

The Principal's Transactional Leadership Strategy in Building Industriousness Workload on Education at SD Negeri 01 Wonokerto

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Abstract

The purpose of this research is to describe (1) the profile of transactional leadership, (2) the implementation of contingent rewards in the implementation of principal leadership, (3) the implementation of management by exception active and management by exception passive, (4) the characteristics of the industrial work load in research background at SD Negeri 01 Wonokerto. The method in this research is qualitative through a phenomenological approach with a case study design at SD Negeri 01 Wonokerto, Malang Regency. The data in this study were collected using 3 techniques namely (1) in-depth interviews, (2) participatory moderate observation, and (3) documentation study. Data and information obtained through in-depth interview techniques were implemented for all informants in this study. Documentation studies are implemented to examine documents that support factual data on the research focus. This moderate participatory observation was carried out to review various working conditions at SDN 01 Wonokerto. The data analysis technique applied in this study uses (1) data collection, (2) data display, (3) data condensation, (4) data verifying and conclusion. Researchers also carried out triangulation activities, member checking, and observation persistence, as well as adequacy of references. The results in this study indicate that the profile of transactional leadership, implementation of contingent rewards, implementation of active and passive management by exception, and industrial workload characteristics run optimally through comparison of empirical data and existing theoretical constructs. SDN 01 Wonokerto requires the initiation of an increase in human resources for the technology section to optimize the characteristics of industrial workload in institutions.

1. Introduction

The success of an organization or institution is certainly influenced by the leadership style of the leader implied in the institution. This is reinforced by research conducted by experts, when it comes to leadership style, it will affect the work climate of the organization, especially in the field of education, because leadership is able to give colour to work practices in schools (Puspitaningtyas, Imron, & Maisyaroh, 2020). Transactional leadership is a domain in leadership styles and types that lead to the identification of the division of roles in the organization, complete with various non-materialistic and materialistic rewards to achieve the desired goals (Ebrahimi et al., 2017). Researchers argue, if an implementation of the leadership style leads to the provision of delegation and feedback in the form of reward or punishment. This is called an interpersonal exchange or transaction, an exchange that is carried out These include (1) work agreements, (2) task delegation, and (3) rewards (Avolio & Bass, 2002). Representations of various indicators of transactional leadership are (1) leaders who are able to know the needs of members and can explain if goals and responsibilities are met, then they will be rewarded according to their burden and (2) leaders are able to provide positive feedback when the work has been completed and provide appreciation.

Research from experts states that if the leadership style in educational institutions is able to provide a pattern for an existing system to achieve goals in the organization (Kusumaningrum, Sumarsono, & Gunawan, 2020). Researchers argue that this is indeed in accordance with empirical data that is common in the field of education, because leadership styles will shape communication patterns, achievement of work success, and organizational success, because leadership is a process of fostering to influence to be able to achieve institutional goals. Researchers argue that various leadership styles have their own advantages and disadvantages. On this basis, effective leadership in an organization, especially in educational institutions, is a leader style that is able to adjust the needs and individual characteristics of subordinates in order to change for the better.

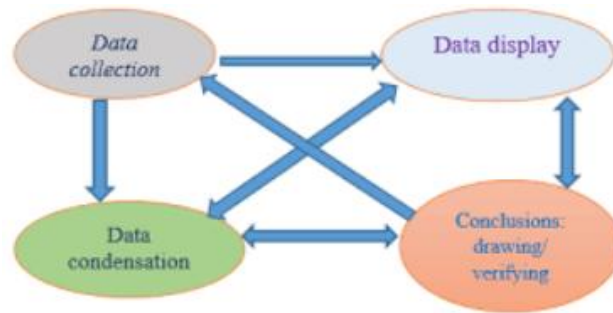
Research from Metin, Peeters, & Taris (2018), explains that in industry 4.0, agencies with service segments are often faced with the problem of procrastination work culture. Procrastination work culture is the procrastination of repetitive work due to (1) lack of motivation from rewards, (2) low control in an individual's work, and (3) completion of tasks with poor quality in a time far from the required limit (Metin et al., 2018). Researchers can conclude that the education sector is a service, which when correlated with the results of previous research, has a high probability that educational institutions will experience work procrastination. This is supported by research that has been carried out by experts, if the educational objectives in an educational institution generally fail to be carried out due to basic problems from human resources who tend to carry out work delays and the fulfilment of tasks that are less than optimal in terms of quality (Nasrullah et al., 2022). This factual data is inversely proportional to the demands of services in the modern era, where to build service quality must be able to develop or foster industrious workload in various existing management functions (Rainnie & Dean, 2020).

Industrious workload is a work pattern that is opposite to work procrastination which is reflected through (1) work that is completed on time, (2) optimal time management of human resources, and (3) completion of tasks with optimal quality elements (Vorobyova et al., 2022). In essence, the industrious workload study is a work process that is fast, effective, and fulfils quality aspects. In the preliminary study conducted by the researcher against the background of the research site at SD Negeri 01 Wonokerto, getting interesting findings in the form of the practice of implementing transactional leadership to overcome human resources who are against work discipline and creativity when their work is carried out. Therefore, the formulation of interesting problems to be examined in this study is 'how is the transactional leadership process implemented by the Head of SD Negeri 01 Wonokerto in building a culture of industriousness workload?'. This is an important, interesting, and unique formulation to be examined in depth through descriptive qualitative research.

2. Methods

This research approach uses qualitative phenomenology in the form of a case study design. A case study is research that is focused on providing concrete meaning and understanding through a single setting that includes a single case, which then becomes the level of analysis to generalise an activity or event (Sugiyono, 2019). The results obtained from this entire study used interviews, non-participatory observation, participatory observation, and documentation studies as data collection techniques. The presentation used to attach all data results in the field is field notes, interview transcripts, and documentation. This research was conducted in early October to early December at SD Negeri 01 Wonokerto with the main informants are the Head of Bantul Regional Office, Head of SD Negeri Bantul 01, class teacher of SD Negeri 01 Wonokerto, Javanese Language teacher of SD Negeri 01 Wonokerto, Cleaning staff of SD Negeri 01 Wonokerto, administrative staff of SD Negeri 01 Wonokerto, and 6th grade teacher of SD Negeri 01 Wonokerto.

The interviews conducted by the researchers were conducted in-depth through indepth interviews with reference to the snowball technique. Observations carried out by researchers were carried out directly during the learning process, as well as indirect observations during the teacher meeting process. The data analysis technique carried out in this study uses steps from Milles, Huberman, & Saldana (2014). Data collection, data condensation, data presentation, and conclusion drawing. Then the research team used data credibility checking through source triangulation and technique triangulation. Thus, the results related to this research are accurate, certain, and in accordance with the reality in the field.



Gambar 1. Data Analysis in Research (Milles, Huberman, & Saldana, 2014)

3. Result and Discussion

3.1 Transactional Leadership Profile at SDN 01 Wonokerto

The transactional leadership profile at SDN 01 Wonokerto is represented in practice including the implementation of (1) instructive function, (2) consultative function, (3) delegation function, and (4) control function. The statement from the researcher is supported by the ideas expressed by the head of SDN 01 Wonokerto. The instructive function was generalised by the researcher from the principal's statement, if in practice it was semi-democratic, because the head of SDN 01 Wonokerto stated that he applied one-way communication when implementing a task or a project was to be carried out in his institution. This is reinforced by statements from other informants, namely a 6th grade teacher who revealed that for example when there is an event in the form of student release or commonly referred to as graduation, the principal tends to provide information on how to complete the task, accompanied by appropriate control without accommodating the opinions of subordinates, but revealed by other informants, namely class teachers at SD Negeri 01 Wonokerto even though the principal is able to mobilise, motivate, and assign tasks to lazy officers to become diligent.

This is in line with the idea given by the janitor of SDN 01 Wonokerto who revealed that in terms of instructions the principal always gives straightforward, effective, and straightforward directions, and when subordinates feel they do not have a work ethic, the principal has a way of guiding subordinates to be able to complete their tasks. Researchers assume that the information from various informants leads to the instructive function of transactional leadership that runs at SD Negeri 01 Wonokerto in building a work culture of HR towards work patterns that are oriented towards timeliness, achieving goals, and delegating tasks efficiently.

In the second aspect, namely the consultative function, is able to be applied by the head of SDN 01 Wonokerto, with information from the main informant where the consultative function is a way for the principal to finalise his decision in determining certain programs and activities at SDN 01 Wonokerto. This is confirmed by the Javanese language teacher, if in various decision-making, the meetings held by the principal are not carried out verbally, but the meeting materials have been prepared, for example on the annual school programme. The annual school programme is done by the principal, but the finalisation is just inviting teachers and school community to the meeting, so that it is able to get feedback in accordance with the wishes of the school community. In the researcher's view, this is something that is contained in the consultative function of transactional leadership, which is a leader who consults and provides opportunities but is not dominant towards subordinates. This is the difference between authoritarian and transactional leadership. The result was obtained from the informant of Grade 6, if the principal's decision in various matters is always consulted with teachers, as well as other parties involved, to get support, so that in terms of direction it will be easier because support from subordinates has been obtained.

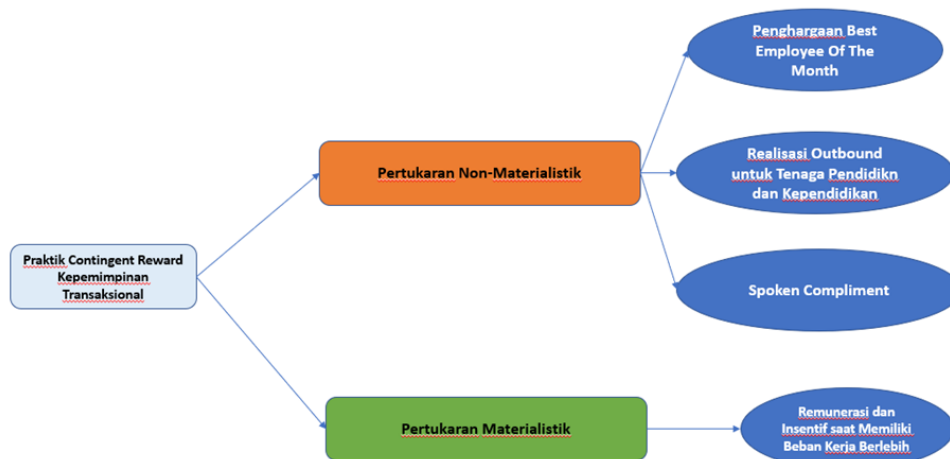
The delegation function, which is implemented in the transactional leadership profile by the principal, is represented in the delegation of authority for each activity to HR or subordinates. The researcher's statement was proven by the ideas of the informants, namely the administrative staff

who suggested that in the principal's leadership, the delegation of tasks was always formulated appropriately, namely the principal was able to analyse the capabilities and competencies of his HR. The grade 6 teacher also revealed that teachers feel maximally empowered apart from the reward factor in the form of materialistic and non-materialistic rewards, teachers also feel that the management of the principal's transactional leadership always links and matches with their abilities. The principal provided information about if the delegation function was allocated to train human resources in responsibility as well as assess the characteristics of their work in an educational institution unit. The principal explained more clearly if the delegation process must be accompanied by trust and the distribution of competence to the type of work that is divided appropriately, because otherwise the main objective of an activity, programme or project will not be achieved.

Finally, regarding the profile of transactional leadership in the research setting, namely the control function. One thing that is carried out by the principal in actualising this function is by providing a standby controlling pattern. This is evidenced by information from the homeroom 6 teacher, janitor, administrative staff and class teachers if stand by controlling is carried out in the form of (1) the existence of cctv in the teacher's room and classroom which is monitored in the principal's room, (2) the principal who has a high attendance ratio at school, and (3) the high mobility of the principal to control the work process of subordinates. This is an interesting thing, expressed by informants in this study, if it is able to increase work motivation, but teachers feel like they are being watched all the time. This is a representation of the control function implemented at SDN 01 Wonokerto through transactional leadership. Another thing that researchers obtained from non-participant observation, teachers and education personnel at SDN 01 Wonokerto have characteristics in the form of responsive, fast, and precise work patterns. In other words, teachers and education personnel have a deft and swift attitude when carrying out their various duties and responsibilities as HR at SDN 01 Wonokerto.

3.2 Contingent Reward in Transactional Leadership Practice of SDN 01 Wonokerto

Contingent reward is an activity process in transactional leadership that provides active transactions between leaders and subordinates. The practice of contingent reward at SDN 01 Wonoekrto is implemented through two main things, namely feedback in the form of (1) non-materialistic exchanges and (2) materialistic exchanges. The principal provided information regarding the practice of implementing non-materialistic exchanges through the provision of rewards in the form of best teacher of the month and best employee of the month. Another statement from the class teacher explained that teachers like the award to improve their teaching professionalism. The principal explained that the technical non-materialistic exchange as a representation of his transactional leadership in the form of best teacher of the month was carried out by posting photos of teachers who had optimal performance from the teaching process, which was assessed from academic supervision once a month. In the implementation of contingent rewards related to non-materialistic rewards, according to the Grade 6 homeroom teacher's view, it makes teachers have a stimulus to carry out various tasks, especially during learning, to be more innovative.



Gambar 2. Visualizes Practice Contingent Reward

Not only teachers who get the impact of the actualisation of contingent rewards given by the principal, but education personnel also get the award. Education personnel who are in one construct to be awarded are (1) administrative staff, (2) school operators, and (3) janitors. As with teachers, for education personnel who get the award, photos will be installed from related parties to be installed in the teacher's room. This is a stimulus for all human resources who are structurally subordinate to the principal, if all elements are still considered by the principal in terms of actualising contingent rewards in educational institutions led by him. This is reinforced by information from the janitor who stated that if it is related to giving awards, it feels good for him. Further information from the janitor stated that he felt that there was no social inequality in the provision of rewards by the principal.

Another thing related to non-materialistic contingent rewards, the principal said that there are separate activities related to non-materialistic rewards which are aimed at not only increasing work motivation but also used to form work cohesiveness. This is carried out through outbound activities carried out by SDN 01 Wonokerto at the end of each semester which are attended by principals, teachers and education personnel.

The 6th grade teacher explained that the provision of outbound along with various recreational things was the principal's step to appreciate the work for 1 semester for all human resources working at SDN 01 Wonokerto. The principal said that it was used to reduce work fatigue, because the work culture that arises from various task loads from education management in the Wonokerto 1 basic education unit is quite heavy when looking at the targets of the annual programme. The next construct discusses the exposure of the results regarding the contingent reward given by the principal with regard to materialistic matters. Explained by the principal along with confirmation from the class teacher, Javanese Language teacher, and Administrative Staff, if every time there is an award of best employee and best teacher the teacher is always given an incentive to be more enthusiastic, the incentive is obtained through income obtained from the school canteen which is managed by special service management. In other aspects, teachers who get more workload, namely being (1) homeroom teacher, (2) school secretary, and (3) treasurer, get incentives in the form of wages given at the beginning of the month, purely from the school's independent income. The transactional division of material, which is implemented in transactional leadership in this research setting is quite unique, because when a teacher, education personnel get a job outside of the job description, then one thing that is implemented by the principal is to pay wages or incentives tired at the beginning of the activity. This was stated by the principal as a form or form of providing a sense of security and motivation at the beginning of work for all human resources at SDN 01 Wonokerto. Therefore, on various explanations as stated by the researcher, the process of

transactional leadership activities from contingent rewards is carried out through the provision of material and non-material rewards.

3.3 Management by Exception in Transactional Leadership Practice of SDN 01 Wonokerto

The exposure that was present in the interview by the researcher to the principal, obtained information that there are two things related to management by exception implemented by him. The first thing is (1) management by exception active and the second (2) management by exception negative. The implementation of active exception management implemented by the principal is represented in all aspects of school-based management at SD Negeri 01 Wonokerto. The class teacher explained that the implementation of active exception management is represented in (1) a timely academic supervision schedule, (2) control of routine learning activities every day by going around the school, reviewing teacher attendance and discipline, and (3) coordination meetings that are routinely held repetitively to review progress reports whenever there is an event or event in the school program. The grade 6 homeroom teacher revealed a statement if something carried out by the principal tends to be quality control, not focused on finding mistakes, but helping to deal with mistakes, complaints or failure of HR in achieving predetermined standards. This also applies to education personnel in carrying out administrative activities and non-cognitive work such as school cleaning.

The principal said that the implementation of active exception management is used to prevent major mistakes that may occur when an HR carries out duties and responsibilities. This was also connected by the statement of the Javanese Language teacher who explained that in the example of the preparation of lesson plans for the beginning of the academic year, teachers are directed to send the lesson plans and will be carefully controlled by the principal, if they are in accordance with the standards then they will be given praise in the form of spoken words. The essence of active exception management, in terms of its activities, is supervision that is spontaneous, tentative, and unstructured but has high repetition, so that control for minor errors can be addressed before they develop into a major problem.

The second is passive exception management or management by exception passive. This was stated by the principal, implemented to complement the shortcomings that arose from management by exception active. The form implemented is the evaluation of an activity at the end of the session. It was said by the principal that passive exception management was not condensed in its implementation, because the principal was still in the process of establishing teacher work patterns in discipline and responsibility. This was carried out in the late November period, because teachers had begun to have high standards in achieving various quality requirements from the principal, especially in the learning process. In essence, the principal will only control and provide assistance to teachers when it is deemed urgent to provide assistance, if no urgent conditions are found, then the concept of monitoring members in their work is still carried out at the end of the activity.

The class teacher in the research setting also revealed that in the early days of her tenure as principal, starting from the second year, the principal tended to be active in providing supervision during her leadership era. At the end, in November to be precise, the principal began to implement passive exception management, because the quality standards had been met as the principal's leadership time progressed. The Javanese teacher emphasised that passive exception management was not implemented because the principal was busy, but purely because the HR quadrant at SDN 01 Wonokerto was slowly changing towards quality and professionalism.

In other aspects, namely education personnel, passive management is still not implemented as well as for teaching staff or teachers. IT staff, administrative staff, and cleaning assistants are still subject to active exception management. The principal said this happened because it was considered that administrative matters must be given active repetitive control. The reason why active exception management is still strong in matters outside of learning, is the principal's paradigm of thinking, which assumes that the competence possessed is still not comparable to teachers for their developmental stages. Therefore, control at all times is still carried out for education personnel in the research setting.

3.4 Characteristics of Industriousness Workload at SDN 01 Wonokerto

Industrious workload in SDN 01 Wonokerto is represented through the implementation of various forms of tasks that (1) avoid work pre-pastination, (2) optimal time management of HR, and (3) creativity of work results and fulfilment of optimal quality. In the process of building industriousness work load, the principal's reason apart from the personal aspect that likes transactional leadership, the principal implemented it because he analysed if the characteristics of human resources in the village, especially in the research setting, need to be increased awareness of their role in the profession through stimulus in the form of rewards and strict control, to form, and habituate certain work patterns. The head of the Bantur Regional Office as a superior above the school principal structurally, recognised that the transactional leadership pattern by the head of SD Negeri 01 Wonokerto was worthy of being used as a base practice.

This is based on the fulfilment of various work achievement goals that can be achieved optimally from the work discipline formed at SD Negeri 01 Wonokerto. Furthermore, the characteristics of teachers in the village or education personnel in the village, stated by the Javanese language teacher, have distinctive characteristics, if there is praise, there are incentive rewards, and there is strict control, then they are considered capable of carrying out their Tupoks according to direction, or even exceeding expectations, the principal explained, if there is no praise, no reward, or no strict control in directing members, especially those in the village, then all frameworks in achieving goals will not be achieved. The principal said that teachers in the village will be more motivated if they are given a lot of praise and incentives at the beginning to provide a sense of comfort and responsibility for their work.

Work procrastination or work delays that often occur in the basic education environment by the Head of the Bantur Regional Office, based on various empirical experiences, arise because the theoretical aspects of the work control process are not understood in a complex manner by a school principal. When connected with the research results, work procrastination that often occurs in a qualitative descriptive manner can be neutralised by management by exception passive and management by exception active. This is reinforced by the researcher's interview with the 6th grade homeroom teacher who said that if the creation of a work discipline with minimal procrastination is a repetitive supervision from the principal that is repeatedly carried out, although the teacher feels supervised, it forms a pressure that is beneficial for reducing work procrastination.

Another thing that can be interpreted descriptively qualitatively from the various interviews, the homeroom teacher of grade 6 provided an explanation if passive and active exception management also had an impact on the time management of HR in the research setting. Management by exception active and passive by the principal was affirmed, if initially it made it difficult for HR to adapt and be under work pressure, as if they were robots, but after being implemented for a relatively exceeding 1 year, HR at SDN 01 Wonokerto has begun to get used to and is increasingly able to work with a high discipline rhythm and optimal time management. Researchers assume that if at first HR feels burdened, but when it has been a long time and is used to it, it becomes a good habit for the educational environment at SDN 01 Wonokerto. Lastly, it is related to creativity and providing tasks with optimal quality that can be fulfilled because of contingent rewards, this is always related to external stimuli so that human resources get a commensurate balance from the fruits of their creativity and hard work. In this context, the principal explained that since the introduction of contingent rewards through various programs within it, teachers have been competing in formulating innovative lesson plans, more interactive media, so that this indirectly results in quality aspects of work being met. This is also confirmed by the explanation from class teachers in the research setting, before the leadership of the school principal who served for 2 years, teachers tended to carry out work to avoid warnings and the need for administrative fulfillment, not reaching the realm of fulfilling the quality of task completion. Researchers think that this can be the main strategy ingredient for both other schools and the leadership theory of a school principal. Because rationally, this paradigm is common in the realm of education when aspects of reward or the need for security are not met in the realm of education or school. Finally, the Javanese language teacher stated that without different rewards from the previous principal, the various positive activities of the teachers when completing their work would not be able to be carried out well, therefore the principal should

continue to implement this leadership pattern on an ongoing basis, because even though at the beginning the adjustment was difficult, when they got used to it the pressure turned into a challenge for both the teaching staff and the educational staff at SDN 01 Wonokerto.

3.5 Analysis of Transactional Leadership Profile at SDN 01 Wonokerto

With regard to various matters as stated in the research results, it has been defined that the transactional leadership profile of school principals is reflected through (1) instructive function, (2) consultative function, (3) delegation function, and (4) control function. Theoretically, related to this, it can be seen that the elements of transactional leadership in the research setting are more inclined to the process of dividing tasks and carrying out tasks with the control of the leader. The statement from the researcher is in line with the expert's statement, that the basic representation of transactional leadership before moving on to specific matters is the practice of influencing and directing members in a semi-authoritarian style but providing lots of delegation and instructions in a collegial manner with straightforward communication (Yukl, 2013). Researchers are of the opinion that the transactional leadership profile at SDN 01 Wonokerto has several advantages, namely through various procedures and setting goals that are specific, measurable, realistic and timely. According to the researchers, from the various weapons that have been implemented by school principals, this provides several practical advantages in the leadership of school principals. First, school principals are able to achieve short-term goals clearly and precisely, because providing instructions and optimal control will be able to prepare human resources who are always ready when there are tentative activities in educational institutions.

The researcher's statement is in line with statements that have been prepared by other experts, where providing consultative control and instructions is able to realize high work readiness in achieving short-term goals (Elnaga, 2012; Poplavska et al., 2019). Second, the characteristics of transactional leadership by school principals have other advantages, namely in the form of increasing awareness and work motivation of subordinates. This is in line with expert expressions which state that providing instructive communication and delegating tasks is an efficient step for upper management to increase work awareness, but it must be accompanied by collaborative guidance so that work motivation also increases (Hyseni Duraku & Hoxha, 2021). Finally, one thing that can be discussed is that principals with a transactional model take into account that educational management in schools needs to be seen to implement practices (1) subordinates will receive rewards if they do their work well (2) subordinates will also receive warnings and sanctions if they make mistakes (3) there will be supervision of the task implementation process. Here it can be understood that transactional leaders use the path-goal concept as a framework and continue to adapt to the mission, direction and goals of the organization in order to achieve effectiveness. Path-goal theory argues that effective leaders can motivate subordinates by giving rewards for their performance achievements in accordance with the goals and time set in the tasks given. Leaders must communicate effectively to members or subordinates regarding the tasks assigned to them and ensure that they will receive appropriate rewards if they can complete tasks in accordance with organizational goals on time.

The school principal as a transactional leader will pay close attention to policies and implementation guidelines that influence the pattern of promotion and appointment of decision-making staff, always seek improvements in program evaluation, vertical and horizontal communication, sub-unit coordination, strategies for setting specific targets and task activities for problem solving and his leadership is guided by technical expertise and rationality. Therefore, school principals must have clear information about what their subordinates need and want, must set clear goals, must explain the relationship between performance and rewards and must provide constructive feedback to keep subordinates on task (Yasir et al., 2016). From the explanations above, it can be concluded that in transactional leadership, the leader promises and rewards subordinates who perform well and threatens and disciplines subordinates who perform poorly. It is hoped that the rewards and punishments given by leaders will be able to motivate subordinates to improve their performance.

3.6 Contingent Reward Analysis in Transactional Leadership Practices at SDN 01 Wonokerto

Contingent reward is an element in transactional leadership which in its implementation is carried out by providing motivation through agreement or agreement regarding what must be implemented and what subordinates must do under the direction of a leader (Jensen et al., 2019). Researchers are of the opinion that regarding this matter, agreements or approvals given within the realm of an institution or organization always lead to (1) providing incentives in the form of materialistic things and (2) promotion. In this context, the actualization of contingent rewards by the principal in human resources at school is practiced through providing interpersonal relationships, providing incentives, and providing non-materialistic rewards in the form of awards. The author's opinion is in line with experts' ideas, stating that the practice of realizing contingent rewards in agencies is providing remuneration, fatigue pay, and fixed salaries, as well as the need for security being an option (Ma & Jiang, 2018). In the context of this research, interpersonal relationships are carried out through activities outside of school that are refreshing work fatigue such as outbound activities. The researcher's view on this is an interesting step, apart from providing rewards, it is also used to build work cohesiveness. This is supported by research from Noviati & Zipi (2013), if the outbound training process for teaching and education staff in a school is able to significantly increase interpersonal closeness with colleagues and superiors. This certainly happens because in outbound activities there is a process of implementing events that involve cooperation, communication and intimacy to complete various task descriptions (Zulkarnain, 2016).

Researchers are of the opinion that the obligation to collaborate is what leads HR to become closer and have interpersonal relationships after the activity is completed. Group dynamics is one of the things that causes cohesiveness and interpersonal closeness to emerge in an educational institution. Second, providing incentives which is part of human resource management, which refers to providing additional wages, bonuses and rewards for fatigue received due to additional work outside the main duties and functions (Nawawi, 2011). In this regard, a school principal who applies transactional leadership, if teachers or education staff are given additional tasks, something that the principal will do is provide good remuneration before the additional work. carried out, or after the implementation of additional activities is given, it boils down to an accommodated work spirit. This is supported by expert research which states that giving bonuses beyond teacher expectations or giving bonuses that are in line with teacher expectations as part of transactional leadership, has a positive impact on achieving organizational goals, especially in terms of work motivation (Hyseni Duraku & Hoxha, 2021). The authors are of the opinion that this is indeed rational and is included in the context of transactional leadership and its relationship to field conditions at SD Negeri 01 Wonokerto, because this leads to providing a sense of security to work and serve in educational institutions. Based on various opinions of experts and researchers that have been compiled, So it can be concluded that contingent rewards in the implementation of transactional leadership are reflected by the school principal (1) activities outside the office that lead to cohesiveness and interpersonal closeness, and (2) are reflected through the provision of remuneration and bonuses for employee work morale, finally (3) the provision of rewards in the form of best teacher of the month and best employee of the month is able to provide a solid work pattern and foster a sense of healthy competition that is constructive for the development of school quality.

3.7 Analysis of Management by Exception in Transactional Leadership Practices at SDN 01 Wonokerto

The discussion of various things in the results of this research is differentiated through the actualization of (1) management by active exception and (2) management by passive exception. Active exception management is an element of successful transactional leadership by school principals. This is supported by expert research which states that case studies of the success of transactional leadership in educational units are reflected when teachers and education staff make mistakes, school principals have high awareness to carry out justifications, either through supervision or structured guidance in avoiding major mistakes (Hyseni Duraku & Hoxha, 2021). The practices implemented in the transactional leadership research setting are reflected through a timely academic supervision schedule, this is in line with the research as stated in the previous sentence. The author's statement is in line with the results of expert research, which states that in transactional

leadership, the guidance carried out by each subordinate who makes mistakes is spontaneous without going through any structured steps, but still has a broad impact on achieving goals, because major mistakes do not arise because of spontaneous guidance (Saravo, Netzel, & Kiesewetter, 2017). The authors argue that this is indeed logical, because if error handling is left for too long only due to procedural problems, then major errors will not be able to be minimized, so spontaneous guidance is indeed efficient to be implemented in the context of exception management. Therefore, it can be concluded that transactional leadership is represented through active exception management, demonstrated through case studies with spontaneous, structured guidance and regular supervision to neutralize major errors at the end of task completion.

The second is related to passive exception management, which will be discussed by researchers from field practice references at SD Negeri 01 Wonokerto. Passive exception management is the part that discusses the pattern of supervision and guidance in transactional leadership which tends to be negative or can be the embryo of failure in the transactional leadership process. Low awareness of controlling subordinates, as well as checking tasks only when they are at the end, makes passive exception to management carried out in the corridors of unfocused worker leaders (Glickman, Gordon, & Gordon, 2013). Case studies that demonstrate passive exception management behavior, are instances where leaders deliberately avoid problems, until they enter a state where they are truly needed. When it is truly needed, awareness of new leaders emerges. In line with the expressions of experts, Yasir et al (2016) stated that when it comes to passive exception management, it is a transactional leadership style, but in practice the leader is busy with additional work matters, forcing him to provide control at the end of assigning tasks because the priority is his own business over a period of time.

Therefore, other experts say that passive exception management will ignore organizational issues and there will be no positive relationship between leaders and their subordinates. However, with regards to remuneration and bonuses still being given, only the mentoring and supervision process makes the point of difference. This is reflected, for example, in an educational institution the principal is busy with other matters, because the principal, outside of his duties as an educational unit leader, carries out responsibilities as chairman of a particular association. School principals tend to put aside the interests of the institution, often leaving the school for matters outside their responsibilities as principal. As a result, teachers' work and control of the school are only carried out at the end nearing the completion deadline. The resulting result is teacher control of assignments which are of course close to completion deadlines, making supervision and completion less than optimal. The conclusion that can be given for the description of this section can be stated that passive exception management is a representation of the failure of school principals who want to carry out transactional leadership (Mehdinezhad & Mansouri, 2016). In the practice carried out by the principal of SDN 01 Wonokerto, it is appropriate, because he is able to analyze the abilities of the members, when the members are felt to be competent, then something that can be assessed, the principal is able to put in place an effective strategy to direct members in achieving goals in the right portion.

3.8 Analysis of Industrial Workload Characteristics at SDN 01 Wonokerto

When reviewing the existing practices in the work process of SDN 01 Wonokerto, data crystallization shows that (1) the work process is without procrastination, (2) optimal time management, and (3) creativity in work results. Industriousness workload is a work characteristic that leads to productivity from a combination of technology with work ethic through the representation of creativity, low work procrastination, and (3) effective and efficient time management (Rainnie & Dean, 2020). A simple discussion regarding this matter, everything that has been stated in the research has been generalized if it is in accordance with the industrial workload theory construct. However, there is something that is not implied in the research results or existing empirical data, namely the implications of technology that has not been combined into an industrial workload. The conclusion from the researchers generalizes that SDN 01 Wonokerto has a conceptual framework and HR capabilities that are in accordance with the industrial workload, but SDN 01 Wonokerto still does not have the aspect of combining this work ethic with a combination of technology to optimize aspects of educational services in accordance with industrial institutions.

This is quite rational, because related to the geographical location of SDN 01 Wonokerto, it is located in an area outside urban areas, so the allocation of technological facilities and infrastructure is indeed less accessible to areas outside urban areas regarding the reach of technological human resources within it (Wardani, Kusuma, Liu, & Harjito, 2020). Researchers are of the opinion that the only way to shape the industrial workload is an initiative regarding the implementation of the procurement of technological facilities and infrastructure, especially training for human resources to be able to carry out school digitalization. This is projected to reduce the lack of industrial workload characteristics at SD Negeri 01 Wonokerto, In this way, an industrial workload framework can be achieved comprehensively.

4. Conclusion

The conclusion that can be obtained from the various results of this research is that the practical transactional leadership profile includes the implementation of (1) instructive function, (2) consultative function, (3) delegation function, and (4) control function. The practice of contingent rewards at SDN 01 Wonoekrto is implemented through two main things, namely feedback in the form of (1) non-materialistic exchange and (2) materialistic exchange. The principal provided information regarding the practice of implementing non-materialistic exchanges by providing rewards in the form of best teacher of the month and best employee of the month. Another statement from the teacher explained that the teacher liked the award to improve his teaching professionalism. The implementation of active exception management carried out by the school principal is represented in all aspects of school-based management at SD Negeri 01 Wonokerto.

The class teacher explained that the implementation of active exception management was represented in (1) a timely academic supervision schedule, (2) control of routine daily learning activities by going around while reviewing teacher attendance and discipline, and (3) routine coordination meetings held repeatedly to review progress reports whenever there were events or happenings in the school program. The industriousness of the workload referred to at SDN 01 Wonokerto is represented through the implementation of various forms of tasks that (1) avoid work procrastination, (2) optimal time management from HR, and (3) creativity in work results and optimal quality fulfillment.

One suggestion that researchers can give to other researchers is that it could be used as a preliminary study to measure the transactional leadership of a school principal. For readers, readers should be able to analyze and use the results of this research for insight and development of scientific treasures.

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