

Did Transformational Leadership Elitist and Antidemocratic? A Literature Review

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ABSTRACT - In this study we aim to explore and determine whether transformational leadership is elitist and anti-democratic. The purpose of writing this article is to conduct a systematic literature review on 6 (six) articles of leadership models from reputable international journals. The method used is a systematic literature review of 6 articles published in reputable international journals that discuss leadership models in secondary and higher education institutions in education 4.0 era. The results of the systematic literature review show that the leadership models of transformational that have a positive and significant effect on the performance of educational institutions. In order to see the link with transformational leadership, organize a literature review to locate relevant literature and extract knowledge about elitism and democratic leadership. Transformational leadership is not elitist and anti-democratic. It's empowering the employee to encouraging inspiration, idealized power, intellectual stimulation and individual judgment. It engages workers through participatory, support for new ideas and a substantial degree of flexibility and autonomy for be pro-active and take risks, also rely heavily on communication and relationships. This research only to find out whether transformational leadership is indeed elitist and anti-democratic based on a literature review and for empirical evidence further study is needed. The relation between transformational leadership and member responses to organizational change has been empirically validated by numerous studies.

Keywords: Transformational leadership, elitism leadership, democratic leadership, organization change, Literature Review.

I. INTRODUCTION

The relationship between university leadership, satisfaction and lecturer performance, according to Azizah et al (2020). According to a number of investigators. However, the understanding of lecturers' work is a significant factor that is often not included in previous studies. This variable covers several aspects of the concept of education as an occupation, namely professional reputation, professional identity and social status, a sense of self-fulfillment, self-development, and work independence. This study aimed at determining the impact of two factors on the satisfaction of teachers from their jobs, namely the influence and job satisfaction of university leadership styles (transformative or transactional).

Tanjung et al (2020) indicate that a person with all his or her capacity to control, support, guide, direct and inspire others to work with enthusiasm and trust in achieving common objectives. Learn more about the leadership or leading activities Leadership can be construed in relation to the purpose of education as a primary initiative to control, inspire, direct and organise school personnel to work efficiently towards default education and teaching objectives. (Asbari,2020). The leader's leadership style depends on how mature the participants are and the targets to be accomplished. Teachers and employees are important elements involved in the achievement of school goals as subordinate elements in the school organisation. They have various ability, need, and personalities, so that a leader's approach to the level of maturity is adapted. Successful leadership is different between teachers and employees of each school according to their maturity. Maturity does not indicate age or mental stability, but highlights a desire to accomplish, willingness to take responsibility and skill or experience relevant to tasks. There are typically three leadership types, namely leading styles according to characteristics, conduct theory leadership styles, and contingency theory leadership. Leadership focused on features explores

the disposition and skill that distinguish the principal. Conductive leadership focuses on the principal's actions in performing management roles. The contingency method explores the appropriateness and the competence level of the principal's actions with situation characteristics.

Social media tends to be an important communication tool used by students and teachers, according to Kardiyono et al. (2020). In the educational age of 4.0, social media is one of the learning means. Teachers should make use of the existence of digital social media so that learning takes place without limiting time and space. To become a skilled leader, leaders must possess different skills, namely personality, oversight, management, business, and social skills (Mendikbud, 2007). Autocratic, *laisse faire* and democratic leadership are the style of leadership in the Sociology of Education. Meanwhile, the management style of the school leaders was divided into egalitarian, authentic, charismatic, paternalist, expert, free leadership. All different elements have their respective strengths and disadvantages, but the implementation of a leadership style needs to be tailored for the current circumstances in schools. Each leader should have an ideal leadership style that is tailored to times and demands. Not all school leaders are able to adjust to changing demands plus their weaknesses

According to Supriyadi (2020), during the pandemic several students, educators and teachers have been creative with the media as an application in the learning phase for face-to-face and interactive discussions. The position of WhatsApp groups is very common in this pandemic period, as well as students to allocate and also to collect tasks. In addition to using WhatsApp, teachers have used apps like zoom meetings for virtual applications to help them interact face to face from their home. Typically, students are pleased to meet friends through the application. That's typically referred to as a recording. There are also teachers using two Google apps and Google's own online search media, namely Google Meet and Google Classroom, who use online calling with nearby 100 people, typically choose Google Meet for teachers who wish to connect electronically through Google in addition to zooming, and the Google Classroom can be used as a chat space. In order to shape a better human being in the future and to support human growth and advancement, education is an important factor. The purpose of this study is to evaluate and measure the impact on creativity skills of teachers during the COVID-19 pandemic of change learning, transactional leadership and organisational learning. Managing an organization is now a very complex activity, because companies work in a shifting, the very unpredictable setting. The business environment today requires successful leadership where leaders have a clear understanding of the complexities in that setting, and they need to recognize and meet the needs of organizational stakeholders in order to be empowered to achieve organizational objectives (Alsayed, Suifan, Sweis & Kilani, 2020). Researchers believe that transformational leadership, with a mediating influence from citizens' groups, has a positive effect on employee efficiency. The style of transformational leadership is a partnership founded on confidence, appreciation and reverence between leaders and followers. Transformational leaders are said to be leaders who pursue teamwork, communal respect, cooperation, and reference in order to achieve individual and organizational goals. In relation to inspirational and motivational actions towards followers, the origins of this leadership style can be tracked deep into ethical and righteous values (Khan, Anjam, Abu Faiz, Khan & Khan, 2020).

In recent years, the study of transformational leadership has attracted interest. Leaders have the potential to optimize individual orientation to achieve their organizational goals, not necessarily for their own needs, according to transformational leadership. It is recommended that leaders with transformational leadership have a positive attitude to the everyday problems that exist in their organizations. Indeed, the mentality that difficult conditions and even challenges can become opportunities can both be preserved and spread (Begum, Xia, Mehmood, Iftikhar & Li, 2020). However, Critics view transformational leadership as elitist and anti-democratic (Bass & Riggio, 2014). This raises the question, is it true that transformational leadership is elitist and anti-democratic? If this is true, can transformational leadership support organizational change with respect to environmental conditions? If transformational leadership is not elitist and anti-democratic, can transformational leadership support organizational change by taking into account the conditions of the surrounding environment? The aim to explore and determine whether transformational leadership is elitist and anti-democratic.

II. LITERATURE REVIEW

Leadership

Leadership According to Wahidin (2020), the changes of leaders will change followers' senses, increase moral expectations and inspire them to do everything they can to reach organisational objectives, not because they are forced, but because they want to. According to Bass & Avolio, there are three attributes of transformational leaders. First, awareness of the importance of processes and efforts is increased. Secondly, supports allow Community interests to take precedence over individual interests. Third, the follower must move beyond the material towards a higher level of self-esteem and improvement. Supriyadi (2020) says that the transaction management process can be demonstrated in various respects of leadership action (Yukl 2010), including clearing up the work to be honoured and rewarded for encouragement. 2) Management of exceptions-Proactive to detect errors and to implement error prevention legislation. 3) Management's overwhelming enthusiasm calls for appropriate fines and measures to be employed to address deficiencies in accepted efficiency levels. The Robbins and Judge define transitional leadership as a management that leads or encourages supporters to achieve their goals, by clarifying roles and job criteria. The principle of transactional management that motivates followers by addressing the personal interests of their supporters can not be distinguished from Burns (1978). Yukl says transactional management requires a trade environment that can be engaged with pleasure for mission goals (Yukl, 2010). Transactional leadership is an interpersonal transactional leadership that has an in

Organizational change

Change is usually a part of the world of industry. Thus, in order to boost their competitiveness and ensure their sustainability in markets that have become highly competitive, companies must embark on a course of transformation. The ability of a company to adjust and adapt to its climate has become increasingly necessary for its capacity to expand in a sustainable manner. A key management function can then be considered to be the effective implementation of organizational change. The organizational transition relates to the organization's shift from its present state to the desired future state (Harb & Sidani, 2019; Olafsen, Nilsen, Smedsrud & Kamaric, 2020). Organizational change refers to the process by which the beliefs and attitudes of organizational members are changed to support change. Current organizations and future organizations find themselves in changing situations; consequently, several factors are as important as employees' attitudes to change events (Olafsen et al., 2020).

Transformational leadership

According Tanjung (2020) refers to a style of leadership that focuses on the creation of value systems, inspiration, skill-building, empowering people to accomplish goals in their company, transforming behaviour and inspiring followers to work beyond the organisation's expectations. A leader of change is a manager who masters situations with a clear view of group priorities, is passionate about work and the opportunity to re-engage group members. Transformational leadership is a kind of leading style that leads to positive changes in the followers. Generally speaking, transformational leaders are energised, inspired and enthusiastic. They are active not only in the leadership process but also in ensuring the performance of each group member. Transformative leadership is a leadership model for enhanced human resources, with indicators of trust, admiration, loyalty, and respect for the leaders to measure the connection between a manager's effect on subordinates and motivating followers to do more, to do more and beyond their expectations. (Bass, 1994).

Elitism leadership

From industry to politics, the media and even ethnic groups, faith, and education, there are many forms of elites. The "social superiority" of a single person or community is what all these types of elites have in common, as suggested by the lexical concept of "elite." However, "elitism" has a more precise definition, namely, "leadership or rule by an elite." By combining these definitions, "elitism" can be defined as a form of leadership in which leaders are irregular within any type of organization. Superiority, whether provided by members of an

association to leaders or merely presumed by the leaders themselves, is therefore a distinctive characteristic of elitist leadership (Michaud, 2019).

Democratic leadership

According to Wahidin (2020) the democratic leadership style involves subordinates in the decision-making process. Democratic leadership style with subordinates and evaluating their opinions and suggestions before making decisions. Democratic leadership styles act to reward input and commitment through participation, listening to bad and good news, making decisions with others or delegating authority to others to encourage decision making. The democratic leadership style of group members has more rights in decision making, policy making, systems and implementation procedures.

Bureaucratic Leadership Style

According to Azizah (2020) bureaucratic leadership style is usually very committed, bureaucratic leadership style Follow procedures, useful in organizations where employees perform routine tasks. Bureaucratic leadership style motivates and develops people who are ignored by bureaucratic leaders, they follow problem solving, characterized by strict application of procedures applied to their subordinates. Bureaucratic leadership style is a leadership style that refers to the rules. The most easily recognizable signs of a leader adopting a bureaucratic leadership style is procedural behavior. This obedience does not only apply to him as a superior but also to his subordinates who are in his leadership. In addition to being procedural, superiors with this bureaucratic leadership style also make more decisions according to procedures, are more rigid and inflexible. A characteristic that can be recognized by the bureaucratic leadership style is the existence of a superior-centered decision. Usually all decisions made and related to work will be determined by the supervisor. Meanwhile, subordinates are the ones who are obliged to carry it out. The boss also determines the standards for subordinates to carry out their duties. Superiors will also provide clear sanctions if subordinates do not perform according to applicable standard work procedures.

III. METHOD

In this article the leadership model in educational institutions is discussed more thoroughly. The methodology employed is a systematic review of the literature to define and classify many leadership research findings. The approach used in this article is to analyse, summarise and report the findings and consequences of previous research. The purpose of the research is generally defined by literature review, the assessment of the article and the determination of popular errors in the report. In order to see the link with transformational leadership, we continue to organize a literature review to locate relevant literature and extract knowledge about elitism and democratic leadership.

Table1. The Reviewed Journal articles

No	Author	Title	Method
1	Wahidin <i>et al</i> (2020)	Democratic, Authoritative, Bureaucratic and Charismatic Leadership Style: Which Influence School Teachers Performance in Education 4.0 Era?	Quantitative
2	Oding Supriadi <i>et al</i> (2020)	Did Transformational, Transactional Leadership Style and Organizational Learning Influence Innovation Capabilities of School Teachers during Covid-19	Quantitative

3	Kadiyono <i>et al</i> (2020)	Pandemic? Develop Leadership Style Model for Indonesian Teachers Performance in Education 4.0 Era	Quantitative
4	Indrawan <i>at al</i> (2020)	Develop Model of Transactional, Transformational, Democratic and Authorocratic Leadership Style for Indonesian School Performance in Education 4.0 Era	Quantitative
5	Tanjung <i>et al</i> (2020)	The Influence of Transformational Leadership, Job Satisfaction and Organizational Citizenship Behavior on the Performance of Islamic School Teachers	Quantitative
6	Azizah <i>et al</i> (2020)	Transformational or Transactional Leadership Style: Which Affects Work Satisfaction and Performance of Islamic University Lecturers During COVID-19 Pandemic?	Quantitative

The research method used by Indrawan *et al* (2020) is the Quantitative Approach, data collection is carried out through online distribution to all schoolteachers in Tangerang through an electronic questionnaire. Data processing software is SmartPLS Version 3.0. The respondents were 282 teachers from five schools, simple random sampling with questionnaire distribution technique. The hypotheses made are:

Hypothesis 1 (H1) Transactional leadership style affects teacher performance

Hypothesis 2 (H2) Transformational leadership style affects teacher performance

Hypothesis 3 (H3) Democratic leadership style affects teacher performance

Hypothesis 4 (H4) Autocratic leadership style affects teacher performance

The research method used by Wahidin *et al* (2020) is quantitative. Data collection was carried out through an electronic questionnaire which was distributed in Jakarta to all elementary school teachers online. Data processing using software for SmartPLS 3.0. Teachers from five primary schools in Jakarta, with 252 respondents, were respondents to this survey. the hypothesis is made:

Hypothesis 1 (H1) Democratic Leadership Style has a positive effect on Teacher Performance

Hypothesis 2 (H2) Autocratic leadership style has a positive effect on teacher performance

Hypothesis 3 (H3) Bureaucratic leadership has a positive effect on teacher performance

Hypothesis 4 (H4) Charismatic leadership style has a positive effect on teacher performance

The research method used by Azizah *et al* (2020) is a quantitative method. Data collection was carried out by distributing questionnaires to all university lecturers in Jakarta. The data processing method uses PLS and uses SmartPLS version 3.0 software as a tool. The population in this study were university lecturers in the Jakarta area, distributing questionnaires electronically using simple random sampling technique. The results of the questionnaires returned were 120 questionnaires.

Research the hypothesis is as follows:

H1: Transformational leadership has a significant effect on lecturer job satisfaction

H2: Transactional leadership has a significant effect on lecturer job satisfaction

H3: Transformational leadership has a significant effect on lecturer performance

H4: Transactional leadership has a significant effect on lecturer performance

H5: Lecturer satisfaction has a significant effect on lecturer performance

H6: Transformational leadership has a significant effect on lecturer performance through mediation of lecturer job satisfaction

H7: Transactional leadership has a significant effect on lecturer performance through mediation of lecturer job satisfaction

The method used by Tanjung et al (2020) in their research is quantitative methods. Data collection was carried out by distributing questionnaires to all madrasah teachers. The data processing method uses PLS and uses SmartPLS version 3.0 software as a tool. The population in this study were madrasah teachers in Jakarta, whose number has not been identified with certainty. The questionnaire was distributed electronically using simple random sampling technique. The results of the questionnaires that were returned were 270 collected questionnaires. hypothesis is obtained

Hypothesis 1: Transformational leadership affects teacher performance

Hypothesis 2: Job Satisfaction affects and Teacher Performance

Hypothesis 3: Organizational Citizenship Behavior (OCB) has a significant influence on teacher performance.

The method used in the research of Kardiyono et al (2020) is a quantitative method. Data collection was carried out by distributing electronic questionnaires online to all elementary school teachers in Jakarta. Respondents in this study were teachers from five elementary schools in Jakarta, totaling 222 respondents. The questionnaire was distributed using simple random sampling technique. the following hypothesis is made:

Hypothesis 1 (H1) Transactional leadership style affecting teacher performance

Hypothesis 2 (H2) Transformational leadership style affects teacher performance

Hypothesis 3 (H3) Democratic Leadership Style Affects Teacher Performance

Hypothesis 4 (H4) Autocratic leadership style affecting teacher performance

Hypothesis 5 (H5) The bureaucratic leadership style affects teacher performance

Hypothesis 6 (H6) Charismatic leadership style affecting teacher performance

The method used by Supriadi et al (2020) is a quantitative method. The data were obtained by distributing online electronic questionnaires to all Islamic schoolteachers in Jakarta, Indonesia. Processing method with PLS and through the SmartPLS version 3.0 program. In this study the population is Islamic schoolteachers in Jakarta and questions are sent electronically using a simple random sample. The results of the questionnaire were given to 130 respondents. hypothesis is obtained

H1: Transformational leadership has a significant effect on the innovation capabilities of teachers

H2: Transactional leadership has a significant effect on the innovation ability of teachers

IV. RESULT AND DISCUSSION

Relationship between Transformational Leadership Style and Performance

Indrawan et al (2020) concluded that transformational management has a good and important impact on the success of teachers. The t-statistic value is above 1.96 with the p-value of 0.000 less than 0.05. The beta value was 0.343, SE 0.031, T Statistics 3.123, and PV 0.001, according to Azizah et al (2020), so it can be concluded that transformative leadership has a major impact on work satisfaction. Azizah and al (2020) found that beta was

value 0.301, SE 0.021, T Statistics (34.124) and PValues (0.001), which resulted in a substantial impact on the lecturer's output. Azizah et al (2020) found that the beta value was 0.305, SE 0.045, T 3.123 and PValues 0.001. Transition leadership significantly impacted the performance of the lecturers by media satisfaction. Tanjung et al (2020) found that the beta value is 0.343; SE 0.031; T Statistics 3.123; and the PV value is 0.001; thus it is possible to conclude that the transformations leader has positive and important effects on teacher performance; Tanjung and others (2020) concluded that beta value is 0.343, SE 0.031 and T statistics 3.123 and PValues 0.001. Kardiyono et al (2020) concluded that the positive and important impact of transformational leadership on teacher efficiency. The t-statistic value is greater than 1.96, the p-value is less than 0.001. Based on the findings for the hypothesis test, Supriyadi et al. (2020) have a strong and essential influence on the capacity of teachers to innovate by acquiring Beta values of 0.321, SE042, T Statistics 2.651, and P Value 0.000. Sereau (2010) notes that the transformative leadership style focuses on increasing intellectual growth, autonomy, team spirit and excitement amongst followers towards achieving organisational goals. Bass (1988) aims at improving workforce growth and inspiring workers to meet standards. The style of transition leadership is, according to Behery (2008). Employees are readily enabled to share expertise and the transformation style of Chu and Lai (2011) is organisational change and creativity. The transformation management style, as defined by Ismail (2009), is geared to improving the values of employees, motivation and skills. The transformational leadership strategy according to Bass (1994) focuses on inspiring people to achieve their goals. The action of Avolio (2009) changes and encourages people to work beyond what the company expects.

Did transformational leadership elitist?

In general leadership philosophies can be understood as leaning towards the idealist or realist viewpoint, and elitism can be exposed as a characteristic of idealism of leadership (Michaud, 2019). In elitism, people are seen as incapable of self-regulation for various reasons that depend on the context: they are perceived as less educated, morally weak, or too emotional. For this or other reasons, it is argued that they should only have passive democratic rights, limiting active government to the elite (Schoor, 2019).

When we look into transformational leadership, which inspires their workers in four dimensions to go beyond their personal interests in working for the common good of the organization: fostering inspiration, idealized power, intellectual stimulation and individual judgment (Harb & Sidani, 2019), it is hard to believe that this type of leaders will feel more idealist from their subordinate. On the other hand, they will more emphasize in realism behavior, where the ability to lead can be taught, and, thus, acquired (Michaud, 2019). With these arguments, researchers believe transformational leadership is not elitist. According to Bass and Riggio (2006; 6-7), transformational leadership In theory, it can be seen that four core components are always attached, namely: 1. Idealist influence. Transformational leaders behave in a way that influences their followers so that followers can admire, respect, and thus can be trusted. There are two aspects that are seen to influence this ideal, namely: the behavior of the leader and the elements associated with the leader. In addition, a leader who has a lot of influence, the ideal is willing to take risks and is consistent and not arbitrary. They can be counted on to do the right thing, demonstrating a standard of ethical and moral behavior. 2. Inspirational Motivation. Transformational leaders behave in ways that motivate and inspire people around them by providing meaning and a challenge to work.

Horny team spirit, enthusiasm and optimism will be shown. So, the leader gets followers who are actively involved with intense communication patterns and show commitment to a common goal and vision. 3. Intellectual Stimulation. Transformational leaders encourage their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Creativity is encouraged. There is no public criticism of individual mistakes of its members. New ideas and problem solutions are creatively gathered from followers, including in the process of solving problems and finding solutions. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from those of the leaders. 4. Individual Considerations. Transformational leaders deliver special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor. Potential followers and associates are developed at a higher level. Leader's behavior demonstrates acceptance of individual differences (eg, some employees receive more encouragement, more autonomy, clear standards).

Two-way communication is encouraged as well as interaction with personalized followers (for example, the leader remembers the previous conversation, is aware of the problem

individual, and see the individual as a whole human being not just an employee). Leaders listen more to their followers. Assignment as a means of developing delegated work by monitoring whether followers need direction or support and to assess progress.

Did transformational leadership anti-democratic?

According to Indrawan et al (2020) concluded that the positive and important influence of democratic leadership has on teacher efficiency. The t-statistical value of 4.234 is higher than 1.96 and the p-value less than 0.000. Wahidin et al (2020) found that the influence of democratic leadership on the teaching performance was positive and significant. The t-stands are 2.123 higher than 1.96 and the p-value lower than 0.05. Kardiyono et al(2020) concludes that the optimistic and important influence of democratic leadership has on the performance of teachers. The tstatistical value is 4,134 higher than 1,96 and the p-value less than 0,000. Democratic leadership style According to Anderson (1991), sharing decision-making with other members. Daft (2014) democratically delegates the power to promote decision-making. Members of the Party have greater freedom in decision making, policy making, structures and implementation processes, in the style of democratic leadership of Mullins (2007). Type of democratic leadership, which Jooste and Fourie (2009) have contributed to and strengthened community morals. The style of democratic governance in decision-making is decentralised and separated by substitutes according to Tannenbanum and Schmidt (1958). The style of democratic leadership is used in groups, and democratic leadership style includes subordinates in the decisionmaking process under Clark R (2009). The democratic leadership style is used by Mullins (2005) consults with subordinates in the context of democratic leadership and assesses their views and recommendations prior to making decisions. Lewis (1939) a form of democratic leadership acts to respect engagement and dedication, to listen to bad news and good news. Although democratic leadership concentrates on communication and commitment, transformative leadership explores construct relationship ties in both leaders and followers that increase motivation and morality. Transformational leadership confides on particular charisma, intellectual stimulation and individualized deliberation of the needs of followers to develop that person to their greatest possible level of capacity (Wilson, 2020). In 1998, Lewin observed that workers under a democratic leadership style were less productive than autocratic leadership styles, however, the quality of their work was observed to be more substantial because they were offered more opportunities for contribution and creativity under the leader's guidance. It is a form of leadership consulting that integrates into its decisions, the ideas and innovation of its employees. Therefore, the degree of correspondence between employer and employee and the flow of communication is strong. These two forms not only identify and direct efforts toward the achievement of goals, but also engage workers through participatory and transformational leadership actions that allow for changes in work formats, recognition of effort, support for new ideas and a substantial degree of flexibility and autonomy for be pro-active and take risks (Ekiyor & Dapper, 2019).

Although each focus differs, democratic and transformative leadership relies heavily on relationships and communication. Communication is “a skill that is fundamental to successful leadership,” and is an impressive way of making individual feel valued. Good communicators must share meanings, show their vision, give praise and compliments and remain reachable. Furthermore, it is important that contact between leadership and employees remains coherent, transparent and two-way. A leader must not only consider communication strategies and priorities, but also the stage of the relationship they have with their followers. As the relationship evolves, the forms of contact and significant aspects of communication can differ (Wilson, 2020).

Although there is no empirical evidence that transformational leadership is democratic, researchers conclude that transformational leadership is not anti-democratic. In2020, Wilson found that leaders highlight the most mixed democratic and transformative concerns, including engagement in the decision-making, partnership building, regular and truthful contact, equality, and environmental awareness. It indicates that leaders should put considerable emphasis on democratic methods of engagement while achieving transformational leadership performance. For one style to collaborate with another means no objections from the other side. Furthermore, in

the context of a democratic country, we find that future leaders should consciously try to instill a transformational leadership style to fulfill their constitutional goals and responsibilities in delivering democratic dividends to key constituents (private citizens and corporations) and function as agents of change, necessary for state transformation (Ejo-Orusa & Egobueze, 2020).

Transformational leadership relation to organization change

Organizational Commitment is a willingness to use serious efforts for the benefit of the organization and a desire to maintain membership in an organization. Organizational commitment is the level to which an employee sides with an organization and its goals and desires to maintain membership in the organization. Organizational commitment in our goal is the relative strength of individual identification and engagement with the organization. Employees with high commitment will be willing to continue their relationship with the organization and make sufficient efforts to achieve beneficial organizational results in all sectors. Organizational commitment can be considered as the extent to which employees dedicated to the organization that employs them and is willing to work on their behalf and is likely to retain membership as a desire to remain a member of the organization). According to Cahyono (2020) and Fahmi (2020) organizational commitment refers to employee loyalty to the organization and engagement with the organization. Based on these definitions, organizational commitment can be interpreted as the extent to which someone's dedication and loyalty to the organization that employs them and the desire to continue to maintain membership in the organization without having the desire to pursue other work in the organization. other. Likewise, with school organizational commitment which can be interpreted as magnitude. Organizational commitment is a person's attitude or behavior towards the organization in the form of loyalty and achievement of the organization's vision, mission, values and goals. In order to be sustainable, potential companies should reflect on their willingness to adapt, and this requires more exposure to sustainability as an organizational issue (Olafsen et. al., 2020). Leadership is a process which makes it possible for management to be proactive in shaping its own future rather than reactive. A focused organizational leader provides and develops his organization with visionary leadership. He knows the complex essence of the market world and appreciates it. Instead of only recognizing and reacting to change, predicting or even creating change, He formulates sensitive options for changes in the market environment through feasible strategies focused on sustainable competitive advantages (Dim & Nzube, 2020).

The relation between transformational leadership and member responses to organizational change has been empirically validated by numerous studies. Using meta-analysis, transformational leadership showed;(1) a favorable partnership with determination to change, openness to change and ability to change;(2) a negative connection with resistance to change and the cynicism of change;(3) a marginal correlation with change support. Using Bass and Avolio's scale, transformational leadership demonstrated a firmer interaction with refusal to change. Moderation studies found that transformational leadership displayed a greater association with openness to change and skepticism regarding change in cross-sectional (vs. Longitudinal designs). Transformational leadership displayed a vigorous association with dedication to change, openness to change, and support for change in low-level (vs. high-level) articles. Transformational leadership has shown a firmer association with promise to change and resistance to change in the Eastern (vs. Western) culture sense. The findings of Peng, Li, Wang & Lin (2020) encourage the role of transformative leadership in organizational change, and stress the importance of integrating the theory of transformative leadership into the study of reactions to change in order to better recognize how leaders promote or obstruct organizational change.

V. CONCLUSION

Accoding Indrawan et al. (20 20) concluded that the teachers' performance is positive and important by transactional leadership styles, transformative leadership, democratic leadership styles, and autocracy styles. Accoding to Wahidin et al. (2020) In conclusion, the studies have a positive and important impact on teacher performance, on democratic styles of leadership, on administrative leadership and on charismatic leadership styling. Azizah et al (2020) concluded that transformational leadership has a positive and important impact on Islamic university lecturers' satisfaction, and transaction leadership has no important influence on Islamic

college lecturers' satisfaction. Transformational leadership is not elitist and anti-democratic. It's empowering the employee to encouraging inspiration, idealized power, intellectual stimulation and individual judgment (Harb & Sidani, 2019). Both with democratic leadership style, transformational leadership style engages workers through participatory, support for new ideas and a substantial degree of flexibility and autonomy for be pro-active and take risks, as they rely heavily on communication and relationships Bass also stated that transformational leadership can be directive in addition to being participatory.

Transformation leadership has a positive and important influence on the performance of teachers, work satisfaction has a significant positive effect on teacher performance, and it has a positive effect on teacher performance. Tanjung *et al* (2020). Kardiyono *et al.* (2020) have positive and important impact on teaching success through coding of transactional leadership, transformative leadership and democratic leadership, self-directed leadership, bureaucratic leadership and charismatic leadership. Based on research findings, transformative leading has a positive and substantial influence on the teachers' capacity to innovate

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