (*Intellectual Stimulation*), Strategi perhatian individual (*Individualized Consideration*); dan Strategi penguatan budaya dan lingkungan sekolah; (3). Keberhasilan kepemimpinan transformasional kepala sekolah dalam mewujudkan sekolah berkarakter, ditentukan oleh 6 unsur, berikut : Keteladanan dan Integritas (Karisma), Visi dan Misi yang Jelas, Pemberdayaan dan Motivasi Guru (Stimulasi Intelektual), Kolaborasi dan Dukungan Sosial, Iklim Sekolah yang Kondusif; dan Sistem *Reward and Punishment* yang Adil; (4). Model pengembangan strategi kepemimpinan transformasional kepala sekolah dalam mewujudkan sekolah berkarakter, berfokus pada kemampuan pemimpin dalam menginspirasi, memotivasi, dan memberdayakan seluruh warga sekolah. kepala sekolah dapat menjalankan strategi utama melalui model pengembangan strategi berikut: (1). strategi menumbuhkan visi dan inspirasi (*idealized influence*); (2). strategi memotivasi secara intelektual (*inspirational motivation*); (3). strategi stimulasi intelektual (*intellectual stimulation*); dan (4). strategi perhatian yang bersifat individual (*individualized consideration*). Selanjutnya keberhasilan model kepemimpinan ini dapat diukur melalui terciptanya: (1). iklim sekolah yang positif; (2). pembiasaan rutin; dan (3). kinerja guru yang optimal.

Kata Kunci : Kepemimpinan Kepala Sekolah, Kepemimpinan Transformasional, Sekolah Berkarakter.

ABSTRACT

The Principal's Transformational Leadership in Creating Character-Based Schools (A Case Study at Mernek 03 Public Elementary School, Maos District, Cilacap Regency)

Hepta Marlina. Student ID. 2125250108. This research focuses on the transformational leadership of principals in creating character-based schools, specifically at Mernek 03 Public Elementary School, Maos District, Cilacap Regency. In accordance with the study's focus, this research aims to examine the process, supporting factors, and development of principals' transformational leadership in creating character-based schools. Using a descriptive analytical method and a qualitative approach, this study concludes: (1) The quality of a principal's transformational leadership in creating character-based schools is determined by four main dimensions: idealized influence or charisma; inspirational motivation; intellectual stimulation; and individual consideration; (2) The principal's transformational leadership strategy in realizing a school with character, namely: Strategy of role model and charisma (Idealized Influence), Strategy of vision and inspirational motivation (Inspirational Motivation), Strategy of intellectual stimulation (Intellectual Stimulation), Strategy of individual attention (Individualized Consideration); and Strategy of strengthening school culture and environment; (3). The success of the principal's transformational leadership in realizing a school with character is determined by the following 6 elements: Role model and Integrity (Charisma), Clear Vision and Mission, Teacher Empowerment and Motivation (Intellectual Stimulation), Collaboration and Social Support, Conducive School Climate; and Fair Reward and Punishment System; (4). The model for developing the principal's transformational leadership strategy in realizing a school with character focuses on the leader's ability to inspire, motivate, and empower all school members. The principal can implement the main strategy through the following strategy development model: (1). strategy of cultivating vision and inspiration (idealized influence); (2). strategy of motivating intellectually (inspirational motivation); (3). intellectual stimulation strategies; and (4) individualized consideration strategies. Furthermore, the success of this leadership model can be measured by the creation of: (1) a positive school climate; (2) routine habits; and (3) optimal teacher performance.

Keywords: Principal Leadership, Transformational Leadership, Character-Based Schools.