

## **School Principal Performance Improvement Through Leadership Transformational and Affective Commitment**

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### **Abstract**

*DKI Jakarta, as the center of government, must have a competent principal to manage educators and students who are more outstanding than other provinces because all facilities to improve the competence of human resources in the field of education are available in Jakarta. Principals who have good competence will improve their performance. The principal's performance is influenced by, among other things, transformational leadership and affective commitment. The absorption data for public high school graduates in DKI Jakarta shows that the data is not optimal. This study aims to determine: 1) the effect of transformational Leadership (X1) on the performance of school principals (Y); 2) the effect of affective Commitment (X2) on the performance of the principal (Y); 3) construct an empirical model of school principal performance based on transformational leadership theory and affective Commitment. This study uses a quantitative approach through the survey method, which is a tool for collecting data that describes one or more characteristics of a particular population. Hypothesis testing uses path analysis techniques. The results showed that: 1) variable X1 (transformational leadership) had a positive and significant effect on variable Y (Principal Performance). A positive coefficient indicates that an increase in variable X1 can increase variable Y and vice versa; 2) variable X2 (affective commitment) has a positive and significant effect on variable Y (Principal Performance). This study concluded that there is an improvement in principal performance through transformational leadership and affective commitment.. This study concludes that there is an increase in the performance of school principals through transformational Leadership and affective Commitment.*

**Keywords:** *Principal Performance, Leadership Transformational, Affective Commitment.*

### **1. INTRODUCTION**

As a leader in the school organization, the principal must have achieved the vision and mission of the Education Unit he leads (Hutton, 2017). The success of the school in organizing a quality learning process cannot be separated from the Leadership of the principal (Boberg & Bourgeois, 2016), Because the principal is an administrator who is fully responsible for the success of each student by providing facilities (Piyaman et al., 2017), learning environment, and learning programs that allow students to develop their potential to the maximum (Paletta et al., 2017). Kadarsih (2020) explains that the

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principal is a teacher appointed to run the school leader or assigned to be the school leader in advancing and skyrocketing the achievement of school goals (Green, 2018). explain that the principal is a teacher appointed to run the school leader or assigned to be the school leader in advancing and skyrocketing the achievement of school goals. (Huguet, 2017). According to Huguet's research, the principal's leadership ability can significantly influence school performance.

According to Huguet's research that the principal's leadership ability can have a significant influence on school performance (Shava, 2021; Skipper & Keup, 2017) write about Principal Performance Standard, which includes : 1) Instructional Leadership; 2) School Climate ; 3) Human Resources Management; 4) Organizational Management; 5) Communication and Community Relations; dan 6) Professionalism Student Academic Progress. Instructional Leadership where the principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement (Yusof et al., 2020). where the principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement (Geier, 2016) where the principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement (Ibrahim & Al-Taneiji, 2012). where the principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

Bass (1990) deep Luthans (2006) said that a leader must have a variety of competencies which, of course, can be an inspiration or reference for his followers, such as interpersonal communication, public speaking, motivation, nurturing, persuasive and others (Caillier, 2020; Jensen, 2018). The Education Unit must prepare students through education with new patterns, concepts, and models that can develop personality and help develop students' life skills so that they have meaningful and useful life skills in the future (Strong et al., 2013). Thus, a principal, as the leader of the Education Unit, must have the ability to plan, compile and implement programs that will produce graduates ready to use and absorbed in higher education (Geier, 2016).

Colquitt et al. (2009) Transformational leadership is a pattern of behavior in which leaders inspire followers to commit to a shared vision that gives meaning to their work (Suharto et al., 2019). In addition, transformational Leadership also serves as a role model that helps followers develop their own potential and see problem-solving from a new perspective. Research on Leadership in business, industry, government, military as well as educational institutions and nonprofit organizations shows that transformational Leadership is much more effective than transactional Leadership, Bass & Avolio. (1997). Bass dan Riggio (2006) Explained that transformational Leadership affects performance, can move followers to exceed expected performance, and leads to high levels of follower satisfaction and Commitment to the group and organization, which can increase follower motivation and performance. Transformational Leadership consists of four dimensions, namely transformational Leadership according to Bass dan Avolio (1993), namely: 1) ideal influence; 2) inspirational motivation; 3) intellectual stimulation; and 4) individual considerations. Thus based on this dimension, transformational leadership skills may be considered related to the concept of emotional intelligence in the literature. Colquitt et al. (2009) write Affective Commitment is an employee's desire to remain a member of an organization due to a feeling of emotional attachment. Affective Commitment reflects an emotional bond to the organization; it's only natural that the emotional bond among coworkers influences it that affective Commitment represents the employee's desire to remain a member of the organization due to feelings of emotional attachment. Affective

Commitment reflects an emotional attachment to the organization, and it is natural that the emotional bond between coworkers affects it.

Based on some of these theories, it can be concluded that the principal's performance is influenced by transformational Leadership, which can be synthesized as an inspiring leadership style, providing ideal influence through strong self-confidence, high Commitment, clear vision (Donovan et al., 2016), and able to show ide-Creative ideas in giving birth to innovation to motivate and inspire followers so that they are able to commit to the organization's vision and want to develop their potential (Poon-McBrayer, 2017). In addition, the principal's performance is also influenced by affective Commitment, which can be synthesized as the member's emotional attachment to the organization he follows because members feel comfortable with the leader of the organization, feel involved in every activity of the organization and feel ownership of the organization, so they do not want to leave the organization (Berkovich & Eyal, 2017; Ford et al., 2019).

DKI Jakarta, as the center of government, should have excellent school principals who are in first place in terms of principal competence, considering all the facilities needed to improve the competence of human resources in the field of education are available in Jakarta (H Winingsih et al., 2019). Therefore, DKI Jakarta should have good achievement results for teachers, students and principals that exceed the achievements in other provinces. However, there is a gap between theory and reality, which is based on the results of the 2019 Principal Competency Test; the competency test score of DKI Jakarta school principals is second only to Yogyakarta for the national level. In addition to the results of the Principal Competency Test, The Teacher Competency Test in DKI Jakarta also shows the same results, which are still below other provinces. The first rank of the highest Teacher Compatibility Test score is DI Yogyakarta which gets a score of 67.02. Followed by Central Java (63.30) and DKI Jakarta (62.58). The following is the average score of the Teacher Competency Test in each DKI Jakarta area, where the results still show unsatisfactory. Likewise, the absorption of DKI Jakarta student graduates at state universities shows lower results than in other provinces. From year to year, thousands of high school graduates or equivalent are struggling to get into State Higher Education . In the 2021 National Selection for State University Entrance, several provinces have the highest number of Its registrants. In its official statement, the Higher Education Entrance Test Institute wrote a list of provinces that have the most participants in National Selection for State University Entrance 2021.

West Java Province is the province with the highest number of National Selection for State University Entrance 2021 registrants. Meanwhile, most National Selection for State University Entrance participants who were successfully accepted at Public Universities came from East Java province. DKI Jakarta, as shown in the picture, shows the fifth rank.

The following is a graph of the absorption of State High School graduates in Higher Education in the World of Work sourced from data from the DKI Jakarta regional Education Balance of the Ministry of Education and Culture :

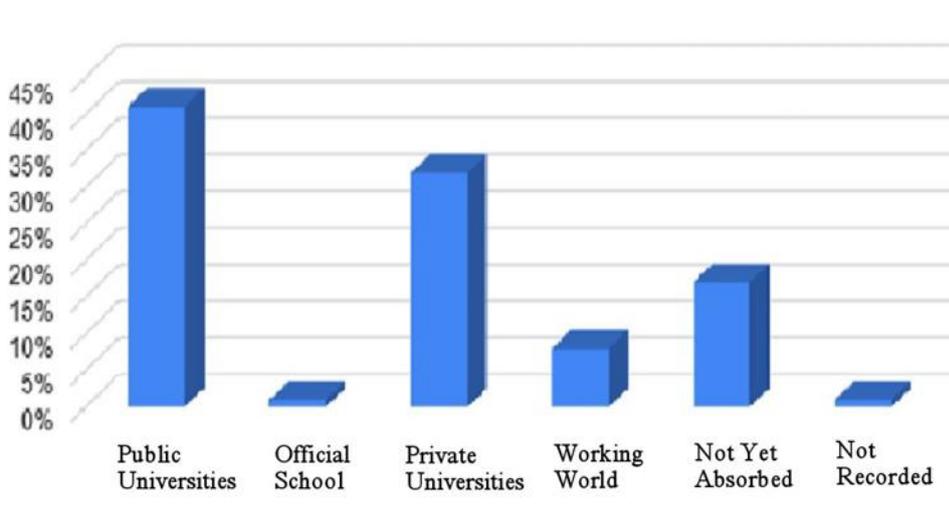


Figura 1. Absorption of Public High School Graduates in Higher Education and the World of Work

The problems in this study are; 1. What is the effect of transformational Leadership on the performance of school principals in education units? 2. Factors that influence the leadership role of the principal in the education unit? 3. What strategies are implemented to improve the principal's performance?

While the hypotheses in this study are: a). Examining the direct influence of transformational Leadership (X1) on the performance of the principal (Y). b). Examine the direct effect of affective Commitment (X2) on Principal performance (Y)

This study was conducted to analyze the principal's Leadership and effective Commitment to the principal's performance, the contribution of this research is the transformational leadership role of the principal in improving the quality of schools in education units

**2. METHOD**

This research uses a quantitative approach through survey methods (Warfa, 2016). This study used path analysis techniques using SPSS. The population used is a saturated sample. Questionnaires were distributed electronically using sample random sampling technique. This research methods is quantitative survey. The data collection technique in this study used an online questionnaire technique which was designed used a likert scale of 1 to 5 and distributed to 115 principal by the simple random sampling method. This data processing tool use SPSS version 26. Before conduction data analysis, the validity and reability of the questionner used was tested fist. To measure its validity, the score of each question item is used which is correlated with the total item score in one variable. After testing the validity and reability, the performed data analysis. Analysis and interpretation of data is carried out to answer the problems that have been formulated and answer the hypotheses. In the study data analysis used SPSS versi 26 .

The number of samples used was 115 principals of State High Schools in the DKI Jakarta area.

Table 1 : Research Population and Sample

No	Region	Principal Population
1	Jakarta Pusat 1	8
2	Jakarta Pusat 2	5

3	Jakarta Timur 1	20
4	Jakarta Timur 2	20
5	Jakarta Selatan 1	15
6	Jakarta Selatan 2	14
7	Jakarta Barat 1	9
8	Jakarta Barat 2	8
9	Jakarta Utara 1	6
10	Jakarta Utara 2	11
11	Kepulauan Seribu	1

Sources : Dinas Pendidikan DKI Jakarta

The population used is a saturated sample. The number of samples used was 115 principals of State High Schools in the DKI Jakarta area. Before sampling, a variable instrument test was carried out by taking 30 randomly selected principal samples. This test is carried out to determine the instrument of valid variables so that at the time of dissemination the questions submitted are appropriate in accordance with the objectives of this study.

Instrumen yang digunakan penelitian ini adalah menggunakan Questioner . Instrumen Tranformasional Leadership terdiri dari 98 pernyataan yang berisi tentang komponen pengaruh ideal, motivasi inspirasi, stimulus intelektual, pertimbangan individu, sedangkan Instrumen Affectiev Commitment terdiri dari 109 Pernyataan yang berisi tentang emosional, membanggakan perusahaan, rasa saling memiliki yang kuat, keinginan kuat untuk mencapai tujuan sedangkan Principal's Performance terdiri dari pernyataan 120 yang berisi tentang capaian hasil yang bermutu, kerjasama, keandalan, kemandirian, kemampuan memimpin .

This research uses a quantitative approach through survey methods (Warfa, 2016). This study used path analysis techniques using SPSS.

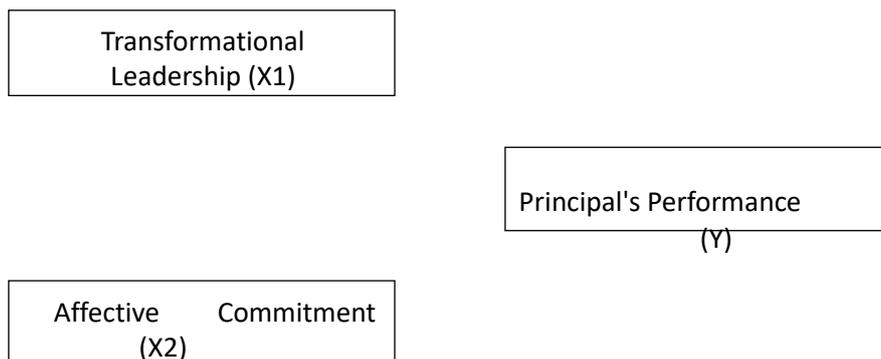


Figure 2 Research Constellation

Keterangan:

X1: Transformational Leadership

X2: Affective Commitment

Y: Principal's Performance

### 3. RESULTS

This study examines whether transformational Leadership, affective Commitment and school culture affect the performance of school principals in DKI Jakarta. The sample selected was school principals located in the DKI Jakarta area. Data was collected by distributing questionnaires directly to the principal and Supervisors and respondents of as many as 115. Thus, as many as 115 questionnaires were used to prove the research hypothesis.

Table 2: Respondent Profile by Gender

Description	Number Of Respondent	Presented
Male	61	53,04%
Female	54	46,95%
Total	115	100%

Based on the data in Table 2, it can be seen that 61 respondents were male or 53.04% and female respondents, as many as 54 respondents or 46.95% of the total 115 respondents.

Table 3: Profile of Respondents by Age

Description	Number Of Respondents	Presented
43 - 48	1	0.008%
49 - 53	37	31,89%
54 - 60	77	66,37%
Total	115	100%

Based on the data in Table 3, it can be seen that there are as many as one respondent with an age range of 43 - 48 years or as many as 0.008 respondents with an age range of 49 - 53, respondents 37 or 31.89%, respondents with an age range of 54 - 60 years as many as 77 respondents or as many as 66.37% of the total respondents.

Table 4: Profile of Respondents by Education Level

Description	Number of Respondents	Presented
Bachelor	25	21,73%
Postgraduate	87	75,65%
Doctoral	3	0,02%
Total	115	100%

Based on the data in Table 4, it can be seen that there are 25 respondents with S1 education or as much as 21.73%, respondents with S2 education, as much as 87 or 75.65%, respondents with S3 education, as much as 3 or 0.02%.

Principal's Performance is the supervisor's assessment of the work behavior of the Principal in carrying out his main duties, functions and responsibilities in managing the Education Unit he leads. How the efforts of a school principal are able to commit to improving the quality of graduates, then it is an indicator of successful performance, with indicators: 1) Achievement of quality results; 2) cooperation; 3) reliability; 4) independence; and 5) ability to lead.

Table 5: Principal's Performance Instrument Grid

No	Indicator	Valid Item Number
1	Achieving quality results	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,23,24,25
2	Cooperation	26,27,28,29,30,31,32,33,34,35,37,38,39,40,41,42,43,44,45,46,47,48,49,50
3	Reliability	51,52,52,54,55,56,58,59,60,62,63,64,65,66,67,68,69,70,71,72,73,74,75,76,78,79,80,
4	Independence	81,82,83,84,85,86,87,88,89,90,91,92,93,93,95,96,97,98,99,100
5	Ability to lead	101,102,103,104,105,106,108,109,110,101,102,103,104,105,106,107,108,109,110,111,113,114,115,116,117,118,119,120
TOTAL		115

For reliability, Principal's Performance is carried out with the help of the SPSS 26 Program with the following reliability item values. Based on the calculation results, the reliability of Principal's Performance with the number of n = 117 and point 120 reability value 0.983. Based on sampling of the Cronbach Alpha Reliability Test according to Wiratno Sujarwani (2014), the instrument is said to be realistic if the value of Crobach Alpha > 0.5. The results of the analysis show that the reliability coefficient of the Principal's Performance instrument is 0.989 Thus it can be concluded that the Principal's Performance instrument has a realistic coefficient. Means 115 variable Instrument Principal's Performance.

Transformational Leadership is the behavior of the Principal who inspires to provide ideal influence through strong self-confidence, high commitment, clear vision, and able to show creative ideas in giving birth to innovation to motivate and inspire his followers so that they are able to commit to the vision of the organization and want to develop their potential, with indicators, with indicators; (1) ideal influence, (2) inspirational motivation, (3) intellectual stimulation, (4) individual consideration.

Table 6: Transformational Leadership Instrument Grid

No	Indicator	Valid Item Number
1	Ideal influence	1,2,3,4,5,6,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,
2	Inspirational motivation	25,26,27,28,29,30,31,32,33,34,35,37,38,39,40,41,42,43,44,45,46,47,48,49,50
3	Intellectual stimulation	51,52,52,54,55,56,58,59,60,62,63,64,65,66,67,68,69,70,71,72,73,74,75,
4	Individual considerations	76,77,78,79,80,81,82,83,84,85,86,87,88,89,90

No	Indicator	Valid Item Number
		,91,92,93,93,95,96,97, 98,99,100
TOTAL		97

For reliability, Transformational Leadership is carried out with the help of the SPSS 26 Program with the following reliability item values. Based on the calculation results, reliability Transformational Leadership with the number  $n = 117$  and point 98 reability value 0.989. Based on sampling of the Cronbach Alpha Reliability Test according to Wiratno Sujarwani (2014), the instrument is said to be realistic if the value of Crobach Alpha  $> 0.5$ . The results of the analysis show that the reliability coefficient of the Transformational Leadership instrument is 0.989 Thus, it can be concluded that the Transformational Leadership instrument has a realistic coefficient of 0.989. Means 97 Instrument variables Transformational Leadership.

Affective Commitment is the emotional attachment of members to the organization they follow, because members feel comfortable with the leader of the organization, feel involved in every activity of the organization and feel ownership of the organization, so they do not want to leave the organization.

Table 7: Affective Commitment Instrument Grid

No	Indicator	Valid Item Number
1	Emotional	1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15,16,17,18,19,20,2 1,22,23,24,25
2	Proud of the organization to others	26,27,28,29,30,31,32,33,3 4,35, ,37,38,39,40, 41,42,43,44,45, 46
3	Desire to remain a member of the organization (strong sense of belonging to the organizatio)	46,47,48,49,50,51,52,52,5 4,55,56,58,59,60, 61,62,63,64,65,66,
4	Strong desire to achieve organizational goals	67,68,69,70,71,72,73,74,7 5,76,77,78,79,80,81,82,83 ,85
5	Active involvement of employees in the organization	86,87,88,89,90,91,92,93,9 4,95,96,97,98,99,101,102, 103,104,105,106,107,108, 109
TOTAL		108

For reliability Affective Commitment is carried out with the help of the SPSS 26 Program with the following reliability item values. Based on the calculation results, the reliability of Affective Commitment with the number of  $n = 117$  and point 109 reability value 0.992. Based on sampling of the Cronbach Alpha Reliability Test according to Wiratno Sujarwani (2014), the instrument is said to be realistic if the value of Crobach Alpha  $> 0.5$ . The results of the analysis show that the reliability coefficient of the Affective Commitment instrument is 0.992 Thus, it can be concluded that the Affective Commitment instrument has a realistic coefficient of 0.992 means 108 Affective Commitment variable instruments .

From the data obtained in the field from the Transformational Leadership variable, which is then processed statistically into a frequency distribution list, the number of classes is

calculated according to the Sturges rule; 8 classes are obtained with a maximum score value of 250 and a minimum score of 114 so that the score range is 17 The result of the calculation of the largest average is 150.904, the standard deviation of 65.591 variants is 2838.168, the median is 127, and the mode is. While the Effective Committee Variable data From the data obtained in the field, which is then processed statistically into a frequency distribution list, the number of classes is calculated according to the Sturges rule, seven classes are obtained with a maximum score value of 212 and a minimum score of 107 so that the score range is 15 The results of the largest average calculation are 139,991, the standard deviation is 63,048, the variance is 3975,078, the median is 115, and the mode is 109. From the data of Organizational Culture Variables obtained in the field, which are then processed statistically into a frequency distribution list, the number of classes is calculated according to the Sturges rule; 8 classes are obtained with a maximum score value of 282 and a minimum score of 130 so that the score range is the largest average calculation result of 164.965, the standard deviation of 74.764, the variance of 5586.788, a median of 137 and mode of 132. Based on the calculation of the results of the questionnaire answers, it shows the average of the largest indicator is 1.332, with the average of the highest item indicator of 1.348, while the lowest item indicator is 1.174, the smallest average item is 1.348 with an average item of 1.253, the average variable is 1.262. The capital results of descriptive statistical calculations can be seen below :

Table 8 : Descriptive Statistical Summary

Information	Principal's Performance	Transformational Leadership	Effective Commitment
Average	150,90435	125,81739	139,99130
Standard Error	0,24845	0,20180	0,23882
Variant	4302,26270	2838,16812	3975,07887
Standard deviation	65,59164	53,27446	63,04823
Median	127	107	115
Modus	115	102	109
Count	115	115	115
Min	115	98	109
Max	569	476	543

The result of the calculation of normality Error obtained the value of L count = 0.0938. This value is smaller than the value of the L table ( n = 115,  $\alpha = 0.05$ ) of 1.664. Given that the L count is smaller than the L table, the distribution of Principal Performance data (X1) on Transformational Leadership (Y) management comes from the normal population. From the calculation of error normality, the calculated L value = 0.686 is smaller than the table L value ( n = 115,  $\alpha = 0.05$ ) of 1.66. Given that the calculated L is smaller than Table L , the Affective Commitment (X2) data distribution on Principal Performance (Y) comes from the normal population.

Table 9: Regression Estimation Error Normality Testing Results

Regression Estimation Error	n	L <sub>count</sub>	L <sub>table</sub> A = 0,05	Information
Y above X1	115	0,093	1,66	Normal Distributed
Y above X2	115	0,686	1,66	Normal Distributed

To test this assumption, the Kolmogorov Smirnov test can be used as follows:

Table 10. one sample Kolmogorov-Smirnov Test

Residual	Significance
Model 1	0,200

Based on the histogram in table 1 shows that the significance values of both models from the Kolmogorov-Smirnov one sample test are respectively greater than  $\alpha$  (0.05). Based on these two tests, a decision was made to accept  $H_0$  for both models, which means that the residual distribution is normally distributed. Furthermore, the figure above can also be expressed in the form of the equation as follows:  $Y = -5.346 + 0.674 X_1 + 0.611 X_2 + \epsilon_i$  (Substructure 1)

The calculation of the path coefficient in this study uses standardized regression analysis by looking at the simultaneous and partial influence on each equation. The method used is ordinary least square (OLS), which is the least square method calculated using SPSS software: the test results of the regression test model are shown in the table below:

Table 11. Simultaneous test results F

Model	F count	p-value F	Information
Model 1	571,417	0,000	Signifikan

Based on Table 8 above, it can be concluded that: Model 2 has a calculated F value of 571.417 with a p-value of 0.000. Because the p-value is smaller than  $\alpha$  ( $0.000 < 0.050$ ), it can be concluded in model 2 exogenous variables  $X_1$  (Transformational Leadership) and  $X_2$  (Affective Commitment) have a significant effect on endogenous variable  $Y$  (Principal Performance).

#### 4. DISCUSSION

From the results of regression conducted on the Transformational Variables of leadership and Affective Committee on the performance of the principal in State Schools in DKI Jakarta obtained a value of 0.73% while the Affective Commitment was only 0.05% to the performance of the head of the school, it can be explained that the success of the principal in achieving the goals and mission at school is the main factor in success at school including how the principal conveys the goals of the school in Improve the quality of learning and student achievement in schools. The principal as a leader in the school must be able to transform the school environment including in improving teacher competence, learning quality and learning plans, creating a more comfortable school climate for students so that it has an impact on improving the quality of students in the education unit he leads

According to the research, the results of the Hypothesis test between Transformational Leadership on Principal Performance have a significant effect (Ibrahim & Al-Taneiji, 2012; Van Jaarsveld et al., 2019). According to the research, testing the Hypothesis of Effective Commitment to Performance has a significant effect (Eliyana et al., 2019; Suharto et al., 2019). Test the Principal's Hypothesis The Effect of Transformational Leadership and Affective Commitment significantly affects the Principal's Performance, according to the research (Ribeiro, Gomes et al., 2018; Ribeiro, Yücel et al., 2018).

The role of the principal in transformational Leadership has great potential to improve school performance. Several factors can affect the role of the principal in improving performance (Marks & Printy, 2003; Shava, 2021): A principal who is an effective transformational leader must have a clear vision of the school's educational goals (Kouni et al., 2018). This vision must be well communicated to staff, students, parents and other stakeholders (Wise & Jacobo, 2010). With vision, the principal can motivate and inspire school residents to achieve common goals (Bush, 2014). Communicate Effectively Good

principal communication skills are essential in transformational Leadership (Gong & Subramaniam, 2020). The principal must be able to listen and understand the problems and needs of staff and students (Ndiga et al., 2014). Effective communication also includes inspiring, motivating, and influencing others for better performance (Aslanargun, 2015). Staff Empowerment Principals who practice effective transformational Leadership empower staff to take the initiative and take responsibility for creating and implementing necessary change. Empowering employees involves giving them autonomy (Moolenaar & Slegers, 2015), involving them in decision-making, and providing the necessary training and support to improve their performance (Arokiasamy et al., 2016). Effective principals in transformational Leadership must be able to build strong teams and engage staff in mentoring and professional development programs. This includes providing constructive feedback, providing opportunities to learn and grow, and identifying and developing employees' potential. d). To succeed in transformational Leadership, principals must be able to inspire and motivate their employees and students. This can be achieved through good examples, positive relationships, recognition of achievement, and a school culture that supports and encourages achievement.. e). Principals in transformational Leadership must encourage innovation and adaptability. They must find opportunities for improvement, encourage experimentation, and support the development and implementation of best practices. In addition, they must have the ability to adapt to the changes taking place in the educational environment and become leaders in this transformation

To improve the performance of school principals, various strategies can be applied as follows: a). Principals can participate in leadership training and development programs to improve their skills and knowledge in leading schools (Tingle et al., 2017). This training can cover transformational Leadership, effective communication, time management, decision-making, and conflict management (Aas & Brandmo, 2016). b). Principals can look for coaches or mentors with relevant experience and knowledge in school leadership. Coaching and mentoring can help principals gain valuable insights and advice, and support facing challenges and developing success strategies (Barnett et al., 2017). c). Principals can build collaborative networks with other principals at the local, regional, and national levels. This collaboration can involve exchanging ideas, sharing best practices, and supporting each other in solving complex problems. Through collaboration, principals can broaden their perspectives and better understand strategy success in school leadership (Tambingon, 2018). d.) Principals can use effective performance monitoring methods, such as periodic performance evaluations and relevant performance indicators. By monitoring performance regularly, principals can identify strengths and weaknesses and better understand the successful implementation of specific strategies and policies (Noureen et al., 2020). e). The principal must build a strong, committed team to achieve the school's goals. This involves proper recruitment and selection of staff, a clear division of duties and responsibilities, and ensuring effective collaboration and communication among team members. Principals may also develop professional development programs to enhance staff skills and knowledge (De Brún & McAuliffe, 2020). f). Curriculum and Teaching Method Update: The principal can update the curriculum and teaching methods used in the school to ensure the relevance and effectiveness of the education delivered. This can involve integrating educational technology, adopting innovative learning approaches, and paying attention to students' needs to enhance their learning experience (Stein, 2006). The principal must communicate effectively with staff, students, parents, and other relevant parties. Good communication involves listening carefully, providing constructive feedback, and ensuring that information is provided (Shatzer et al., 2014).

## **5. CONCLUSION**

In this study, the effect of transformational Leadership and effective Commitment on principal performance was studied in depth. Research shows that transformational

leadership roles and effective Commitment can encourage optimal head performance. The factors that encourage the principal's performance in conveying the organization's vision can be carried out because of the Commitment made by the school community. Likewise, the transformational leadership impact of principals encourages teachers to perform better and students to achieve high achievements.

#### IMPLICATION

Regardless of the reported validity results, certain limitations of the study should be noted. Although samples were obtained from all school principals in DKI Jakarta using the random sample method, all participants only represented one region in DKI Jakarta. Combining deeper analysis with CFA and SEM can help overcome this problem because it is independent of the sample involved in researching the results. However, it is recommended to use how many samples or races are in the region or use several countries similar to Indonesia.

#### LIMITASI AND FUTURE RESEARCH

The number of factors that affect the performance of school principals in education units causes the results of the study cannot generalize that the factors in this study are the main factors, for future research it is necessary to add factors that support the performance of school principals as well as an increase in the number of respondents and an increase in the research area.

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