

## THE EFFECT OF TRANSFORMATIONAL LEADERSHIP AND THE ASAH ASIH ASUH LEADERSHIP MODEL OF THE PRINCIPAL ON TEACHERS' PROFESSIONAL COMPETENCE AT SMA NEGERI 1 SINGKEP

Mariono<sup>1</sup>; Tety Kurmalasari<sup>2</sup>; Dody Irawan<sup>3</sup>; Encik Abdulhajar<sup>4</sup>; Nevrita<sup>5</sup>

<sup>1,2,3,4,5</sup>Universitas Maritim Raja Ali Haji, Tanjung Pinang, Indonesia

Corresponding E-mail: marionospd79@gmail.com

---

### Abstract

*This study aims to determine the influence of transformational leadership and the Asah Asih Asuh pattern of the school principal on teachers' professional competence at SMA Negeri 1 Singkep. The Asah Asih Asuh pattern emphasizes intellectual stimulation (asah), affective care (asih), and nurturing guidance (asuh) as the pillars of transformational leadership practiced by the school principal in fostering teacher professionalism. This research employs a quantitative approach with a descriptive-verification design. The population consists of all teachers at SMA Negeri 1 Singkep, totaling 32 individuals, who were all selected as the research sample (total sampling). Data were collected through questionnaires developed based on indicators of transformational leadership, Asah Asih Asuh values, and teacher professional competence. The data were analyzed using descriptive statistics and regression analysis to determine the extent of influence between variables. The results indicate a significant and positive influence of the principal's transformational leadership and Asah Asih Asuh pattern on teachers' professional competence. This finding suggests that principals who demonstrate visionary leadership, emotional intelligence, and a nurturing approach effectively enhance teachers' ability to plan, implement, and evaluate learning professionally. The study concludes that the Asah Asih Asuh leadership model serves as a strategic framework for improving teacher professional competence in coastal educational contexts. It is recommended that principals continue to develop this model to foster a more collaborative, innovative, and humanistic school culture.*

**Keywords:** *transformational leadership, Asah Asih Asuh model, professional competence, school principal, teacher development*

---

### A. Introduction

Education serves as the primary foundation for shaping high-quality, competitive human resources. The success of education is determined not only by the curriculum and infrastructure but also by the quality of school leadership and the professional competence of teachers, who serve as the spearhead of the learning process. As educational leaders, school principals hold a strategic role in creating a conducive work environment, building a collaborative culture, and mobilizing all school components to achieve high-quality educational goals.

One leadership model relevant to the demands of change and current educational dynamics is transformational leadership (Franciosi, 2012; Moradi Korejan & Shahbazi, 2016). According to Bass and Avolio (1994), transformational leadership is a style capable of inspiring, motivating, and fostering individual commitment to the organization's vision and mission. In a school context, a principal who applies transformational leadership does not

merely focus on administrative achievements but also strives to develop the potential of teachers so they possess an innovative, reflective, and professional spirit in performing their duties.

In addition to transformational leadership (Bastos & Oliveira, 2015; Nasukah & Maunah, 2021), local cultural values can be integrated into educational leadership practices, such as the *Asah, Asih, Asuh* pattern. This pattern reflects a leadership approach based on local wisdom that emphasizes a balance between intellectual guidance (*asah*), empathy and affection (*asih*), and nurturing and protection (*asuh*). Principals who implement the *Asah, Asih, Asuh* pattern will be able to create harmonious interpersonal relationships between leaders and teachers, thereby fostering mutual respect, support, and a sense of belonging toward the educational institution (Wang et al., 2024).

In practice, the application of transformational leadership and the *Asah, Asih, Asuh* (Lestari et al., 2018) pattern within the school environment is expected to enhance teachers' professional competence (Liakopoulou, 2011). Professional competence, as regulated in Law No. 14 of 2005 concerning Teachers and Lecturers, encompasses a teacher's ability to master subject matter deeply, develop innovative learning strategies, and conduct effective evaluations to improve student learning outcomes. A professional teacher is one who can adapt to change, think critically, and utilize technology to support meaningful learning (Iskandar, 2018).

SMA Negeri 1 Singkep, as an educational unit in the coastal region of the Riau Islands, faces various challenges, such as limited resources, restricted access to teacher training, and geographical conditions that demand high adaptability. In this context, the principal's role becomes vital in building the spirit and competence of teachers to remain productive and professional. The principal is required to act not only as a manager but also as an inspirational figure who guides teachers through humanist and collaborative approaches.

Based on this background, this study aims to determine the influence of the principal's transformational leadership and the *Asah, Asih, Asuh* pattern on the professional competence of teachers at SMA Negeri 1 Singkep. The research question posed is: Does the principal's *Asah, Asih, Asuh* pattern influence the professional competence of teachers at SMA Negeri 1 Singkep? This research is expected to provide a theoretical contribution to the development of educational leadership models based on transformation and local wisdom, as well as serve as a practical reference for school principals in improving the quality of teacher professionalism in secondary education environments.

Therefore, this study aims to examine the influence of transformational leadership and the *Asah, Asih, Asuh* leadership pattern on teacher professional competence at SMA Negeri 1 Singkep. This research contributes to the development of educational leadership studies by integrating modern leadership theory with culturally grounded leadership values, thereby offering a contextual model of school leadership relevant to Indonesian educational environments.

## **B. Method**

This study employed a quantitative approach with a descriptive-verification research design. The quantitative approach was selected to objectively examine the relationships

between variables using statistical analysis. The descriptive method was used to describe the existing conditions of the principal's transformational leadership, the implementation of the Asah, Asih, Asuh leadership pattern, and the level of teacher professional competence at SMA Negeri 1 Singkep. Meanwhile, the verificative approach was used to test the hypotheses regarding the influence of the independent variables on the dependent variable. The research was conducted at SMA Negeri 1 Singkep, located in Lingga Regency, Riau Islands Province, during the even semester of the 2024/2025 academic year.

The population of this study consisted of all teachers at SMA Negeri 1 Singkep, totaling 35 individuals. Considering that the population size was relatively small and accessible for comprehensive investigation, this study applied a census sampling technique (saturated sampling). Through this technique, all members of the population were included as research respondents, allowing the collected data to represent the overall characteristics of the teachers in the school.

This study involved three variables, namely two independent variables and one dependent variable. The first independent variable was the principal's transformational leadership (X1), which was measured through several indicators including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The second independent variable was the Asah, Asih, Asuh leadership pattern (X2), which represents leadership practices based on local cultural values emphasizing intellectual guidance (asah), empathy and compassionate relationships (asih), and nurturing guidance and protection (asuh). The dependent variable in this study was teacher professional competence (Y), which included mastery of subject matter, the ability to develop instructional strategies, the capacity to conduct reflection and evaluation of learning processes, and the ability to enhance professionalism through innovation and collaboration.

The primary research instrument used in this study was a structured questionnaire designed using a five-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire was divided into three sections corresponding to the variables studied, namely transformational leadership, the Asah, Asih, Asuh leadership pattern, and teacher professional competence. Before being used for data analysis, the instrument was tested for validity and reliability. The validity test was conducted using the Pearson Product Moment correlation to determine whether each item accurately measured the intended construct. Meanwhile, reliability testing was performed using Cronbach's Alpha coefficient to evaluate the internal consistency of the questionnaire items.

Data collection was carried out through several techniques, including observation, questionnaires, and documentation. Observation was conducted to obtain a general overview of leadership practices and teacher performance within the school environment. Questionnaires were distributed to all teachers in order to measure their perceptions regarding the principal's leadership style and their professional competence. In addition, documentation techniques were used to collect supporting data such as school profiles, teacher data, and records of professional development activities conducted by the school.

The collected data were analyzed using several statistical procedures. Descriptive statistical analysis was first conducted to describe respondent characteristics and to determine the levels of transformational leadership, the implementation of the Asah, Asih, Asuh leadership pattern, and teacher professional competence based on mean scores and percentage distributions. Prior to conducting regression analysis, classical assumption tests were performed to ensure that the data met the requirements for regression analysis, including normality, multicollinearity, and heteroscedasticity tests.

To examine the influence between variables, regression analysis was employed. Simple linear regression analysis was used to determine the partial effect of each independent variable on teacher professional competence. In addition, multiple linear regression analysis was conducted to analyze the simultaneous influence of transformational leadership and the Asah, Asih, Asuh leadership pattern on teacher professional competence. Hypothesis testing was performed using the t-test to examine the partial influence of each independent variable and the F-test to test the simultaneous influence of both independent variables. Furthermore, the coefficient of determination ( $R^2$ ) was used to measure the proportion of variance in teacher professional competence that could be explained by the independent variables in this study.

### **C. Findings and Discussion**

The descriptive analysis results indicate that the principal's transformational leadership at SMA Negeri 1 Singkep is categorized as very good. This finding reflects the strong implementation of leadership practices characterized by exemplary role modeling, inspirational communication, and individualized attention toward teachers. These aspects demonstrate that the principal actively encourages teachers to improve their professional capacity and to participate in the achievement of school goals.

Similarly, the implementation of the Asah, Asih, Asuh leadership pattern is also categorized as very good. The findings show that the principal consistently applies professional guidance (asah), empathetic interpersonal relationships (asih), and nurturing leadership practices (asuh). These practices are reflected in mentoring activities, supportive communication with teachers, and the principal's commitment to creating a positive and collaborative work environment.

The regression analysis results indicate that both independent variables transformational leadership and the Asah, Asih, Asuh leadership pattern have a positive and significant influence on teacher professional competence. The coefficient of determination ( $R^2$ ) shows that approximately 72% of the variance in teacher professional competence can be explained by these two leadership variables. Meanwhile, the remaining 28% is influenced by other factors outside the scope of this study, such as teacher training opportunities, professional experience, and individual motivation.

### **Discussion**

Based on the data analysis, the findings indicate that the transformational leadership of the principal at SMA Negeri 1 Singkep is in the "Very Good" category. This is characterized by the presence of exemplary role modeling, inspirational communication, and personalized attention toward teachers. Similarly, the Asah, Asih, Asuh pattern is

consistently implemented through professional coaching, positive emotional approaches, and the demonstration of ethical professional conduct.

The regression analysis results show that both transformational leadership and the Asah, Asih, Asuh pattern have a positive and significant influence on teacher professional competence (Gibson, 2022; Torres, 2019). The Coefficient of Determination ( $R^2$ ) indicates that approximately 72% of the variance in teacher professional competence is explained by these two variables, while the remaining 28% is influenced by other factors such as training, work experience, and individual motivation.

These findings suggest that a higher level of implementation of transformational leadership and the Asah, Asih, Asuh pattern directly leads to an increase in teacher professional competence (Chen et al., 2018; Ekiti & States, 2017; Vika Mirawansya, 2019). This supports the view of (Bass, 1985), who argues that transformational leadership encourages organizational members to achieve performance beyond expectations. Furthermore, it reinforces the humanistic values reflected in the Asah, Asih, Asuh philosophy.

In conclusion, the results of this study reaffirm the importance of school principals integrating transformational approaches with local wisdom values when mentoring teachers. This is particularly relevant in coastal regions like SMA Negeri 1 Singkep, ensuring the development of educators who are professional, innovative, and possess strong character.

In addition, the integration of the Asah, Asih, Asuh leadership pattern strengthens the influence of transformational leadership through culturally grounded values. The concept of asah encourages intellectual development and professional learning among teachers. Meanwhile, asih promotes empathy and mutual respect in professional relationships, and asuh emphasizes guidance and protection in the mentoring process (Ge et al., 2021; Suwartiningsih et al., 2018). These values contribute to the creation of a harmonious school climate that supports teacher development. The results of this study are also consistent with previous research in educational leadership that highlights the importance of supportive leadership styles in improving teacher professionalism. Leadership approaches that combine motivation, emotional support, and professional mentoring tend to produce higher levels of teacher engagement and competence.

Furthermore, the relatively high coefficient of determination (72%) indicates that leadership factors play a substantial role in shaping teacher professional competence at SMA Negeri 1 Singkep. This suggests that effective school leadership is a key driver in strengthening teacher professionalism, particularly in educational environments that face contextual challenges such as geographical limitations and limited access to professional development opportunities. In the context of coastal regions such as the Riau Islands, integrating transformational leadership with local wisdom values becomes particularly relevant. Local cultural values embedded in the Asah, Asih, Asuh philosophy provide a contextual leadership framework that aligns modern educational management principles with culturally grounded leadership practices. This combination helps create a leadership

model that not only focuses on performance improvement but also emphasizes character development, collaboration, and mutual respect among educational stakeholders.

Overall, the findings highlight that the integration of transformational leadership with culturally rooted leadership values represents an effective strategy for strengthening teacher professional competence (Artanto, 2022; Santoso et al., 2019). Such an approach enables school principals to function not only as administrative managers but also as mentors who inspire teachers to become professional, innovative, and character-driven educators.

### **E. Conclusion**

This study examined the influence of the principal's transformational leadership and the Asah, Asih, Asuh leadership pattern on teacher professional competence at SMA Negeri 1 Singkep. The findings reveal that the principal's transformational leadership is implemented at a very good level, as reflected in the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These leadership practices enable the principal to function not only as an administrator but also as a role model and motivator who encourages teachers to continuously improve their professional performance and innovation in learning. The implementation of the Asah, Asih, Asuh leadership pattern is also found to be consistently practiced within the school environment. Through intellectual guidance (asah), empathetic relationships (asih), and nurturing leadership practices (asuh), the principal has succeeded in creating a harmonious and supportive work climate characterized by mutual respect and collaboration. Such a leadership approach contributes positively to strengthening teachers' motivation, commitment, and sense of belonging toward the school.

The results of multiple regression analysis indicate that transformational leadership and the Asah, Asih, Asuh leadership pattern simultaneously have a significant influence on teacher professional competence. The coefficient of determination ( $R^2$ ) shows that approximately 72% of the variance in teacher professional competence is explained by these two variables. This finding suggests that the integration of transformational leadership with culturally grounded leadership values plays a substantial role in improving teachers' ability to master subject content, develop effective instructional strategies, and reflect on teaching practices. Overall, the findings highlight the importance of integrating modern leadership approaches with local wisdom values in educational leadership practices. Principals who successfully combine transformational leadership principles with the Asah, Asih, Asuh philosophy are more capable of fostering teacher professionalism, building collaborative work cultures, and improving the quality of education, particularly in geographically and culturally distinctive contexts such as coastal regions.

### **F. Bibliography**

- Artanto, D. (2022). Strategi Kepemimpinan Transformasional untuk Meningkatkan Mutu Layanan Pendidikan Islam. *ADAARA*, 12(2), 77-85.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bastos, G., & Oliveira, I. (2015). Digital literacy of school leaders: What impacts in schools?

- Results of two studies from Portugal. *Communications in Computer and Information Science*, 552, 132–142. [https://doi.org/10.1007/978-3-319-28197-1\\_14](https://doi.org/10.1007/978-3-319-28197-1_14)
- Chen, Y., Ning, R., Yang, T., Feng, S., & Yang, C. (2018). Is transformational leadership always good for employee task performance? Examining curvilinear and moderated relationships. *Springer Open*, 12(22), 1–28.
- Ekiti, I. N., & States, E. (2017). *THE EFFECTS OF TRANSFORMATIONAL LEADERSHIP-STYLE AND COMPENSATION TOWARDS WORK SATISFACTION AND ORGANIZATIONAL COMMITMENT: A STUDY AT PG MODJOPANGGOONG IN TULUNGAGUNG, INDONESIA*. 3(March), 148–153.
- Franciosi, S. (2012). Transformational leadership for education in a digital culture. *Digital Culture & Education (DCE)*, 4(2).
- Ge, Y., Yuan, Q., Wang, Y., & Park, K. (2021). The structural relationship among perceived service quality, perceived value, and customer satisfaction-focused on starbucks reserve coffee shops in Shanghai, China. *Sustainability (Switzerland)*, 13(15). <https://doi.org/10.3390/su13158633>
- Gibson, M. (2022). Building Transdisciplinary Professional Practice Capabilities in Early Childhood Teacher Education. In *Reconstructing the Work of Teacher Educators: Finding Spaces in Policy Through Agentic Approaches-Insights from a Research Collective* (pp. 91–113). [https://doi.org/10.1007/978-981-19-2904-5\\_5](https://doi.org/10.1007/978-981-19-2904-5_5)
- Iskandar, D. (2018). Implementasi Kompetensi Profesional Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik. *Journal of Management Review*, 2(3), 261. <https://doi.org/10.25157/jmr.v2i3.1804>
- Lestari, W., Rezeki, S. H. I., Siregar, D. M., & Manggabarani, S. (2018). Faktor Yang Berhubungan dengan Kejadian Stunting Pada Anak Sekolah Dasar Negeri 014610 Sei Renggas Kecamatan Kisaran Barat Kabupaten Asahan. *Jurnal Dunia Gizi*, 1(1), 59. <https://doi.org/10.33085/jdg.v1i1.2926>
- Liakopoulou, M. (2011). The professional competence of teachers: which qualities, attitudes, skills, and knowledge contribute to a teacher's effectiveness. *Journal Of Humanities And Social Science International*, 1(21), 68–69.
- Moradi Korejan, M., & Shahbazi, H. (2016). An analysis of the transformational leadership theory. *Journal of Fundamental and Applied Sciences*, 8(3), 452. <https://doi.org/10.4314/jfas.v8i3s.192>
- Nasukah, B., & Maunah, B. (2021). Kepemimpinan Transformasional Dalam Tinjauan Sejarah Dan Perkembangan Kajiannya Pada Bidang Pendidikan. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 6(1), 38–48. <https://doi.org/10.34125/kp.v6i1.574>
- Santoso, H., Elidjen, Abdinagoro, S. B., & Arief, M. (2019). The role of creative self-efficacy, transformational leadership, and digital literacy in supporting performance through innovative work behavior: Evidence from telecommunications industry. *Management Science Letters*, 9(Special Issue 13), 2305–2314. <https://doi.org/10.5267/j.msl.2019.7.024>
- Suwartiningsih, S., Samiyono, D., & Purnomo, D. (2018). Harmonisasi Sosial Masyarakat Perbatasan Indonesia-Malaysia. *Jurnal Hubungan Internasional*, 7(1), 1–10.

<https://doi.org/10.18196/hi.71120>

Torres, D. G. (2019). Distributed Leadership, Professional Collaboration, And Teachers' Job Satisfaction In US Schools. *Teaching and Teacher Education*, 79, 111–123.

Vika Mirawansya, karwanto. (2019). Peran Kepemimpinan Transformasional Kepala Sekolah Dalam Mewujudkan Pendidikan Karakter Di Sekolah. *Articel*, 1, 1–16.

Wang, Q., Zainal Abidin, N. E., Aman, M. S., Wang, N., Ma, L., & Liu, P. (2024). Cultural moderation in sports impact: exploring sports-induced effects on educational progress, cognitive focus, and social development in Chinese higher education. *BMC Psychology*, 12(1), 1–15. <https://doi.org/10.1186/s40359-024-01584-1>