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Transformational Leadership in Developing Work Culture: A Case Study at SD Negeri Danurejo, Kedu District, Temanggung Regency

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A B S T R A C T

Educational leadership plays an important role in improving school quality through the development of a positive and professional work culture. This study aimed to analyze the transformational leadership of the principal in developing work culture at SD Negeri Danurejo, Kedu District, Temanggung Regency. This study employed a qualitative case study design. The research subjects consisted of the principal, teachers, educational staff, and school committee selected through purposive sampling. Data were collected through interviews, observations, and documentation. Data validity was examined using source and technique triangulation, while data analysis employed the interactive model of Miles, Huberman, and Saldaña. The findings revealed that the principal implemented transformational leadership through building a shared vision, exemplary behavior, open communication, and teacher involvement in decision-making. The strategies included fostering work discipline, strengthening collaboration, enhancing teacher competence, and providing appreciation for teacher performance. Transformational leadership positively influenced the school work culture, as reflected in improved discipline, work motivation, collaboration, and teacher professionalism. These findings imply that principals should strengthen participatory leadership, effective communication, and continuous professional support to sustain a positive work culture. Educational administrators may also use these findings to design leadership development programs that support school effectiveness and organizational performance.

1. Introduction

Education is a strategic sector in the development of high-quality human resources. The success of school education is strongly influenced by the quality of school principals' leadership in managing organizational resources, developing school

culture, and creating a conducive working environment for teachers and education staff. In the context of modern educational management, school principals are not only required to function as administrators but also as transformational leaders who are able to inspire, motivate, and drive positive change within the school environment. Transformational leadership is essential because it fosters collective commitment, enhances work enthusiasm, and builds a work culture that is adaptive to contemporary developments and the demands of 21st-century education (Al Faruq & Supriyanto, 2020; Damanik & Dewi, 2024; Windasari et al., 2022).

Work culture refers to a set of values, norms, habits, and behaviors that develop within an organization and serve as guidelines for its members in carrying out their duties and responsibilities. A positive work culture in schools is reflected in discipline, responsibility, collaboration, professionalism, innovation, and strong commitment among school members to improving educational quality. Conversely, a weak work culture can lead to low organizational productivity, decreased teacher motivation, and suboptimal achievement of educational goals. Therefore, developing a strong work culture is a crucial aspect of improving school organizational effectiveness (Maysaroh et al., 2025; Supriatna & Rosmilawati, 2025).

In efforts to develop a strong work culture, transformational leadership of school principals plays a highly strategic role. Transformational leadership is characterized by the leader's ability to provide idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration to school members. Through these characteristics, principals are able to build a shared vision, enhance teacher participation, and foster a work culture oriented toward change and continuous improvement in educational quality. Research indicates that transformational leadership has a positive effect on organizational commitment, teacher motivation, job satisfaction, and school organizational culture (Akbar & Imaniyati, 2019; Masbukhin et al., 2024; Mukaddamah, 2024; Riyadi, 2025).

Changes in education policy in Indonesia, particularly the implementation of the Merdeka Curriculum, require schools to develop an innovative, collaborative, and adaptive work culture. Teachers are expected to be more creative in instruction, capable of collaboration, and highly committed to improving the quality of educational services. This condition positions school principals as change agents who must be able to mobilize all school members through transformational leadership. Principals are therefore required not only to perform administrative functions but also to build a work culture that supports the creation of effective and competitive schools (Agustian et al., 2024; Suhadi et al., 2025).

Previous studies have shown that transformational leadership of school principals is significantly related to teachers' work culture and school organizational effectiveness. Sukerti and Sudianing (2023) and Armiyanti et al. (2023) found that transformational leadership positively influences teacher performance and work discipline. Wulansari et al. (2025) explained that transformational leadership enhances school effectiveness through the strengthening of organizational culture. In addition, Yuliana et al.(2025), Rahayu and Iskandar (2023) found that

transformational leadership contributes to the development of teacher creativity and innovation in learning. These findings indicate that transformational leadership plays an important role in shaping work culture within educational settings. However, the implementation of transformational leadership in developing school work culture at the elementary level still faces various challenges. Not all principals are able to optimize their role as change leaders. Some schools still experience problems such as low work discipline, limited teacher collaboration, weak instructional innovation, and resistance to educational policy changes. This condition shows that the development of work culture requires effective and sustainable leadership strategies (Pestalozi et al., 2019; Supandi, 2022).

SD Negeri Danurejo, Kedu District, Temanggung Regency, is one of the elementary schools that demonstrates efforts to develop work culture through principal leadership. Based on preliminary observations, the principal strives to build a culture of discipline, improve teacher collaboration, and encourage innovation in learning implementation and school activities. In addition, the principal applies a participatory approach in decision-making and provides motivation for teachers to continuously improve their competencies. This condition is interesting to explore further in order to understand how transformational leadership is implemented in developing work culture in an elementary school context. This study has novelty value because it focuses on the implementation of transformational leadership of school principals in developing work culture in the context of public elementary schools in Temanggung Regency, which is still relatively under-researched in educational management studies. Furthermore, this study not only examines general aspects of principal leadership but also explores the strategies, practices, and impacts of transformational leadership on shaping school work culture. Therefore, this study is expected to provide theoretical contributions to educational management literature and practical contributions for school principals in developing an effective work culture in schools.

Based on the above description, this study aims to analyze the transformational leadership of school principals in developing work culture at SD Negeri Danurejo, Kedu District, Temanggung Regency. This research is expected to provide empirical insights into the implementation of transformational leadership strategies used by principals in building a positive work culture oriented toward improving educational quality. In addition, the study seeks to identify key practices, challenges, and supporting factors in the implementation process, so that the findings can serve as a reference for strengthening effective school leadership and improving overall school performance.

2. Methodology

Research Approach and Type

This study employed a qualitative approach with a case study design. The qualitative approach was chosen because the study aims to gain an in-depth understanding of the phenomenon of transformational leadership of school

principals in developing work culture in elementary schools. Through this approach, the researcher is able to explore comprehensive information regarding leadership behavior, interaction patterns, and the work culture that develops within the school environment. The case study method was used because the research focuses on a single site, namely SD Negeri Danurejo, Kedu District, Temanggung Regency, allowing the researcher to obtain a detailed, contextual, and in-depth description of the implementation of transformational leadership in developing school work culture.

Research Site and Participants

This research was conducted at SD Negeri Danurejo, Kedu District, Temanggung Regency. The selection of the research site was based on the consideration that the school demonstrates efforts to develop work culture through principal leadership, such as fostering work discipline, improving teacher collaboration, and strengthening the motivation of school members. The research participants were determined using purposive sampling, namely selecting informants based on specific considerations relevant to the research objectives. The informants consisted of the school principal, two teachers, one education staff member, and one school committee member. The principal was selected as the main informant due to their central role in developing school work culture, while teachers, education staff, and the school committee were selected to obtain supporting data related to the implementation of work culture in the school environment.

Data Collection Techniques

Data in this study were collected through interviews, observation, and documentation. In-depth interviews were conducted with the principal, teachers, education staff, and school committee members to obtain information regarding transformational leadership strategies in developing work culture. Observation was carried out by directly observing school activities and interactions among school members, particularly those related to discipline, organizational communication, collaboration, and the habituation of positive behaviors in the school. In addition, documentation was used to complement the research data, including school vision and mission statements, work programs, school regulations, meeting minutes, activity schedules, and documentation of school activities related to work culture.

Data Validity

The validity of the data in this study was ensured through source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from different informants, namely the principal, teachers, education staff, and the school committee. Meanwhile, technique triangulation was carried out by comparing data obtained from interviews, observations, and documentation to ensure consistency and accuracy of the findings. In addition, the researcher also conducted member checking by re-confirming the data with informants to ensure that the information reflected the actual conditions. Thus, the data in this study are expected to have a high level of validity and credibility.

Data Analysis Techniques

The data analysis in this study used the interactive model proposed by Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting, simplifying, and focusing on data relevant to the research focus on transformational leadership and school work culture. The data were then presented in descriptive narrative form to facilitate understanding and interpretation. The final stage was drawing conclusions gradually based on the interpretation of data obtained throughout the research process. Data analysis was conducted continuously from the beginning of data collection until the completion of the study to ensure a systematic and in-depth research outcome.

3. Results and Discussion

Research Setting and Data Collection Process

This study was conducted at SD Negeri Danurejo, located in Kedu District, Temanggung Regency, Central Java, Indonesia. The school was selected because it has actively implemented various school improvement programs under the leadership of the principal, particularly in strengthening work culture and teacher professionalism. At the time of the study, the school consisted of a principal, teachers, education staff, students, and a school committee who actively participated in school development activities. The school also implemented the Merdeka Curriculum and encouraged collaborative practices among teachers in instructional planning and professional development.

Data collection was conducted from May to June 2026 using interviews, observations, and document analysis. The researcher first obtained permission from the principal and coordinated the research schedule with teachers and education staff. Data were collected gradually to ensure that participants could provide comprehensive information regarding the implementation of transformational leadership and the development of work culture within the school. Triangulation of data sources and methods was employed to enhance the credibility and validity of the findings. To provide a clearer overview of the data collection process, the main interview questions are presented in Table 1.

Table 1. Main Interview Questions

No	Main Interview Questions
1	How does the principal communicate the school vision and mission to teachers and education staff?
2	What leadership strategies are used by the principal to develop school work culture?
3	How does the principal encourage discipline, responsibility, and collaboration among school members?
4	In what ways are teachers involved in school decision-making and program planning?
5	How does the principal motivate teachers to improve their professional competence?
6	What forms of appreciation or rewards are provided to teachers and staff?
7	What changes in work culture have occurred under the current principal's leadership?

8	What challenges are encountered in developing a positive work culture at school?
9	How does the principal address resistance to change among teachers or staff?
10	What impacts has transformational leadership had on teacher performance and school climate?

As shown in Table 1, the interview questions were designed to explore the principal's transformational leadership practices, strategies for developing work culture, teacher participation, professional development initiatives, and the perceived impacts of leadership on school improvement. The questions also aimed to identify how leadership values were communicated to school members, how collaborative decision-making was implemented, and how teachers responded to various leadership approaches. Furthermore, the interviews provided in-depth insights into the challenges encountered during work culture development and the efforts undertaken by the principal to address those challenges effectively

Observation Procedures and Aspects Observed

Classroom and school environment observations were conducted to validate information obtained from interviews. The researcher adopted a non-participant observation approach, whereby the researcher observed activities without directly intervening in the teaching and administrative processes. Observations were conducted during school hours and focused on both leadership practices and work culture manifestations within the school environment. The specific aspects observed during the study are presented in Table 2. Through these observations, the researcher was able to examine actual behaviors, interactions, and routines occurring in the school setting, thereby providing additional evidence to support and strengthen the interview findings.

Table 2. Observation Aspects

No	Observation Aspects
1	Principal's interaction with teachers and education staff
2	Teacher punctuality and attendance
3	Teacher participation in school meetings and collaborative activities
4	Communication patterns among school members
5	Implementation of classroom learning activities
6	Teacher preparedness in instructional administration
7	School climate and working atmosphere
8	Teacher involvement in school programs and decision-making
9	Professional development activities conducted at school
10	Evidence of discipline, responsibility, and teamwork

As presented in Table 2, the observation focused on leadership behaviors, communication practices, work discipline, collaboration, and professional activities that reflected the development of school work culture. Observation findings were subsequently compared with interview and documentary data to strengthen the trustworthiness of the results. This triangulation process enabled the researcher to verify the consistency of information obtained from different sources and to gain a more comprehensive understanding of how transformational leadership was practiced in everyday school activities. Consequently, the credibility and validity of the research findings were significantly enhanced.

Documentation Data

Document analysis was conducted to obtain objective evidence supporting the findings from interviews and observations. Several school documents were reviewed, including the school vision and mission statements, annual work plans, meeting minutes, teacher attendance records, professional development reports, school regulations, photographs of school activities, and documents related to the implementation of the Merdeka Curriculum. These documents provided important information regarding leadership practices, organizational culture, and teacher participation in school development programs. Examples of the documentary evidence collected during the research are presented in Figure 1 and Figure 2.





Figure 1. School Meeting and Collaborative Planning Activities. Figure 2. Teacher Professional Development Activities

Figure 1 illustrates collaborative planning and coordination activities involving the principal, teachers, and education staff. These activities demonstrate the participatory leadership approach adopted by the principal in developing school programs and strengthening work culture. Through regular meetings and collaborative discussions, school members are encouraged to contribute ideas, share responsibilities, and participate actively in decision-making processes. Figure 2 shows teacher professional development activities supported by the principal. The documentation reflects the school's commitment to enhancing teacher competence and fostering an innovative and continuous learning culture among educators. Such activities provide opportunities for teachers to improve their instructional skills, expand professional knowledge, and adapt to educational changes effectively.

Transformational Leadership of the Principal in Building Vision and Work Culture

The findings of the study indicate that the principal of SD Negeri Danurejo, Kedu District, Temanggung Regency, implements transformational leadership through the development of a shared vision in strengthening the school’s work culture. The principal actively encourages teachers and education staff to understand the school’s goals and emphasizes the importance of a work culture characterized by discipline, responsibility, and collaboration. The school vision is not only communicated in formal meetings but also through interpersonal communication and daily habituation within the school environment. The principal stresses that all school members share collective responsibility for creating a positive and

professional working environment. The principal stated: *"I always encourage teachers and education staff to share the same work spirit in advancing the school. A good work culture must begin with discipline, responsibility, and cooperation among all school members."* (Principal, interview, 6 May 2026).

Based on interviews with several teachers, the principal is perceived as capable of motivating and inspiring work enthusiasm among school members. The principal does not only provide directions but also serves as a role model in discipline, responsibility, and work ethic. This exemplary behavior is reflected in punctual attendance, active involvement in school activities, and open communication with teachers and education staff. Gradually, these practices have shaped a more orderly and conducive work culture within the school. One teacher stated*:"The principal sets a good example for teachers. He comes earlier, actively monitors school activities, and always reminds us to work professionally."* (Teacher 1, interview, 6 May 2026).

In addition, the principal involves teachers in the preparation of school programs and certain decision-making processes. This involvement makes teachers feel valued and responsible for the implementation of school programs. Teachers become more active in contributing ideas and suggestions for school development. This condition indicates that transformational leadership enhances participation and commitment among school members in building a positive work culture. Another teacher explained: *"We are often involved in school program planning, so we feel shared responsibility for the success of the planned programs."* (Teacher 2, interview, 6 May 2026).

Principal Strategies in Developing Work Culture

The findings show that the principal applies several strategies in developing work culture at SD Negeri Danurejo. One of the main strategies is the habituation of work discipline through the consistent implementation of school rules. The principal supervises teacher attendance, punctuality in teaching, and completion of instructional administration. Discipline is enforced not only through supervision but also through a persuasive approach and motivation to enhance teachers' awareness of their responsibilities. The principal stated*: "I prioritize a persuasive approach with teachers. If there are issues or lack of discipline, we discuss them together so that teachers still feel comfortable in their work."* (Principal, interview, 6 May 2026).

Another strategy is strengthening collaboration and communication among school members. The principal builds open communication through regular meetings, informal discussions, and joint activities involving all teachers and education staff. This communication fosters harmonious working relationships and improves coordination among school members. Teachers feel more comfortable expressing opinions and addressing challenges they face in their duties. An education staff member stated: *"Communication between the principal and school members is quite good. We feel more open to expressing opinions or difficulties in our work."* (Education Staff, interview, 6 May 2026).

To develop an innovative work culture, the principal also encourages teachers to participate in training, workshops, and other professional development activities. The principal supports teachers in enhancing their creativity in teaching, particularly in implementing the Merdeka Curriculum. Teachers are encouraged to use more active and innovative learning methods to make the learning process more engaging for students. This indicates that the principal focuses not only on administrative aspects but also on teacher professional development. One teacher stated: *"The principal always supports teachers to attend training and try more innovative teaching methods. This makes us more motivated to improve our teaching skills."* (Teacher 3, interview, 6 May 2026).

In addition, the principal applies a reward culture as a form of appreciation for teachers' and staff performance. Teachers who demonstrate discipline and good performance receive moral recognition through praise, motivation, and trust in school activities. Although simple in nature, these rewards significantly enhance teachers' motivation and work enthusiasm. The principal explained: *"Simple appreciation or trust given to teachers actually has a strong impact on their work motivation."* (Principal, interview, 6 May 2026).

The Impact of Transformational Leadership on School Work Culture

The findings indicate that the principal's transformational leadership has a positive impact on the development of work culture at SD Negeri Danurejo. One visible impact is improved discipline among teachers and education staff. Teachers are more punctual, more organized in administrative tasks, and more responsible in carrying out their duties. One teacher stated: *"Teachers are now more disciplined than before. Learning administration is also more organized because the principal consistently provides guidance and supervision."* (Teacher 1, interview, 6 May 2026).

In addition to discipline, collaborative work culture has also improved. Teachers demonstrate stronger cooperation in preparing lesson plans, conducting school activities, and solving problems. Relationships among school members have become more harmonious due to open communication and mutual support, creating a more comfortable and conducive working environment. The school committee stated: *"The relationship between teachers and the principal appears harmonious. School activities are also better organized due to strong collaboration among school members."* (School Committee, interview, 6 May 2026). Transformational leadership also contributes to increased teacher motivation and enthusiasm. Teachers feel more valued because they are involved in school activities and decision-making processes. In addition, the principal's support for teacher professional development increases their confidence in teaching. This leads to greater creativity in developing teaching methods and learning media. Another teacher explained: *"We feel more confident because the principal always provides support and motivation for us to grow."* (Teacher 2, interview, 6 May 2026).

However, the study also found several challenges in developing school work culture. Some teachers still require adaptation to changes in work culture,

particularly in implementing instructional innovation and technology integration in learning. Limited school facilities and infrastructure also pose challenges in optimizing work culture development. Nevertheless, the principal continuously applies a persuasive approach and ongoing mentoring to ensure that a positive work culture develops consistently within the school environment. The principal stated: *"Challenges certainly exist, especially in adapting to changes and the use of learning technology. However, we continue to provide guidance so that teachers can develop gradually."* (Principal, interview, 6 May 2026).

The findings of this study indicate that the principal of SD Negeri Danurejo, Kedu District, Temanggung Regency, implements transformational leadership through the development of a shared vision, exemplary behavior, and teacher involvement in school activities. The principal instills the values of discipline, responsibility, and collaboration as the foundation for building the school's work culture. The principal's exemplary behavior in discipline and work ethic positively influences teachers and education staff, leading to the gradual formation of a more orderly and professional work culture.

These findings are in line with Abdurahman et al. (2024) and Windasari et al. (2022), who explain that transformational leadership enhances teachers' work commitment through exemplary behavior and effective communication. Damanik and Dewi (2024) also state that transformational principals are able to build a shared vision and create a work environment that supports educational quality improvement. Similar findings were reported by Nuriyah et al. (2026) and Khalifah et al. (2026), who emphasize that transformational leadership strengthens teacher motivation, organizational commitment, and school culture through adaptive communication, shared vision, and collaborative leadership practices. In addition, Ramadhani et al. (2025) and Supriatna and Rosmilawati (2025) emphasize that transformational leadership fosters a disciplined, collaborative, and conducive school work culture. Teacher involvement in school program planning reflects a democratic and participatory working relationship. Teachers feel valued as they are given opportunities to express ideas and participate in decision-making processes. This condition increases teachers' responsibility and commitment to program implementation. These findings support Albaqiatussalihat et al. (2022), Yusuf et al. (2025), and Siswanto et al. (2025), who state that transformational leadership enhances participation through open communication and strong interpersonal relationships.

The findings further indicate that several supporting factors contributed to the successful implementation of transformational leadership at SD Negeri Danurejo. These factors include the principal's consistent exemplary behavior, teachers' willingness to collaborate, open communication among school members, and the existence of a shared commitment to achieving school goals. The principal's ability to establish trust and maintain positive interpersonal relationships encouraged teachers and education staff to actively participate in school programs. Such conditions created a supportive organizational climate that facilitated the internalization of discipline, responsibility, and collaboration as core values of the school work culture. These findings suggest that transformational leadership is

more effective when supported by mutual trust, shared vision, and collective commitment among organizational members.

The findings show that the principal applies several strategies to develop work culture, including fostering work discipline, strengthening organizational communication, developing teacher competence, and providing recognition for teachers' performance. The principal emphasizes a persuasive approach rather than an authoritarian one, making teachers feel more comfortable and motivated in carrying out their duties. This finding is consistent with Palembangan and Sihotang (2023), who state that transformational principals can improve teacher discipline through humanistic and communicative guidance. Habibie et al. (2025) also explain that a persuasive approach in transformational leadership increases teacher loyalty and work motivation. Furthermore, Maysaroh et al. (2025) found that a positive work culture can be developed through consistent exemplary behavior and continuous guidance from the principal. This finding is further supported by Basuki et al. (2026), who emphasize that school principals' leadership strategies play a crucial role in creating a quality-oriented school culture through effective communication, organizational commitment, and collaborative practices. Similarly, Rini and Lestari (2025) explain that leadership strategies focusing on teacher professional development, training programs, and supportive guidance contribute significantly to improving teacher competence and strengthening school work culture.

Organizational communication is strengthened through regular meetings, informal discussions, and coordination involving all school members. Open communication helps build harmonious working relationships and improves collaboration among school members. This finding is supported by Siswanto et al. (2025), Yuliana et al. (2025), and Yusuf et al. (2025), who emphasize that effective interpersonal communication in transformational leadership fosters a collaborative work culture and a conducive school environment. To enhance an innovative work culture, the principal encourages teachers to participate in training programs and develop instructional creativity. This finding aligns with Prastyowati et al. (2024), Kurniawati and Margaretha (2024), and Habibie et al. (2025), who state that transformational leadership contributes to improving teachers' competence, creativity, and professionalism in teaching.

In addition to these supporting factors, the study revealed several challenges in implementing transformational leadership. One of the primary challenges was the varying levels of teacher readiness to adapt to organizational and instructional changes. While some teachers responded positively to innovation and collaborative practices, others required additional time and support to adjust to new expectations, particularly regarding the integration of technology and innovative teaching methods. This finding indicates that transformational leadership is not always implemented smoothly, as organizational change often involves differences in individual attitudes, competencies, and levels of acceptance. Consequently, principals need to continuously provide mentoring, motivation, and professional assistance to ensure that all teachers can participate effectively in the transformation process.

The findings indicate that transformational leadership has a positive impact on school work culture, including improved discipline, collaboration, teacher motivation, and responsibility in task execution. Teachers become more active in supporting school programs and demonstrate a more professional work culture. These results support Maysaroh et al. (2025), Palembangan and Sihotang (2023), and Ramadhani et al. (2025), who explain that transformational leadership improves discipline, work commitment, and school organizational culture. Similar findings were reported by Nuriyah et al. (2026), who found that transformational leadership strengthens teacher motivation, job satisfaction, sense of belonging, and professional performance through collaborative communication and individualized support. In addition, Halimah and Purwanto (2026) emphasize that transformational leadership, supported by a positive school culture and conducive work environment, significantly improves teacher professionalism, collaboration, and organizational commitment. In addition, the development of a collaborative work culture is also reinforced by Supriatna and Rosmilawati (2025), Yuliana et al. (2025), and Albaqiatussalihat et al. (2022), who state that transformational leadership fosters harmonious relationships and strengthens solidarity among school members.

Another challenge identified in this study relates to the limitations of school facilities and infrastructure, which may affect the implementation of innovative programs and technology-based learning activities. Although the principal actively encouraged professional development and instructional innovation, the availability of supporting resources remained an important consideration in achieving optimal results. Similar conditions are frequently encountered in educational institutions, particularly in schools with limited resources, where leadership effectiveness must be accompanied by adequate organizational support. Therefore, the success of transformational leadership depends not only on the leader's vision and capability but also on the availability of institutional resources that enable the implementation of planned programs.

However, this study also identifies several challenges, such as the need for some teachers to adapt to changes in work culture and limited school facilities and infrastructure. Therefore, principals must continuously provide guidance, motivation, and organizational reinforcement to ensure that a positive work culture can develop optimally within the school environment. Overall, the findings demonstrate that transformational leadership contributes significantly to the development of a positive school work culture when supported by collaborative relationships, teacher commitment, effective communication, and organizational trust. At the same time, challenges related to teacher adaptation and resource limitations require continuous attention from school leaders. Addressing these challenges through mentoring, capacity-building programs, and strategic resource management is essential to sustain the long-term effectiveness of transformational leadership and to ensure continuous improvement in school performance and organizational culture.

4. Conclusion

Based on the findings of this study, it can be concluded that transformational leadership of the principal at SD Negeri Danurejo, Kedu District, Temanggung Regency plays a crucial role in developing the school's work culture. The principal implements transformational leadership through the development of a shared vision, exemplary behavior, open communication, and teacher involvement in various school activities and decision-making processes. This approach is able to create a more harmonious, participatory, and conducive working relationship within the school environment.

The strategies applied by the principal in developing work culture include fostering work discipline, strengthening organizational communication, enhancing collaboration among school members, improving teacher competencies, and providing recognition for teacher performance. These strategies are implemented consistently through a persuasive and humanistic approach, making teachers more motivated and more responsible for carrying out their duties and school programs. In addition, continuous mentoring and supervision are also conducted to ensure the sustainability of these efforts, while creating a supportive working environment that encourages professional growth, commitment, and active participation of all school members in achieving educational goals.

Transformational leadership of the principal has a positive impact on school work culture, such as improved teacher discipline, the development of a collaborative work culture, increased work motivation, and the growth of teacher professionalism in the learning process. However, this study also identifies several challenges, including limited school facilities and infrastructure, as well as the need for some teachers to adapt to changes in work culture and instructional innovation. Therefore, principals need to continuously provide guidance, motivation, and organizational strengthening in a sustainable manner so that a positive work culture can develop optimally and contribute to improving the quality of education in the school.

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