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TRANSFORMATIONAL LEADERSHIP STRATEGY OF SCHOOL PRINCIPALS IN IMPLEMENTING ACADEMIC SUPERVISION TO BUILD A QUALITY CULTURE

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ABSTRACT

Purpose - This study aims to examine the transformational leadership strategy employed by the school principal in implementing academic supervision as a means of building a quality culture at SD Negeri Patia 1, Pandeglang Regency.

Methodology - A qualitative approach with a case study design was adopted. Research participants comprised the school principal, teachers, school committee members, and students, selected through purposive and snowball sampling techniques. Data were collected through in-depth interviews, non-participant observation, and documentation, and subsequently analyzed through data reduction, data display, and conclusion drawing in an interactive process guided by thematic coding.

Findings - The findings reveal that the principal integrates scheduled and reflective structural supervision with cultural supervision enacted through the BERAKSI Learning Community and the internalization of the 10 Budaya Malu (Ten Cultures of Shame). Leadership manifested through role modeling, open communication, encouragement of innovation, and consistency between values and actions has cultivated a school culture characterized by reflection, collaboration, discipline, and continuous improvement.

Contribution - These findings affirm that transformational leadership is capable of repositioning supervision from a mechanism of administrative control toward one of professional empowerment, with substantive implications for the consolidation of the school's quality culture.

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INTRODUCTION

Twenty-first century education has fundamentally reshaped how schools conceptualize success (Lino, 2016; Sjamsir & Yuliani, 2021; Thangeda et al., 2016). Academic achievement alone is no longer a sufficient measure of educational quality. Contemporary demands call for graduates who are not only knowledgeable, but also possess strong character, critical thinking capacities, adaptability, and the ability to collaborate and communicate effectively (Rais et al., 2022; Ripki et al., 2020). These imperatives place educational quality at the center of institutional priorities as a non-negotiable concern.

Educational quality does not emerge spontaneously; rather, it is cultivated through purposeful learning processes and coherent school governance (Aprina et al., 2025). The quality of instruction is fundamentally contingent upon teacher professionalism, which in turn is substantially shaped by the principal's role as an instructional leader (Hallinger, 2011; Suardi & Hasnah, 2021). In this regard, the principal occupies far more than an administrative function. As a strategic figure, the principal determines the orientation of the school's work culture, establishes a conducive academic environment, and fosters the collective commitment of the school community toward sustained quality improvement (Hallinger, 2011; Leithwood et al., 2020).

Transformational leadership has emerged as one of the most relevant frameworks for addressing these challenges (Cobanoglu, 2021; Karakose et al., 2023; Qi et al., 2025). This model conceptualizes the leader as an inspirational figure who serves as a moral exemplar, stimulates the generation of innovative ideas, and attends to the individual development of each member of the organization (Bantam et al., 2024; Nyenyembe et al., 2016). A transformational principal does not merely ensure the execution of programs, but actively cultivates among teachers a heightened awareness and genuine commitment to change (Kallapadee et al., 2017; Whincup et al., 2021). The resulting professional relationship transcends hierarchical command and compliance, giving rise instead to a dynamic of mutual trust and shared growth.

Such a shift in leadership orientation carries significant implications for academic supervision. Supervision, traditionally associated with administrative oversight, has the potential to be reframed as a process of professional development oriented toward the enhancement of instructional quality (Badrin et al., 2022; Serin & Akkaya, 2020). At its core, academic supervision constitutes a systematic effort to assist teachers in refining the planning, implementation, and evaluation of instruction (Özdemir et al., 2020). When conducted meaningfully, supervision positions teachers as partners in reflective inquiry rather than subjects of evaluation. Feedback is delivered constructively, follow-up actions are collaboratively designed, and the process of improvement is sustained over time (Mlinarević et al., 2022). This approach holds considerable potential for nurturing a school culture that is reflective, collaborative, and genuinely open to change.

Indonesian educational policy has long underscored the strategic importance of academic supervision (Dewi & Alam, 2020). Law Number 20 of 2003 on the National Education System affirms quality assurance as a shared responsibility across all educational institutions. Permendikbud Number 6 of 2018 and Permendikbudristek Number 40 of 2021 explicitly designate supervision as a core duty of the school principal. Program Sekolah Penggerak and the implementation of the Merdeka Curriculum further reinforce the principal's role in actively guiding teachers toward more meaningful and impactful instructional practices (Eliophotou, 2021; Siraj et al., 2022).

These policy directions position academic supervision as a pivotal instrument for improving instructional quality (Ummah et al., 2022). Ideally, supervision serves as a venue for professional dialogue, collective reflection, and the continuous development of teacher competence (Castro & Jimenez, 2022). This view is corroborated by a growing body of empirical evidence (Özdemir et al. (2020), Zhang & Tan (2021), Berkovich & Hassan (2025) and Kositpimanvach et al (2021) collectively affirm that principal leadership and the effectiveness of academic supervision are positively correlated with improvements in educational quality, teacher professionalism, and instructional outcomes in elementary schools.

In practice, however, school realities frequently fall short of these aspirations. Supervision is often reduced to the inspection of lesson plans and administrative documents, rendering its professional development function largely ineffective (Parveen et al., 2022; Qi et al., 2025; Samancioglu et al., 2019). Classroom observations are

inconsistently scheduled and rarely sustained, while post-supervision follow-up frequently amounts to little more than written records without substantive guidance or mentoring (Chukwuemeka & Sarah, 2021; Samancioglu et al., 2019). As a consequence, many teachers continue to perceive supervision as an evaluative and anxiety-inducing event rather than an opportunity for professional reflection and dialogue. The persistent association of supervision with formal assessment prevents it from functioning as a genuine platform for collaborative professional learning. When supervision prioritizes procedural compliance over sustained professional development, its potential to systematically build a quality culture is considerably diminished (Eliophotou, 2021; Yakob et al., 2025). This persistent gap between policy intent and institutional practice constitutes a pressing challenge in the broader effort to enhance educational quality.

This study contributes a distinctive perspective by examining the interrelationship among transformational leadership, academic supervision practices, and quality culture development as an integrated and mutually constitutive phenomenon. Much of the existing literature addresses leadership and supervision as discrete variables, or evaluates their impact solely in terms of measurable teacher performance outcomes. In contrast, the present study seeks to illuminate the concrete strategies through which principals enact transformational leadership and the ways in which these strategies shape organizational practices and school culture. The analytical focus extends beyond policy frameworks and regulatory documents to encompass the lived daily practices and the relational dynamics among members of the school community. This empirically grounded perspective offers a more holistic understanding of how supervision can be transformed from an administrative routine into a developmental process that meaningfully cultivates a quality culture.

This contextual understanding is particularly significant in the context of elementary education, which represents the foundational stage in the formation of both learning culture and teacher professionalism. The quality of basic education has enduring consequences for students' academic trajectories and character development at subsequent educational levels. Principal leadership at this stage holds strategic importance, as it profoundly shapes the direction of teacher professionalism and the organizational culture of the school.

The findings of this study are intended to serve as a substantive reference for school principals, supervisors, and educational policymakers in designing supervision practices that are more meaningful and demonstrably impactful on instructional quality.

In light of the foregoing background, this study pursues two primary objectives: (1) to examine the transformational leadership strategies of the school principal in the implementation of academic supervision; and (2) to examine the transformational leadership strategies of the school principal in building a school quality culture.

METHODOLOGY

Research Design

This study employs a qualitative approach. Qualitative research enables the researcher to explore the meanings, experiences, and perceptions of participants more comprehensively within the natural context of the school, allowing the phenomenon under investigation to be understood in depth from the perspective of the subjects and the social circumstances surrounding them (Sugiyono, 2014). The specific qualitative method employed is case study research. A case study is a research approach that concentrates on a particular case examined in depth within its real-life context (Aspers & Corte, 2019; Creswell, 2014). This approach does not merely describe phenomena; it also seeks to understand the dynamics, interactions, and factors that influence a given practice within the boundaries of a specific system (Denny & Weckesser, 2022). The case study design was selected for this research because the study focuses on the leadership practices of the principal at SD Negeri Patia 1, which exhibits distinctive characteristics in integrating structural and cultural supervision, thereby necessitating an in-depth examination within its authentic context in order to yield a comprehensive understanding.

Participant

The research participants comprised several parties involved directly and indirectly in the implementation of academic supervision and the formation of a quality culture at the school, namely one school principal serving as the key informant, eight classroom and subject teachers, two school committee members, and ten students from both upper and lower grade levels. Participants were selected through purposive sampling and snowball sampling techniques. The criteria for informant selection included direct involvement in school activities, familiarity with the processes of academic supervision and school culture, relevant experience pertaining to the research focus, and the capacity to convey information clearly and reflectively in accordance with their respective roles within the school environment. In addition to purposive sampling, snowball sampling was also employed. This technique was applied because, in the course of the research, several additional informants emerged on the basis of recommendations from previously interviewed participants, enabling the researcher to reach individuals whose experiences were directly relevant to the phenomenon under investigation (DiCicco-Bloom & Crabtree, 2006; Strauss & Corbin, 2009; Sugiyono, 2016). For instance, an interviewed teacher recommended another colleague considered to have a deeper understanding of the learning community's implementation, while the principal suggested certain teachers who were actively engaged in cultural supervision activities.

Data Collection and Instrument

Three primary techniques were employed in data collection: interviews, observation, and documentary study. The interview method utilized was the semi-structured interview, a data collection technique that combines pre-prepared questions with the flexibility for more open and exploratory responses, thereby enabling the researcher to obtain in-depth information aligned with the research focus (Elo et al., 2014; Jamshed, 2014; Sugiyono, 2016). Interviews were conducted directly and in depth with the school principal, teachers, school committee members, and students. The interview topics encompassed academic supervision strategies, participants' experiences of supervision, school culture, and perceived changes in instructional practice. Observation was conducted using a non-participant approach, wherein the researcher was present at the research site as an observer without direct involvement in school activities, ensuring that the data obtained reflected naturally occurring phenomena in the field with minimal influence from the researcher's presence (Collins & Stockton, 2018; Jamshed, 2014; Strauss & Corbin, 2009). Observations were carried out during classroom supervision sessions, teacher learning community activities, principal-teacher interactions, and school cultural habituation practices.

Documentary study was conducted to complement the data obtained through interviews and observation. The documents analyzed in this study included the annual and semester academic supervision programs, supervision schedules and observation instruments, records of supervision outcomes and their follow-up actions, lesson plans or teaching modules, the school's vision, mission, and program documents, learning community documents such as meeting minutes and activity reports, school cultural habituation program documents, and data on students' academic and non-academic achievements.

Data Analysis

Data analysis was conducted progressively and commenced from the outset of data collection. The analytical process followed the three principal steps: (1) data reduction; (2) data display; and (3) conclusion drawing and verification. During the data reduction phase, the researcher selected and focused on data relevant to the research objectives. Raw data from interviews, observations, and documentation were condensed and categorized according to emerging themes, including structural supervision strategies, cultural supervision, and quality culture formation. In the subsequent data display phase, the reduced data were organized into narrative descriptions and thematic matrices, facilitating the researcher's identification of relationships among categories and the recognition of patterns emerging from the field. Finally, conclusion drawing and verification were conducted through an iterative verification process, in which the researcher cross-referenced data across multiple sources to ensure the consistency of findings prior to formulating the final conclusions.

Data Trustworthiness Techniques

To ensure the trustworthiness of the data obtained, this study employed several validity techniques: triangulation, member checking, and audit trail. Source triangulation was conducted by comparing information obtained from the school principal, teachers, school committee members, and students. Technique triangulation was also applied by cross-referencing the results of interviews, observations, and documentary analysis. Member checking was carried out by requesting that informants review summaries of interview findings or the researcher's interpretations (Moleong, 2006; Sugiyono, 2016). Finally, an audit trail was maintained through the systematic preservation of all field notes, interview transcripts, documents, and analytical processes (Baxter & Jack, 2015; Busetto et al., 2020; Naderifar et al., 2017).

FINDINGS

Transformational Leadership Strategies in the Implementation of Academic Supervision

Academic supervision at SDN Patia 1 is not conceived as a standalone administrative program detached from the principal's leadership. Rather, supervisory practice has grown organically as an expression of how the principal leads, engages, and builds trust with teachers. The findings reveal that supervision is conducted through two mutually reinforcing channels: a planned structural channel and a cultural channel embedded in the daily life of the school.

Structural Supervision

In-depth interviews with the school principal indicate that supervision is conducted periodically rather than on an ad hoc basis. The principal explained,

"Supervision here is not a spontaneous activity. I schedule it from the beginning of the year. Every quarter, I observe all teachers. But before entering the classroom, I talk with them first. I want to know what they intend to focus on, what difficulties they are facing, and what goals they hope to achieve. So the observation is not about finding faults, but about looking together at whether what was planned has actually been carried out. Afterward, we reflect. I always begin with their strengths, and then we discuss what needs to be improved. I want teachers to feel supported, not judged."

This account is consistent with the experiences reported by teachers who were interviewed,

"Supervision now feels different. We no longer feel scrutinized the way we used to. The principal usually begins by asking, 'What part do you feel went best?' or 'What would you like to improve?' The discussion grows from there. We are given space to explain ourselves. Sometimes the principal even turns the question back to us so that we arrive at the solution ourselves. That makes us more confident and feel valued as professionals."

Direct classroom observation revealed that the principal was present as a composed observer, seated at the back of the room and taking notes on the progression of the lesson without intervening in the process. The classroom atmosphere remained natural, and students showed no signs of discomfort. This can be observed in Figure 1, which depicts the supervision activity conducted during an ongoing instructional session.



Figure 1. Classroom Supervision During The Learning Process

These findings are further substantiated by archived annual supervision programs and observation schedules, which confirm that the activities were planned from the outset of the academic year. Post-observation follow-up records also reveal that improvement plans were formulated jointly rather than being determined unilaterally by the principal.

Observation of the post-observation phase further indicated that reflection sessions were neither formal nor rigid in character. The principal initiated these sessions with open-ended questions, affording teachers the opportunity to articulate their teaching experiences in full. Another teacher recounted,

"After the observation, we sit together in the principal's office or sometimes in the teachers' room. The principal asks how I felt during the lesson and which part I thought was least effective. From there, the principal adds observations from what was noted. But the approach is very gentle, never accusatory. Sometimes the principal says, 'What if you tried this method?' or 'If students seem passive, what strategy might make them more engaged?' So the discussion is genuinely two-way. I find that supervision makes me more reflective."

Cultural Supervision

Cultural supervision develops through the habits and culture of the school. Observations revealed the presence of the BERAKSI Learning Community forum, which is convened on a regular basis. Teachers sit in a circle, engaging in discussions about instructional designs, sharing teaching experiences, and offering one another constructive feedback. The forum atmosphere was notably informal and participatory. This process is depicted in Figure 2, which shows the discussion activities within the BERAKSI program.



Figure 2. Discussion Activities in The BERAKSI Program

In the interview, the principal elaborated at length on the objectives of this program,

"I saw that teachers needed a shared learning space. Not all problems can be resolved through classroom supervision. So, we established the BERAKSI learning community. In that space, teachers share with one another; one serves as a model teacher while the others observe. Afterward, we reflect collectively. The focus is not on the teacher, but on the students' learning process. Through that, we learn together. I only facilitate; I do not dominate."

Teachers involved in the program expressed similar perspectives,

"The BERAKSI forum makes us feel less alone. If there is a difficulty in the classroom, we can talk about it. Sometimes the solution comes from a colleague. We give each other feedback without any sense of hierarchy. The atmosphere is unlike that of an ordinary meeting."

Beyond the learning community, the cultural approach is also evident through the 10 Budaya Malu (Ten Cultures of Shame) program. Observations showed that the principal arrives at school earlier than required and greets students at the gate. This disciplined conduct is not merely a rule to be enforced, but is consistently modeled. Documentation of students performing the Dhuha prayer together is presented in Figure 3, illustrating the involvement of both teachers and the principal in religious habituation practices.



Figure 3. Students Performing The Dhuha Prayer Together

Teachers explained that the concept of shame culture is not understood as a form of moral punishment, but rather as a personal reminder. One teacher remarked,

"The shame culture actually makes us more self-aware. For instance, feeling ashamed of arriving late or of leaving work unfinished. It is not pressure; it is more like an internal alarm. Because the principal also sets the example, we feel uncomfortable if we fall short."

Transformational Leadership Strategies in Building a Quality Culture

40 The quality culture at SDN Patia 1 has been cultivated through leadership practices consistently enacted in the daily life of the school. The principal does not build school quality through directives alone, but through consistent attitudes and habits. 35 The findings from interviews and observations indicate that the transformation of school culture originates from exemplary conduct that is continuously repeated and demonstrated without excessive rhetoric.

10 Each morning, the principal arrives before most teachers and students. 10 Positioned at the school gate, the principal consistently greets all members of the school community, and gently reminds students who appear to be in violation of the school's grooming standards. This practice is not incidental, but constitutes a routine that has progressively shaped a climate of discipline within the school. This is illustrated in Figure 4, which depicts the principal welcoming students in the morning.



Figure 4. The Principal Welcoming Students at The School Gate

One teacher described the influence of this exemplary conduct as follows,

"When I think about quality culture, I see it not in the programs first, but in the principal as a person. The principal arrives earliest, often already there before we come. If there is litter in the yard, the principal picks it up personally. During school events, the principal does not just give directions but participates directly. That makes us feel uncomfortable about arriving late or doing careless work. So discipline is not driven by fear of reprimand, but by a sense of shame at not following the example that has been set."

The influence of this modeling extends across various school activities. The flag ceremony proceeds in an orderly manner, teachers take turns serving as ceremony officers without complaint, and the principal participates throughout. Documentation of teachers serving as ceremony officers is presented in Figure 5.



Figure 5. Teachers Serving as Ceremony Officers as a Form of Role Modelling

Inspirational motivation is also evident through open communication. Meetings do not follow a unidirectional format; the principal creates space for teachers and committee members to voice their opinions. This is supported by the school committee interview, in which a member stated,

"The principal always invites us to discuss matters before making a decision. When the school plans to enter a competition or launch a new program, we are included in the conversation. We feel valued. That also makes us feel responsible for contributing to the school's quality."

The encouragement of continuous innovation is reflected in the freedom afforded to teachers to experiment with new instructional models. Teachers connect subject matter to local culture, employ project-based approaches, and engage students in learning from their immediate environment. Literacy activities through a mobile library demonstrate efforts to expand students' learning resources. A quality culture is also evident in camping activities. The camp is not merely a recreational event, but a means of cultivating independence and solidarity. The principal attends, offers encouragement, and interacts directly with students. Documentation of the camp atmosphere and student camaraderie is presented in Figure 6.

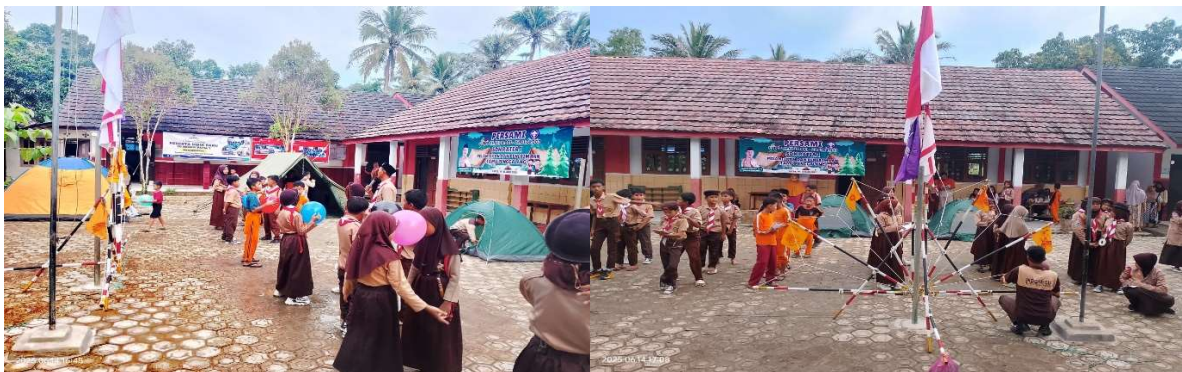


Figure 6. Students at The Camp and Evening Fellowship Activities

A student shared the following experience,

"During the camp, the principal came and cheered us on. We were taught teamwork and discipline. It felt like we were closer, not just to a principal but to a mentor."

A culture of collaboration is also apparent through the regular communal work session held every Saturday, in which **teachers, students, and** the principal **work together to** clean **the school** grounds, effectively dissolving perceptible hierarchical boundaries among participants. Direct observation documented the principal actively participating in cleaning activities alongside students, holding cleaning tools and guiding them without maintaining hierarchical distance. This practice is presented in Figure 7, which illustrates the communal work (gotong royong) involving the principal and members of the school community.



Figure 7. The Principal and Students Participating in Communal Work (Gotong Royong) Activities

Furthermore, the principal's moral commitment is reflected in the consistency between words and actions. The 10 Budaya Malu (Ten Cultures of Shame) program does not remain a slogan posted on the wall, but is brought to life through habitual discipline and responsibility. Teachers have become more conscientious in preparing lessons, arrive on time, and complete their duties without repeated reminders. **A culture of continuous improvement is also evident from the school's willingness to participate in various competitions, as shown in Figure 8.**



Figure 8. Students participating in various competitions

This is further supported by an interview with a teacher who explained,

"We are encouraged not to be complacent with routine. The principal always says that quality is dynamic, not static. Whenever there is an opportunity to compete or engage in extracurricular activities, we receive full support. The students grow more confident and the teachers are also motivated to improve their teaching."

DISCUSSION

Transformational Leadership Strategies in the Implementation of Academic Supervision

The findings reveal that **academic supervision** at SDN Patia 1 is implemented **not merely as an administrative obligation, but as a leadership-driven process** grounded in dialogue, reflection, and professional trust. Through both structural supervision and culturally embedded practices, the principal demonstrates transformational leadership that integrates formal evaluation with collaborative learning and value-based commitment. These findings suggest that the supervisory practice at SDN Patia 1 more closely resembles the concept of clinical supervision as articulated by Cogan and Goldhammer, which positions observation and reflection as a process of professional development rather than mere evaluation (Park et al., 2016). The principal initiates supervision through conversation, explores the needs of teachers, and concludes with collective reflection (Erturk, 2022; Komara et al., 2025). This pattern emphasizes that effective supervision rests upon collaborative relationships and trust. It also reinforces the importance of moral leadership in cultivating commitment rather than mere compliance (Haj & Jubran, 2016; Miškolci et al., 2016). Researches demonstrate that supportive and reflective instructional leadership contributes to the enhancement of teaching practice (Hoque & Raya, 2023; Kılınc, 2014). This finding also stands in contrast to studies that continue to document

supervision as predominantly administrative in nature and document-oriented, with little demonstrable impact on instructional change.

Cultural supervision through the BERAKSI Learning Community and the habituation of the 10 Budaya Malu (Ten Cultures of Shame) reflects the characteristics of value-based leadership as described by Sergiovanni (1993), namely a form of leadership that emphasizes moral commitment, role modeling, and the cultivation of a school community grounded in trust and shared values. The principal's exemplary conduct in arriving early and participating directly in school activities reflects idealized influence, while open communication and genuine appreciation for teachers' ideas embody inspirational motivation (Saleem, 2021). The encouragement to experiment with new instructional models and the provision of shared reflection spaces demonstrate intellectual stimulation. The regular practice of the learning community also resonates with DuFour (2004) conception of the Professional Learning Community, which underscores the centrality of collective reflection in building a quality culture (Bachtiar, 2020; Miller, 2018; Nandedkar et al., 2023; Qi et al., 2025). These findings reinforce Leithwood (2020) conclusion that transformational leadership plays a formative role in shaping collaborative culture and shared commitment, such that school quality emerges as a collective habit rather than merely a programmatic target.

Transformational Leadership Strategies in Building a Quality Culture

The findings of this study indicate that the quality culture at SDN Patia 1 has emerged from consistent exemplary conduct and personally cultivated relationships, rather than from structural pressure alone. This aligns with Bass and Avolio's transformational leadership theory, which emphasizes the centrality of idealized influence and inspirational motivation, whereby leaders exert their influence through concrete example and meaning-laden communication (Agustin et al., 2023; Hoque & Raya, 2023; Wote & Sero, 2021). When the principal arrives early, participates directly in school activities, and opens space for dialogue in meetings, the principal is not merely performing managerial functions but constructing moral legitimacy. This perspective is consistent with Sergiovanni (1993), who holds that strong school leadership rests upon value commitment and trust-based relationships. These findings are further supported by Leithwood (2020), who affirms that transformational leadership contributes to the formation of collective commitment and a positive school climate. By contrast, studies examining bureaucratic leadership practices suggest that overly administrative approaches frequently fail to cultivate a quality culture, as they do not engage the dimensions of values and exemplary conduct (Haj & Jubran, 2016; Ripki et al., 2020; Sirait, 2021)

The culture of collaboration and reflection manifest through camping activities, communal work sessions, literacy initiatives, and participation in competitions demonstrates that quality is constructed as a shared habit (Adeoye & Ainnubi, 2023; Mansor et al., 2021; Sukdee, 2021). This resonates with DuFour (2004) conception of the Professional Learning Community, which underscores the primacy of collective reflection and teamwork as the foundation of school quality improvement. The principal's encouragement of instructional innovation also reflects intellectual stimulation, one of the defining characteristics of transformational leadership that impels teachers to think creatively and venture into new pedagogical approaches (Adriantoni et al., 2023). A growing body of contemporary research demonstrates that schools led in a transformational manner tend to exhibit stronger learning cultures and higher levels of teacher engagement (Berkovich & Hassan, 2025; Efendi et al., 2023). The evidence from SDN Patia 1 corroborates this assertion: discipline, collaboration, and a spirit of achievement have emerged not through directive instruction, but through a form of leadership capable of mobilizing collective consciousness.

CONCLUSION

Based on the findings and discussion of this study, several important conclusions can be drawn. The findings demonstrate that the principal implements supervision through a scheduled and reflective structural approach, as well as through a cultural approach enacted via the BERAKSI Learning Community and the habituation of the 10 Budaya Malu (Ten Cultures of Shame). Furthermore, the principal exhibits the characteristics of transformational leadership through consistent role modeling, open and appreciative communication, encouragement of instructional innovation, and the alignment between values and actions.

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These practices have given rise to a culture of reflection, collaboration, discipline, and continuous improvement that is deeply embedded in the daily life of the school community. The findings of this study convey that academic supervision becomes more meaningful when integrated with the cultivation of school culture. Schools seeking to build quality cannot limit themselves to refining supervision instruments or administrative completeness. Change must begin with the manner in which leaders interact, model exemplary conduct, and build trust.

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This study is limited to a single school within a particular social and cultural context, and the findings are therefore not intended for broad generalization. The study is also considerably reliant on the openness of informants, despite the application of triangulation, and has not measured the quantitative impact on student learning outcomes. Accordingly, other schools may adapt these findings by integrating structural supervision approaches with collective cultural practices, such as learning communities and the habituation of disciplinary values. Future research is recommended to expand the scope of inquiry to encompass multiple schools and to employ mixed-methods approaches, so that the relationships among transformational leadership, quality culture, and student learning achievement may be understood more comprehensively.

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