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Digital Economy, Human Dignity, and Inclusive Transformation in Asia

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"Digital Economy, Human Dignity, and Inclusive Transformation in Asia"
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Faculty of Business and Economics, Sanata Dharma University, Yogyakarta

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PREFACE

Welcome to the Proceedings of the 5th International Conference on Economics, Business, and Management Research (ICEBMR) 2026. On behalf of the Faculty of Business and Economics, Universitas Sanata Dharma, we are proud to present these studies to you.

The effects of digital economies and ecosystems on global business and social systems is unprecedented. The dividing line between global business and social systems is increasingly disappearing as the digital economy advances. Digital economies create new paths for productivity, finance, and innovation, but can have adverse effects on inequality, governance, sustainability, and social human dignity.

Asia is experiencing the rapid rise of digital economies due to platform economics, digital finance, digital trade, and digital technological partnership. As a digital economy, Indonesia is one of the fastest growing economies in Southeast Asia. We face unprecedented chances to pursue development that is both inclusive and sustainable, but we have challenging, new structural problems.

The aim of ICEBMR 2026 is to provide an essential platform for an international academic discussion of these issues. The research, conceptual and policy focused papers in this volume examine the contemporary challenges of the digital economy. More importantly, the proceedings examine how business and ethical transformative governance can contribute to growth that is equitable and inclusive to all of Asia, and to the dignity and prosperity of all its people.

First of all, I would like to thank all the academics, researchers, practitioners, and students whose contributions were extremely helpful for me. My special thanks go to the organizers and our peer reviewers for their dedication to achieving such high academic standards for the book. I wish that the research and discussion covered in this book can be a starting point for further dialogue and innovative collaboration to improve the situation.

Dr. Lukas Purwoto
Organizing Committee

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TRANSFORMATIONAL LEADERSHIP OF THE SCHOOL PRINCIPAL IN ACHIEVING ORGANIZATIONAL CULTURE CHANGE: A CASE STUDY OF SMKN 10 SEMARANG

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Abstract
Transformational leadership has been widely recognized as a key factor in driving organizational change within educational institutions. This study aims to examine how the transformational leadership of the principal contributed to organizational culture change at SMKN 10 Semarang. The school previously faced various challenges, including high levels of student misconduct, frequent student violence, weak discipline, and limited academic and non-academic achievement. Under the leadership of Principal Ardan, significant changes were observed in school management practices, organizational culture, student behavior, and school performance. This research employs a qualitative case study approach, using interviews, observations, and document analysis as the primary data collection techniques. The study focuses on identifying the principal's transformational leadership practices and their influence on discipline, achievement, collaboration, and innovation within the school environment. Preliminary findings indicate that visionary leadership, inspirational motivation, intellectual stimulation, and individualized consideration played important roles in transforming the school into a more disciplined, achievement-oriented, and innovative institution. The school is currently developing toward an EduTourism (Edu Wisata) model and has begun sharing its transformation experiences with other schools. The results of this study are expected to contribute to the literature on educational leadership and organizational culture transformation in vocational schools
Keywords: *transformational leadership, organizational culture, school transformation, vocational school, educational leadership*

1. Introduction

Educational institutions are increasingly required to adapt to rapid social, technological, and organizational changes. In this context, school leadership plays a crucial role in determining whether a school is able to improve its performance, strengthen its organizational culture, and create a sustainable learning environment. Among various leadership approaches, transformational leadership has received significant attention because of its ability to inspire followers, encourage innovation, and create meaningful organizational change.

Transformational leadership refers to a leadership style that motivates members of an organization to transcend personal interests and work toward collective goals through vision, inspiration, intellectual stimulation, and individualized consideration. In educational settings, transformational leaders are expected not only to manage schools administratively but also to build a positive culture, develop teachers and students, and create a shared commitment to school improvement. Previous studies have shown that transformational leadership is associated with stronger organizational commitment, improved school effectiveness, and higher student achievement.

Organizational culture is another important factor influencing school performance. Organizational culture consists of shared values, norms, beliefs, and behaviors that guide the actions of members within an institution. A positive school culture is often characterized by discipline, collaboration, mutual respect, innovation, and a strong orientation toward achievement. Conversely, a weak organizational culture may contribute to behavioral problems, low motivation, and poor institutional performance. Therefore, changing organizational culture is frequently a central objective of educational reform.

The case of SMKN 10 Semarang provides an important example of leadership-driven school transformation. Prior to the current leadership period, the school was widely perceived as a relatively underperforming vocational school. The institution faced various challenges, including frequent student misconduct, student violence, weak discipline, and limited academic and non-academic achievement. These conditions affected the school's reputation and reduced public confidence in the institution

SMKN 10 Semarang experienced several incidents of student violence that attracted widespread public attention and negatively affected the school's public image. One of the most prominent incidents occurred in December 2022, when several students from SMKN 10 Semarang were involved in a violent attack against a student from SMKN 3 Semarang. According to police investigations reported by the media, the assault was motivated by an act of retaliation, resulting in the victim sustaining injuries from a sharp weapon. The case also involved several students and alumni of SMKN 10 Semarang, highlighting serious challenges related to student behavior and school culture.

A major transformation began after the appointment of Principal Ardan. Under his leadership, substantial changes were introduced in school management, disciplinary systems, student development programs, and organizational practices. The school gradually developed a culture emphasizing discipline, achievement, collaboration, and continuous improvement. Reports from school stakeholders indicate that student violations decreased significantly, while the number of students achieving academic and non-academic recognition increased. In addition, the school has progressed toward becoming an Edu Wisata (Edu-Tourism) school, and its leadership has started providing training and sharing best practices with other educational institutions.

The transformation of SMKN 10 Semarang is noteworthy because it demonstrates how leadership can influence not only administrative performance but also the deeper cultural dimensions of a school. Although many studies have examined transformational leadership in education, relatively few have explored how a principal's transformational leadership contributes to organizational culture change in Indonesian vocational schools undergoing substantial institutional transformation. This gap highlights the need for an in-depth case study focusing on the processes, strategies, and impacts of leadershipdriven cultural change.

Based on this background, the present study seeks to answer the following research question: How does the transformational leadership of the principal contribute to organizational culture change at SMKN 10 Semarang? Specifically, the study aims to identify the transformational leadership practices implemented by the principal, examine the resulting changes in organizational culture, and analyze the implications of these changes for student discipline, achievement, and school development.

The findings of this study are expected to provide both theoretical and practical contributions. Theoretically, the study will enrich the literature on transformational leadership and organizational culture in educational organizations. Practically, it may offer insights for school leaders, policymakers, and educational practitioners seeking to transform underperforming schools into effective and achievement-oriented institutions through leadership and cultural change.

2. Literature Review

2.1 Leadership Skill

Transformational Leadership Theory is one of the most influential leadership theories in organizational behavior and management. It was first introduced by James MacGregor Burns (1978) and later developed into a comprehensive leadership model by Bernard M. Bass (1985) and Bass & Avolio (1994). According to Bass (1985) "Transformational leaders stimulate and inspire followers to achieve extraordinary outcomes while developing their own leadership capacity"

2.2 The Four Components (The Four I's)

2.2.1 Idealized Influence (Charisma)

Idealized Influence refers to a leader's ability to become a role model who is admired, respected, and trusted by followers. According to Bass and Avolio (1994), transformational leaders demonstrate high ethical standards, integrity, and commitment to organizational goals, thereby earning the confidence and respect of organizational members. Leaders exhibiting idealized influence consistently align their International Conference on Economics, Business, and Management Research (ICEBMR) © 2026 actions with organizational values and inspire followers through exemplary behavior rather than authority alone. By modeling ethical conduct and organizational commitment, transformational leaders foster trust, loyalty, and a shared sense of purpose, encouraging followers to emulate these behaviors in their daily work.

2.2.2 Inspirational Motivation

Inspirational Motivation describes a leader's ability to articulate a clear and compelling vision that inspires followers to pursue shared organizational goals. Bass and Avolio (1994) argue that transformational leaders motivate employees by communicating meaningful objectives, creating optimism, and encouraging enthusiasm toward organizational success. Through inspirational communication, leaders help followers understand the significance of their roles and develop a strong commitment to achieving the organization's vision. As a result, followers become more motivated to exceed expectations, maintain a positive outlook, and actively contribute to organizational improvement.

2.2.3 Intellectual Stimulation

Intellectual Stimulation refers to the leader's ability to encourage innovation, creativity, and critical thinking among followers. Transformational leaders challenge existing assumptions, invite diverse perspectives, and motivate organizational members to seek new solutions to organizational problems (Bass & Avolio, 1994). Rather than relying on conventional approaches, leaders promote continuous learning and encourage employees to question established practices in order to improve organizational effectiveness. This dimension creates an environment where experimentation, knowledge sharing, and problem-solving are valued, enabling organizations to adapt more effectively to changing internal and external conditions.

2.2.4 Individualized Consideration

Individualized Consideration emphasizes the leader's attention to the unique needs, abilities, and aspirations of each follower. According to Bass and Avolio (1994), transformational leaders act as coaches and mentors by providing individualized support, recognizing personal differences, and facilitating followers' professional and personal development. Leaders who demonstrate individualized consideration actively listen to employees' concerns, provide constructive feedback, and create opportunities for continuous learning and career growth. By fostering supportive relationships and addressing individual development needs, transformational leaders enhance employee satisfaction, commitment, and organizational performance.

2.3 Organizational Culture

Organizational culture is a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and therefore taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 2017). Schein (2017) proposes that organizational culture consists of three interconnected levels.

2.3.1 Artifacts

Artifacts are the visible and observable elements of organizational culture.

2.3.2 Espoused Values

Espoused values represent the organization's stated beliefs and principles.

2.3.3 Basic Underlying Assumptions

Basic assumptions are unconscious beliefs that have become taken-for-granted truths within the organization.

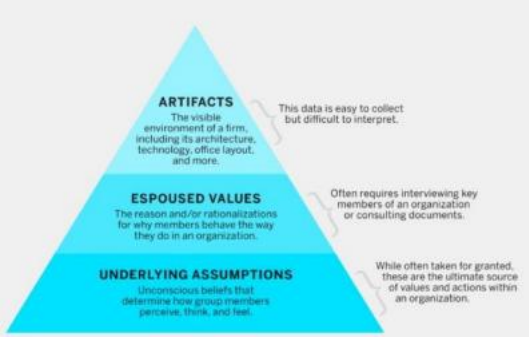


Figure 1. Organizational Culture
Source : MIT Sloan School of Management

According to Schein and Schein (2017), organizational culture develops through a process of collective learning. As members work together to solve problems of external adaptation and internal integration, they gradually develop shared assumptions that become accepted as the "correct" way of perceiving, thinking, and acting. Over time, these assumptions become taken for granted and are rarely questioned, making them highly resistant to change.

2.4 The Process of Organizational Culture Change

Schein (2017) explains that organizational culture change generally occurs through several interconnected stages.

2.4.1 Recognition of the Need for Change

Culture change begins when organizational members realize that existing cultural assumptions are no longer effective in responding to environmental challenges. External pressures such as technological developments, market competition, policy reforms, or declining organizational performance often trigger this realization.

2.4.2 Psychological Safety and Learning Anxiety

One of Schein's unique contributions is the distinction between learning anxiety and psychological safety. Learning anxiety refers to employees' fear of losing competence, status, identity, or relationships when adopting new ways of working. Psychological safety refers to creating an environment in which employees feel secure enough to experiment, make mistakes, ask questions, and learn without fear of punishment or embarrassment.

2.4.3 Cognitive Redefinition

After recognizing the need for change and feeling psychologically safe, employees begin to reinterpret organizational realities.

2.4.4 Internalization of New Assumptions

As employees repeatedly practice new behaviors and observe positive outcomes, the new values gradually become shared assumptions.

3. Research Methods

This study employs a qualitative case study approach to explore how the transformational leadership implemented by the school principal contributes to organizational culture change at SMKN 10 Semarang. A qualitative case study approach is deemed appropriate because the research aims to gain an in depth understanding of a unique organizational transformation phenomenon within a real-life context (Yin, 2018).

SMKN 10 Semarang was purposively selected as the research site because the school has undergone a significant transformation shifting from an institution previously notorious for frequent student violence and disciplinary issues to one recognized for academic achievement, student discipline, and a positive organizational culture.

The primary data in this study is the school principal, who plays a pivotal role in driving transformation. The principal was selected using purposive sampling due to their direct involvement in planning, implementing, and sustaining the organizational culture change process. Additional informants such as teachers familiar with the cultural shifts within the organization were included as part of a triangulation method to enhance the credibility of the findings.

Data were collected using semi-structured interviews based on Edgar Schein's framework of organizational culture change. The interview protocol was designed to align with the stages of organizational culture change outlined by Schein. Furthermore, the interviews explored transformational leadership behaviors, drawing upon the theory of Bass and Avolio (1994).

The questionnaire data were analyzed using thematic analysis following the procedures proposed by Braun and Clarke (2006). The analysis began by identifying key interview findings and supporting them with participant quotations to ensure transparency and credibility (Creswell & Poth, 2018). The researcher then interpreted the findings and mapped them onto Schein and Schein's (2017) Organizational Culture Change framework and Bass and Avolio's (1994) Transformational Leadership theory. Subsequently, the findings were compared with previous empirical studies to identify similarities, differences, and contextual insights.

Finally, the researcher highlighted the theoretical and practical contributions of the study to educational leadership and organizational culture literature.To ensure research credibility, member checking, source triangulation.

3.1 Member Checking

To enhance the credibility of this study, member checking was conducted by returning the interview transcripts and the researcher's interpretations to the informants for verification. The participants confirmed that the interpretations were accurate and aligned with the meanings, intentions, and experiences documented in the questionnaires, and that no substantial revisions were required. This process enhances the study's credibility and trustworthiness (Lincoln & Guba, 1985; Creswell & Poth, 2018).

3.2 Source Triangulation

To strengthen the credibility of the findings, source triangulation was conducted through interviews with two teachers who were privy to the organizational transformation at SMKN 10 Semarang. Their perspectives were used to verify whether the principal's leadership practices and the changes in organizational culture actually took place and were adopted by other members of the school community.

Teacher 1

Teacher 1 confirmed that the principal played a central role in initiating organizational culture change by consistently communicating the school's vision, encouraging collaboration, and demonstrating exemplary leadership. According to the teacher, the principal did not merely introduce new policies but also provided continuous mentoring and motivation, enabling

teachers to gradually embrace innovation, discipline, and professional development. The teacher further observed that the principal's consistency in modeling positive behaviors increased trust among school members and encouraged active participation in the cultural transformation process.

Teacher 2

Teacher 2 similarly stated that the principal successfully transformed the school's organizational culture through a combination of clear direction, continuous support, and participative leadership. The teacher explained that changes were reflected not only in administrative practices but also in the daily attitudes and behaviors of teachers and students. The establishment of learning, collaboration, innovation, and mutual support as shared values contributed to improved school performance and created a more positive working environment. The teacher believed that the principal's leadership was instrumental in embedding these values into the school's organizational culture.

4. Results and Discussion

This section presents an integrated analysis of Schein's (2017) Organizational Culture Change and Bass and Avolio's (1994) Transformational Leadership Theory. The findings are organized according to Schein's four stages of organizational culture change while simultaneously identifying the transformational leadership behaviors demonstrated by the school principal during each stage.

4.1 Recognizing the Need for Organizational Culture Change Deceloping a Shared Vision through Inspirational Motivation

According to Schein (2017), organizational culture change begins when organizational members recognize that the existing culture is no longer capable of supporting organizational goals. During this stage, leaders create awareness regarding the urgency of change.

From the questionnaire findings revealed that:

The principal explained that when he first assumed leadership at SMKN 10 Semarang, the school's organizational culture was characterized by a fixed mindset, where teachers and staff were comfortable with existing routines and showed limited motivation to innovate or pursue professional development. Recognizing that this culture could hinder educational quality and organizational adaptability, he introduced a vision of transforming the school into a high-achieving institution. To achieve this, he implemented gradual changes through facilitation, mentoring, and coaching, encouraging teachers and staff to embrace continuous learning and remain open to change.

The principal further emphasized that successful transformation required the collective commitment of teachers, students, parents, and the broader school community. He therefore adopted a leadership-by-example approach by consistently demonstrating discipline, integrity, a strong work ethic, and a commitment to learning and innovation. According to the principal, this combination of exemplary leadership, continuous guidance, and collaborative engagement gradually strengthened trust among school members and enabled SMKN 10 Semarang to transform into a competitive, highachieving school with a positive organizational culture.

This finding supports Schein's (2017) argument that organizational culture change begins when organizational members recognize that existing assumptions are no longer effective in addressing organizational challenges. The principal's recognition of the need to change the school's violent culture represents the initial stage of organizational culture transformation.

From the perspective of transformational leadership, the principal demonstrated inspirational motivation by communicating a compelling vision that encouraged stakeholders to believe that the school could become a high-achieving institution despite its previous reputation.

4.2 Creating Psychological Safety through Individualized Consideration

Schein argues that organizational members will not abandon old assumptions unless they experience sufficient psychological safety. Employees often experience learning anxiety because cultural change threatens familiar routines and identities.

From the questionnaire findings revealed that:

The principal explained that organizational change inevitably generated challenges and resistance among members of the school community. To address this, he prioritized open, persuasive, and continuous communication to clarify the objectives, benefits, and expected outcomes of the transformation. He also emphasized collaboration by actively involving teachers, educational staff, students, and other stakeholders in the change process, fostering a shared sense of responsibility and reducing resistance. Furthermore, he highlighted that the transformation was not based on personal preferences but was aligned with government regulations and educational policies, enabling school members to recognize the necessity of the change and ultimately support the organizational transformation at SMKN 10 Semarang.

The principal further stated that building mutual trust was achieved through leading by example, demonstrating discipline, commitment, openness to change, and continuous learning. In addition to serving as a role model, he consistently provided mentoring, intensive communication, and regular evaluations to ensure that teachers and staff received guidance throughout the transformation process. He also acknowledged and appreciated individuals who actively contributed to the implementation of change, not only through formal recognition but also by valuing their efforts in strengthening the school's positive culture. According to the principal, this combination of exemplary leadership, continuous support, and appreciation fostered trust, strengthened a sense of ownership, and encouraged active participation in sustaining the school's organizational culture change.

These leadership practices illustrate Individualized Consideration, where the leader recognizes the different needs, concerns, and capacities of organizational members. Personalized mentoring, encouragement, and emotional support reduced resistance and increased teachers' willingness to adopt new practices.

Consequently, the school established an environment characterized by mutual trust, collaboration, and openness, which facilitated the learning process necessary for organizational culture change.

4.3 Cognitive Redefinition through Intellectual Stimulation

Once organizational members feel psychologically safe, Schein proposes that they begin to reinterpret organizational realities by adopting new assumptions and learning alternative ways of thinking.

From the questionnaire findings revealed that:

The principal explained that changing the mindset of teachers and students began with fostering a shared commitment to improving the school through collective responsibility. He emphasized that school success is not solely the responsibility of the principal but the result of collaboration among teachers, educational staff, students, and other stakeholders. To support this transformation, he promoted a culture of innovation by encouraging every member of the school community to contribute ideas and initiatives that would benefit students, the school, and the wider community. This approach gradually shifted the organizational mindset from routine-oriented practices toward a culture focused on achievement, discipline, innovation, and positive character development.

To sustain this cultural transformation, the principal cultivated a culture of continuous

learning by encouraging teachers and educational staff to regularly update their knowledge, improve their competencies, and adapt to educational and technological developments. He also motivated them to document their learning experiences, share best practices, and participate in collaborative discussions as a means of reflection and innovation. According to the principal, this culture of learning, writing, and knowledge sharing strengthened collaboration, encouraged creativity and openness to new ideas, and created a school environment that continuously supports innovation, academic excellence, discipline, and positive organizational culture.

This stage reflects Intellectual Stimulation, whereby the principal encouraged innovation, critical thinking, and continuous improvement. Rather than maintaining traditional practices, organizational members were encouraged to develop creative solutions to long-standing disciplinary and academic problems.

As organizational members repeatedly experienced successful outcomes, new beliefs gradually replaced previous assumptions regarding what the school represented.

4.4 Institutionalizing New Organizational Culture through Idealized Influence

According to Schein, sustainable culture change occurs only when new assumptions become embedded within everyday organizational practices.

From the questionnaire findings revealed that:

The principal emphasized that organizational culture change begins with exemplary leadership. He believed that leaders must first demonstrate the attitudes and behaviors they expect from teachers, staff, and students, including discipline, responsibility, continuous learning, strong work ethics, and a commitment to innovation. By consistently aligning his actions with the school's vision and values, he sought to build trust and credibility among members of the school community. According to the principal, this consistency encouraged teachers, staff, and students to accept and internalize new values, making cultural transformation a shared commitment rather than merely compliance with administrative directives.

To sustain the newly established organizational culture, the principal consistently implemented several practices that became part of the school's daily routines. He promoted a culture of continuous learning by encouraging professional development, a culture of writing through documenting experiences and best practices, a culture of sharing by exchanging knowledge and ideas among colleagues, and a culture of innovation by supporting initiatives that improved teaching, school services, and management. According to the principal, the consistent implementation of these practices gradually embedded the new organizational values into everyday school life, enabling SMKN 10 Semarang to become a learning-oriented, adaptive, innovative, and high-achieving educational institution.

Such leadership reflects Idealized Influence, whereby the leader serves as a role model whose behavior becomes a reference for organizational members. The new organizational culture became institutionalized through revised school rules, recognition of academic and non-academic achievements, student leadership programs, teacher professional learning communities, regular evaluation of organizational values.

As these practices became routine, organizational members increasingly perceived academic excellence, discipline, collaboration, and mutual respect as the normal way of working within the school.

4.5 Organizational Culture Change Outcome

Frim the questionnaire findings revealed that :

The principal explained that the implementation of the new organizational culture resulted in significant behavioral changes across the school community. A strong culture of continuous learning was established, encouraging teachers, educational staff, and students to improve their competencies and adapt to educational developments. This transformation was further strengthened by a culture of writing, in which teachers documented learning experiences and best practices, and a culture of sharing that promoted collaboration, knowledge exchange, and mutual support among school members. In addition, a culture of healthy competition emerged, motivating teachers and students to actively participate in academic and non-academic competitions while continuously striving for excellence.

According to the principal, these cultural changes had a substantial impact on both organizational performance and the school's public image. The strengthened learning, writing, sharing, and innovation cultures contributed to improved academic and non-academic achievements at the regional, national, and international levels. Moreover, SMKN 10 Semarang successfully transformed from a school previously associated with various challenges into an institution recognized for innovation, high achievement, and a positive organizational culture. These outcomes demonstrate that sustainable organizational culture change can enhance educational quality, strengthen organizational performance, and increase public trust in the school.

4.6 Integration of Transformational Leadership and Organizational Culture Change

The findings suggest that transformational leadership functioned as the primary mechanism facilitating organizational culture change. Rather than changing organizational culture directly, the principal influenced stakeholders' values, beliefs, and behaviors through transformational leadership behaviors that corresponded closely with Schein's stages of cultural transformation.

Table 1. Integration of Transformational Leadership and Organizational Culture Change

Schein's Organizational Culture Change Stage	Transformational Leadership Dimension	Expected Leadership Practies
Recognition of the need for change	Inspirational Motivation	Communicating urgency, developing a shared vision, inspiring commitment
Creating psychological safety	Individualized Consideration	Listening, mentoring, supporting teachers and students, reducing resistance
Cognitive redefinition	Intellectual Stimulation	Encouraging innovation, reflective thingking, collaborative problem-solving
Internalization of new assumptions	Idealized Influence	Modeling desired behaviors, reinforcing values, embedding new norms

Source : Primary Data

This integration demonstrates that transformational leadership provides the behavioral mechanisms through which organizational culture change occurs. While Schein explains how organizational culture changes, Bass and Avolio explain how leaders influence individuals to make those changes possible.

4.7 Proposed Conceptual Model

Based on the integrated findings, the relationship between transformational leadership and organizational culture change can be summarized as follows:

Table 2. Proposed Conceptual Model

Tranformational Leadership	Organizational Process (Schein)	Organizational Outcome
Inspirational Motivation	Recognition of the need for change	Shared vision for transformation
Individualized Consideration	Psychological Safety	Reduced resistance and increased commitment
Intellectual Stimulation	Cognitive redefinition	New ways of thinking and problem-solving
Idealized Influence	Internalization of new assumptions	Sustainable organizational culture

Source : Primary Data

The model suggests that the principal's transformational leadership behaviors facilitate each stage of organizational culture change, ultimately leading to a sustainable transformation from a school characterized by violence and poor discipline into one recognized for academic achievement, positive student behavior, and organizational excellence.

4.8 Comparison with Previous Studies

Previous studies have consistently demonstrated that transformational leadership positively influences organizational culture and organizational performance. Dionne Shelley (2004). The initial research concludes that transformational leadership is an effective leadership approach for enhancing team performance. Although applying transformational leadership theory to team development and performance is complex, various studies demonstrate that this leadership style can motivate team members to achieve performance levels that exceed organizational targets or expectations. Consequently, transformational leadership serves as a crucial factor in boosting team effectiveness and productivity.

Meanwhile, Givens J (2008) emphasized that Transformational leadership influences not only organizational performance but also various aspects of organizational behavior and individual employee behavior. Research findings reveal that transformational leadership has a positive impact on organizational citizenship behavior (OCB), organizational culture, organizational vision, empowerment, organizational commitment, self-efficacy, job satisfaction, trust, and work motivation. The research also confirms that transformational leadership has both direct and indirect effects on organizational effectiveness and human resource development, although further research is needed to identify the mechanisms or mediating variables influencing these relationships.

Overall, both studies yield consistent results showing that transformational leadership positively influences organizational performance and the behavior of organizational members. The difference lies in their research focus: the first study emphasizes enhancing team performance, whereas the second examines the impact of transformational leadership more broadly—specifically on organizational performance as well as various psychological and behavioral aspects of employees, such as motivation, job satisfaction, commitment, trust, and empowerment. Thus, both studies reinforce the conclusion that transformational leadership is a crucial factor in enhancing organizational effectiveness and the quality of human resources.

Therefore, this study addresses these gaps by employing a qualitative case study approach to investigate how transformational leadership facilitates organizational culture change based on Schein's framework at SMKN 10 Semarang.

5. Conclusion

This study explored how transformational leadership exercised by the principal of SMKN 10 Semarang facilitated organizational culture change using Schein and Schein's (2017) Organizational Culture Change framework and Bass and Avolio's (1994) Transformational Leadership theory. The findings demonstrate that the principal successfully transformed the school's organizational culture through leadership behaviors that corresponded closely with the four dimensions of transformational leadership. Inspirational motivation was reflected in the principal's ability to establish a shared vision and communicate the urgency of change, encouraging teachers, staff, students, and parents to collectively transform the school into a high-achieving institution. Individualized consideration was demonstrated through continuous mentoring, open communication, and collaborative decision-making, which reduced resistance and fostered psychological safety among school members. Intellectual stimulation encouraged teachers and students to embrace innovation, continuous learning, and creative problem-solving, while idealized influence was reflected in the principal's consistent role modeling of discipline, integrity, commitment, and lifelong learning. These leadership practices enabled organizational members to internalize new values and gradually replace the previous organizational culture with a more adaptive and achievement-oriented culture.

The findings further indicate that the organizational culture change produced significant outcomes for both the school community and the institution as a whole. A sustainable culture of learning, writing, sharing, and innovation became embedded in the daily practices of teachers, staff, and students, fostering collaboration, continuous professional development, and organizational adaptability. These cultural changes were accompanied by improvements in academic and nonacademic achievements, stronger organizational performance, and a more positive public image for SMKN 10 Semarang. The study therefore supports Schein and Schein's (2017) proposition that sustainable organizational transformation occurs when new organizational values become shared assumptions embedded in everyday practices. Furthermore, the study contributes to the educational leadership literature by demonstrating that transformational leadership serves as the behavioral mechanism through which organizational culture change can be successfully initiated, implemented, and sustained in educational institutions. Practically, the findings suggest that school leaders seeking to transform school culture should prioritize visionary leadership, collaborative engagement, continuous professional learning, and exemplary behavior as essential strategies for achieving long-term organizational improvement.

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