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Transformational Leadership Strategies of a School Principal in Managing a Co-Curricular Program at a Remote Primary School: A Case Study of SD Negeri 33 Natai Bunjau, Sintang Regency

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ABSTRACT

Purpose: This study examines how a principal enacted transformational leadership through planning, organizing, actuating, and controlling (POAC) while managing a character-oriented co-curricular program in a remote Indonesian primary school.
Method:. A qualitative single-case study was conducted at SD Negeri 33 Natai Bunjau, Sintang Regency, with 15 purposively selected participants. Interviews, participant observation, and documents informed a theory-guided interactive analysis; source and methodological triangulation, member checking, and contextual description supported credibility.
Findings: Inspirational motivation was evident in shared program priorities and participatory planning; individualized consideration in flexible duties and attention to the school data operator's workload; intellectual stimulation in locally grounded activities and simplified behavioral observation; and idealized influence in the principal's role modeling and reflective supervision. Informants perceived greater professional support and family participation, but the evidence did not establish sustained changes in students' behavior. The strategies accommodated, rather than removed, unreliable electricity and absent internet connectivity.
Implications: Leadership support in remote schools may be strengthened through context-sensitive administrative requirements, collaborative routines, and basic infrastructure provision.
Originality: The study offers a contextual interpretation of how four transformational leadership dimensions overlap with POAC functions under conditions of digital disconnection, without claiming a tested causal model.

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INTRODUCTION

Indonesian curriculum policy positions character development within students' daily educational experiences rather than within classroom instruction alone. Ministerial Regulation No. 13 of 2025, which amends Regulation No. 12 of 2024, adjusts co-curricular provisions and reinforces a deep learning approach without replacing the existing national curriculum (Kementerian Pendidikan Dasar dan Menengah Republik Indonesia, 2025). Co-curricular programs are therefore expected to connect learning with faith and devotion, independence, health, collaboration, and other graduate-profile dimensions. Yet activity completion does not necessarily establish whether children continue to practice the intended habits after a program theme has ended. Studies of character-oriented co-curricular learning likewise distinguish the provision of meaningful activities from the ongoing development of behavior across settings (Shilviana & Hamami, 2020; Bisri, 2024; Mustoip, 2023; Akbar et al., 2026). This distinction makes school-level program management, rather than activity delivery alone, an important object of inquiry.
At SD Negeri 33 Natai Bunjau in Kayan Hilir District, Sintang Regency, a preliminary inquiry on February 24, 2026, identified a practical concern about continuity between co-curricular themes. Informal conversations indicated that the themes 'Healthy and Fit Generation' and 'Caring and Sharing' had been implemented during the 2025/2026 academic year, but the positive practices appeared less consistent after a subsequent theme began. Informants estimated that approximately 30% of the 67 enrolled children continued to demonstrate the preceding semester's habits, a figure that was not derived from systematic behavioral measurement. The estimate is useful as an initial indication of concern,

not as a measured baseline for evaluating program effectiveness. At the start of 2026/2027, enrollment was 64 students, and the present study focused on Theme 1, 'Myself and a Clean Environment,' implemented from July to September 2026. These circumstances prompted attention to how leadership priorities, everyday routines, and supervision were organized in the school.

The school's location further complicates this management problem. Its access roads are unpaved, it has no reliable electricity grid connection or on-site internet, and a small solar installation provides only emergency lighting. Administrative data synchronization requires the teacher who also acts as the school data operator to travel to the district administrative center, reportedly taking one to two hours in favorable conditions. These demands create a mismatch between digitally mediated reporting expectations and the resources available for instructional work. International evidence identifies persistent infrastructure, professional-development, and implementation challenges in rural educational technology integration (Mustafa et al., 2024; Nhlumayo, 2024; Berkovich & Hassan, 2025). Research on teachers' time poverty, workload, and well-being further suggests that administrative demands should be analyzed alongside the support systems available to educators, rather than treated as a purely individual problem (Creagh et al., 2025; Ozturk et al., 2024; Bellibaş et al., 2024).

Remoteness also provides learning resources that are not dependent on digital access. The school is closely connected to agricultural livelihoods, local environmental practices, and family relationships, making everyday hygiene and environmental stewardship accessible topics for contextualized instruction. Nature-based learning studies suggest opportunities for experiential engagement but also identify practical constraints that shape its implementation (Falzon & Conrad, 2024; Gugssa, 2023). Indonesian research has similarly considered how local knowledge can inform primary education and the development of context-relevant learning materials (Meilana & Aslam, 2022; Shufa & Adji, 2024). In this setting, the educational challenge is not simply to substitute outdoor activity for digital media. It is to organize and monitor locally available experiences so that they serve coherent co-curricular goals and can be revisited over time.

The research literature links transformational leadership with teachers' motivation, school learning climates, innovation, and organizational resilience, although relationships differ across contexts and study designs (Hyseni Duraku & Hoxha, 2021; Vermeulen et al., 2022; Deng et al., 2023; Zadok et al., 2024; Wati et al., 2022). Reviews focused on primary schools emphasize both the relational character of principals' leadership and the need to examine its enactment rather than infer effectiveness solely from favorable perceptions (Wilson Heenan et al., 2023; Wilson Heenan et al., 2024). Other studies associate transformational or instructional leadership with teachers' innovation, trust, collective efficacy, and professional learning communities (Bao, 2024; Gümüş et al., 2026; Zhang & Liu, 2025; Akgöz et al., 2024; Adriantoni et al., 2023). These findings identify plausible mechanisms, but they do not determine how a principal manages co-curricular work when reporting obligations depend on electricity and connectivity that the school does not possess. Moreover, general associations between leadership and teacher outcomes should not be read as evidence that a particular leadership intervention causes sustained character development among children. A close examination of actual organizational decisions is therefore required.

Research on professional learning communities demonstrates that leadership support operates through school structures, collegial relationships, and shared opportunities for professional inquiry (Hudson, 2024; Grimm, 2024; Zheng et al., 2023). Comparative work further suggests that teachers' professional responsibility, autonomy, and collaborative routines contribute differently to school development (Liu & Hallinger, 2024; Lee et al., 2023; Paletta & Alimehmeti, 2026). At the same time, systematic reviews of educator well-being caution against treating supportive leadership as an independently established solution to workload problems (Cann et al., 2024; See et al., 2026). Studies of parental participation emphasize the multiple forms of home–school engagement while warning that involvement reported by adults does not automatically demonstrate changes in children's outcomes (Mocho et al., 2025; Peng et al., 2026). These literatures tend to examine organizational climate, innovation, professional learning, or family participation as distinct phenomena. Less attention has been directed to the practical alignment of transformational leadership behaviors with routine management functions in a digitally disconnected primary school carrying out a specific co-curricular theme.

This study examines how the principal of SD Negeri 33 Natai Bunjau enacted the four transformational leadership dimensions described by Bass and Riggio (2006) while planning, organizing, implementing, and supervising its co-curricular program. Four questions guide the analysis: how inspirational motivation informed planning, how

individualized consideration shaped organizing, how intellectual stimulation supported actuating, and how idealized influence appeared in controlling. The study uses the management functions associated with planning, organizing, actuating, and controlling as a heuristic for interpreting leadership practices (Nurhikmah, 2024; Faiz et al., 2024). It does not assume that each leadership dimension is confined to a single function or that favorable participant accounts establish a causal effect. By attending to decisions about teacher workload, local resources, everyday hygiene routines, and parental contact, the analysis specifies how leadership was interpreted and enacted within this particular school. The contribution is a bounded, empirically grounded account of adaptive co-curricular management rather than a universal effectiveness model.

CONCEPTUAL FRAMEWORK

Bass and Riggio's (2006) framework distinguishes inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence. Inspirational motivation concerns the communication of shared goals; individualized consideration addresses differentiated support; intellectual stimulation concerns the questioning of assumptions and the encouragement of new approaches; and idealized influence involves conduct that earns trust through example. The planning, organizing, actuating, and controlling (POAC) management functions describe, respectively, the selection of objectives, distribution of responsibilities, mobilization of activities, and review of implementation (Nurhikmah, 2024; Faiz et al., 2024). These frameworks were used together as a theory-guided analytical lens, not as a claim that four leadership dimensions causally map onto four nonoverlapping management stages. Related research locates such dimensions within wider networks of school relationships and organizational learning (Deng et al., 2023; Wilson Heenan et al., 2024; Gümüş et al., 2026). Figure 1 displays the conceptual alignment used to organize data collection and interpretation. The links identify focal pairings for analysis while explicitly allowing leadership practices to appear across more than one management function.

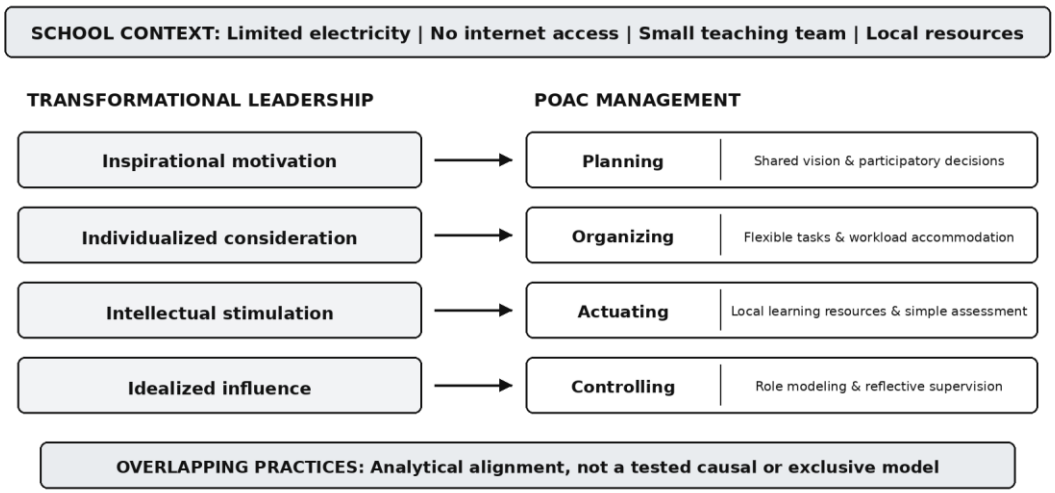


Figure 1. Analytical framework integrating transformational leadership dimensions with POAC functions.

Figure 1 places the school's infrastructural and organizational conditions above the four analytical pairings. Inspirational motivation is linked to planning because a shared purpose informs activity selection and teacher involvement. Individualized consideration, intellectual stimulation, and idealized influence are shown alongside organizing, actuating, and controlling as focal interpretive relationships. The examples indicate practices examined in this case rather than universal properties of the four functions. The bottom statement clarifies that the diagram is a flexible analytical lens and not a tested causal pathway.

METHOD

Research Design and Setting

A qualitative single-case study was used to examine how leadership practices were embedded in the everyday management of a co-curricular program at SD Negeri 33 Natai Bunjau, Natai Bunyau Hamlet, Engkerangan Village,

Kayan Hilir District, Sintang Regency, West Kalimantan, Indonesia. The site was purposively selected because of its limited facilities and accessibility, staffing pressures, previously reported concerns about the continuity of students' character-related habits, and close community relationships. The preliminary inquiry took place on February 24, 2026, while the main inquiry examined implementation of Theme 1, 'Myself and a Clean Environment,' in the 2026/2027 academic year. A bounded case-study approach was appropriate because the relationships among leadership practices, school infrastructure, teaching arrangements, and family contact were central to the research questions (Yin, 2018; Creswell & Poth, 2018; Blalock et al., 2025).

Participants and Researcher Position

Fifteen participants were selected purposively: one principal, five classroom teachers including the teacher serving as the administrative data operator, four school committee members or parents, and five sixth-grade students. The informants were chosen for their involvement in co-curricular decisions, implementation, or observations of students' experiences within and beyond school. The researcher taught at another school in the same district and participated as a moderate observer without directing school policy or instructional activities. This professional proximity offered familiarity with local working conditions while creating a possible risk of favorable interpretation; reflexivity and member checking were used to address that risk. Written informed consent was reported for the principal, teachers, and students' parents, and students took part in child-friendly group discussions. Table 1 presents the number and role of the informant categories included in the original study, distinguishing central program decision-makers from supporting informants.

Table 1. Research Participants

Category	Participants	n	Roles and Selection Criteria
Key informant	School principal	1	School-level decision-maker and central actor implementing transformational leadership
Primary informants	Classroom teachers, including a teacher serving concurrently as the school administrative data operator	5	Program implementers who interact directly with students and experience the demands of online administrative responsibilities
Supporting informants	School committee members/students' parents	4	Provide information to corroborate the sustainability of children's character-related behaviors beyond school
Supporting informants	Sixth-grade students	5	Provide information to corroborate students' understanding of character values and psychological well-being
	Total	15	

Table 1 accounts for all 15 people who participated in the case study. The principal was the sole key informant for school-level leadership decisions. The five teachers were central sources for understanding program delivery and administrative demands. Four committee members or parents and five sixth-grade students provided supporting perspectives on home and school experiences. These categories supported comparison across stakeholder accounts without making the sample statistically representative.

Data Collection and Research Procedures

Data were collected through semi-structured interviews, participant observation, and document analysis. Principal interviews addressed transformational leadership within POAC functions, teacher interviews addressed task allocation and program implementation, and committee or parent interviews addressed perceived continuity of children's behaviors at home; students participated in informal group discussions. Observation focused on infrastructure, staff interactions, school activities, and principal role modeling, with field notes used as records. Document review included co-curricular schedules and guidelines, the principal's reflective notes, and minutes from evaluation meetings. Supporting instruments consisted of interview guides, observation protocols, and document review checklists, and interviews were audio-recorded when participants consented. Figure 2 summarizes the documented sequence of case definition, evidence collection, analysis, and credibility procedures without introducing additional fieldwork stages.

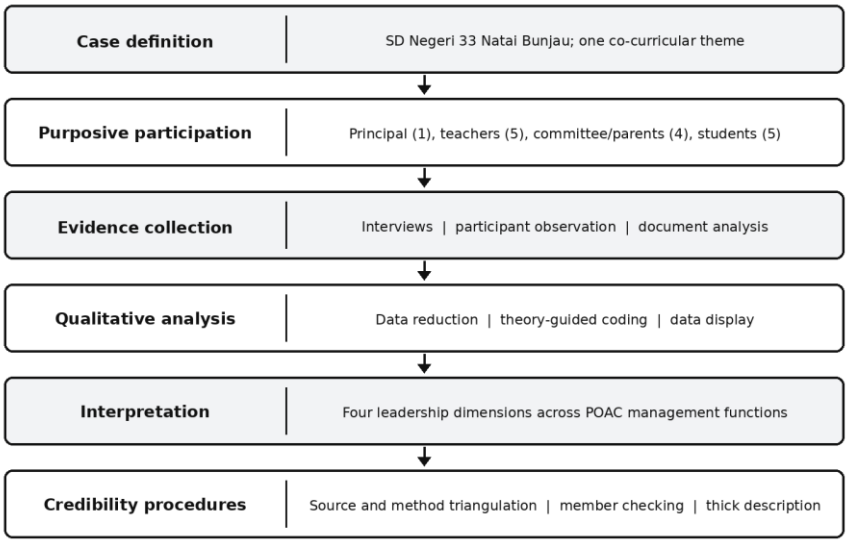


Figure 2. Qualitative case-study workflow based on the documented research procedures.

Figure 2 starts with the bounded school case and its single co-curricular theme. The second step identifies the purposively selected participants already described in Table 1. Interviews, observation, and document review supplied the evidence used in the qualitative analysis. Data reduction, theoretical coding, display, and interpretation are shown as connected activities rather than as separate quantitative tests. The final stage represents credibility procedures reported in the manuscript and does not imply an unreported reliability coefficient or instrument validation study.

Data Analysis and Trustworthiness

Interview accounts, observation field notes, and documents were interpreted using the interactive approach of Miles and Huberman (1994): data reduction, data display, and conclusion drawing and verification. Coding was guided by the four transformational leadership dimensions and the POAC functions while also attending to the site's recurring conditions, including connectivity constraints, administrative workload, local learning materials, and parental contact. Evidence was compared across participant groups and across interviews, observations, and documents, with member checking and detailed contextual description used to strengthen interpretive credibility (Yin, 2018; Creswell & Poth, 2018). The analysis did not include longitudinal measurement of students' habits or quantitative tests of leadership outcomes. Differences in available corroborating sources are reported explicitly in Table 4 rather than described as equivalent triangulation for every finding.

RESULTS AND DISCUSSION

School Context

The school's infrastructural conditions shaped both educational practice and administrative work. At the end of 2025/2026, the school enrolled 67 students; at the start of 2026/2027, it enrolled 64 children, consisting of 37 boys and 27 girls. Five classrooms accommodated six learning groups, and one classroom was partitioned to serve two groups. A 100-W solar installation provided emergency lighting but did not supply the power required for equipment such as projectors. The administrative data operator had to travel to a location with connectivity to submit school data. Table 2 brings together these conditions and the focus of the observed co-curricular theme.

Table 2. Contextual Profile of SD Negeri 33 Natai Bunjau

Aspect	Conditions
Geographical classification	Officially designated as a special geographical area (remote area) under Minister of Education, Culture, Research, and Technology Decree No. 160/P/2021
Accessibility	Unpaved clay roads from the district administrative center (Monbai Begununk Village); approximately 1–2 hours in favorable weather and more than 2 hours during rainfall

Aspect	Conditions
Electricity and internet connectivity	No reliable connection to the national electricity grid (PLN); a 100-W solar panel provides emergency lighting. The school is located in a complete internet connectivity black spot, requiring data synchronization at the district administrative center
Educational facilities	Five classrooms serving six learning groups (one classroom partitioned to accommodate two groups), one toilet, and an unpaved schoolyard; no library, laboratory, school health unit, or canteen
Teaching staff	One principal and five classroom teachers, including one teacher concurrently serving as the school administrative data operator; one transferred teacher joined in August 2026
Student enrollment	67 students at the end of the 2025/2026 academic year; 64 students (37 boys and 27 girls) in the 2026/2027 academic year
Parental background	Predominantly subsistence farmers and rubber or oil palm smallholders; most parents have completed only primary education
Co-curricular program examined	Theme 1, "Myself and a Clean Environment" (July–September 2026), targeting the graduate profile dimensions of faith and devotion, independence, and health; integrated with Religious Education and Character Education (PABP), Pancasila Education, Indonesian Language, Physical Education, Sports, and Health (PJOK), and Natural and Social Sciences (IPAS)

Table 2 describes a school working with restricted space, energy, and connectivity. The travel time recorded for routine data synchronization explains why online documentation could compete with classroom responsibilities. Enrollment changed from 67 to 64 across the two academic-year points recorded in the manuscript. The co-curricular theme examined in this study concerned personal hygiene and a clean environment during July to September 2026. These details provide the context for interpreting leadership choices rather than additional outcomes of those choices.

Inspirational Motivation in Planning

The principal communicated a vision that placed students' character and daily practices ahead of lengthy administrative outputs. Formal meetings were used to discuss curriculum expectations, while informal conversations in the teachers' room and on the veranda allowed staff to discuss practical difficulties. In an interview, the principal stated: 'Here in Natai Bunyau, we have no internet signal and only limited electricity, but that does not mean our students should fall behind in character education.' Teachers described this verbal communication as encouraging because program expectations were linked to what the school could realistically undertake. Planning was participatory: teachers contributed to selecting and allocating activities according to competencies and immediate responsibilities. Responsibilities included hygiene songs, outdoor construction of waste bins, and age-appropriate handwashing and toothbrushing routines, while the administrative data operator received more flexible duties. The evidence indicates a locally negotiated program vision, although the degree of teacher motivation was reported rather than independently measured.

Individualized Consideration in Organizing

The principal made differentiated arrangements for teachers whose responsibilities were not equivalent. The teacher serving as the Dapodik data operator reported physical exhaustion associated with travel for connectivity and described receiving longer completion windows and reduced outdoor duties. Other teachers described assignment patterns based on experience, teaching phase, and physical capacity, while school schedules were adjusted around required administrative travel. In the operator's account, the principal said that health and road safety should take priority over rapid reporting. The principal was also described as listening to concerns without assigning blame. These reports point to a supportive approach to organizing work, but they do not constitute a measured reduction in fatigue or an independently assessed improvement in mental health.

Intellectual Stimulation in Actuating

The principal encouraged staff to treat the natural environment and existing community routines as resources when internet-based curriculum modules were unavailable. A Grade V teacher recalled the principal's encouragement to 'develop activities according to our school's potential and immediate needs.' Teachers constructed waste bins from available wood and bamboo, used the schoolyard for planting, and conducted practical handwashing and toothbrushing activities. For younger children, the principal permitted simplified observation checklists rather than lengthy

worksheets, and staff described flexibility in entering data when connectivity later became available. These adjustments shifted the immediate focus of activity from producing digital materials to observing participation and hygiene habits. The reported innovations demonstrate locally feasible practices, although the evidence does not establish their comparative effectiveness against alternative teaching approaches.

Idealized Influence in Controlling

Observation notes described the principal welcoming children near the school gate before 6:45 a.m. and joining teachers in supportive checks of cleanliness. He participated directly in toothbrushing demonstrations, schoolyard cleaning, and practical environmental activities. Monthly evaluation meetings used observations of students' habits and teachers' reflections to discuss follow-up actions rather than concentrating only on document completeness. The principal stated that his supervision was intended to help children practice routines without repeated reminders, reflecting an intention to sustain habits between program themes. A school committee representative reported that seeing the principal work alongside children encouraged parents to reinforce hygiene and waste-disposal practices at home. These accounts provide evidence of visible leadership and perceived family engagement, but direct longitudinal observations of students' home behavior were not available.

Synthesis and Evidence Strength

The four findings can be summarized as an alignment between leadership enactment and management activity rather than four independent interventions. Table 3 organizes the practices documented in the original study and labels their reported outcomes as perceptions or observations. This distinction matters because some outcomes concern teachers' accounts of support while others describe directly observed participation during activities.

Table 3. Transformational Leadership Practices and Reported Outcomes

POAC Management Function	Transformational Leadership Dimension	Key Strategies	Perceived Outcomes
Planning	Inspirational Motivation	Articulating a deep learning vision that prioritizes learning processes over extensive reporting; communicating verbally through formal and informal interactions; promoting participatory planning with equitable workload distribution.	Teachers reported feeling more at ease, focusing on students' behavioral development, and feeling valued.
Organizing	Individualized Consideration	Providing additional time allowances and flexible reporting arrangements for the school administrative data operator; assigning responsibilities according to teachers' capacities; practicing active listening; fostering partnerships with the school committee and parents.	Perceived reduction in the risk of occupational fatigue, stronger team cohesion, and enhanced psychological safety.
Actuating	Intellectual Stimulation	Utilizing natural environments and local wisdom as learning resources; facilitating hands-on activities in the schoolyard; simplifying assessment through behavioral observation checklists; allowing flexibility in online data entry deadlines.	Teachers demonstrated greater willingness to innovate, reported reduced workloads associated with preparing student worksheets (LKPD), and observed active student participation.
Controlling	Idealized Influence	Arriving early to welcome students and conducting supportive personal hygiene checks; participating directly in school hygiene activities; conducting reflective monthly evaluation meetings; involving parents in reinforcing positive behaviors.	Teachers reported increased motivation, students expressed reduced fear, and parents participated in reinforcing positive habits at home.

Table 3 brings the principal's four leadership orientations into one descriptive comparison. Planning emphasized shared priorities and participatory responsibility, whereas organizing centered on workload accommodation. Actuating involved environmental materials and simplified observation-based assessment. Controlling emphasized role modeling, reflective review, and contact with families. The final column preserves the manuscript's distinction between perceived changes and directly observed activities, so it should not be read as evidence of proven effects.

Figure 3 offers a compact interpretation of the same practices. It separates the management actions from reported or observed patterns and avoids presenting sustained behavioral change as an established outcome.

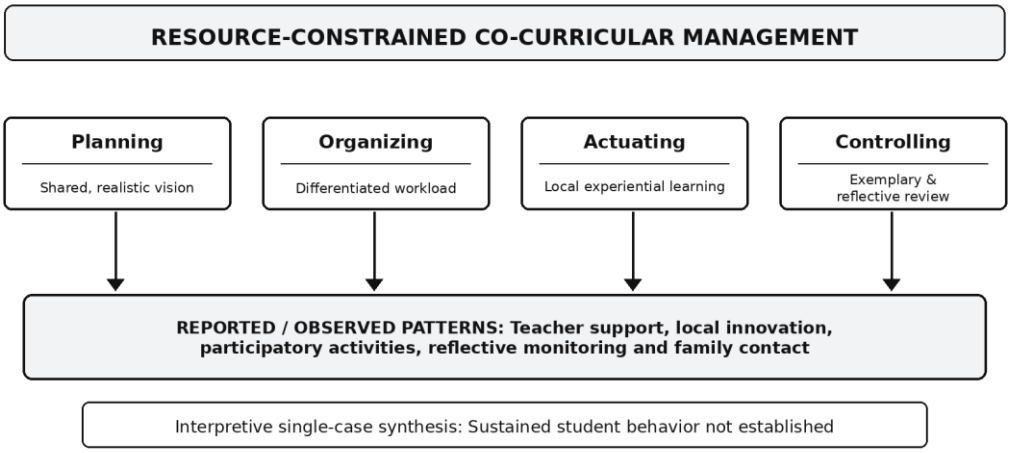


Figure 3. Contextual synthesis of leadership practices in remote co-curricular management

Figure 3 presents four management practices that were described within one school case. The practices are shown in parallel because they operated within the same co-curricular program rather than as an experimentally verified sequence. The middle panel records teacher support, locally adapted learning, participation, and monitoring as perceived or observed patterns. Parent contact appears as part of reflective monitoring rather than proof of sustained behavior outside school. The final panel states the study's central boundary: lasting changes in students' character-related habits were not directly established. The credibility of this synthesis depended on the type and distribution of supporting evidence. Table 4 identifies where interviews, observations, or documents were reported for each practice, including findings supported by only one documented method.

Table 4. Source and Methodological Triangulation of Key Findings

Key Findings	Interviews	Observations	Documents
Deep learning vision and formal/informal verbal communication	Principal; Grade I and III teachers	✓	–
Participatory planning and equitable workload distribution	Grade VI teacher/school administrative data operator	–	–
Flexible time allowances for the school administrative data operator	Principal; Grade VI teacher/school administrative data operator	–	–
Assignment of responsibilities according to teachers' capacities	Grade I teacher	–	–
Principal's active listening	Grade III teacher	✓	–
Integration of natural environments and local wisdom; hands-on learning activities	Grade IV and V teachers	–	✓
Behavioral observation checklist-based assessment	Grade II and IV teachers	–	–
Early arrival at the school gate and supportive personal hygiene checks	Principal; Grade II teacher	✓	–
Direct participation in school hygiene activities	Grade IV teacher; sixth-grade students; school committee	✓	✓
Reflective monthly evaluation meetings	Principal; Grade VI teacher/school administrative data operator	–	✓
Parental involvement in reinforcing positive habits at home	School committee members/parents	–	–

Table 4 makes the uneven evidence base visible rather than implying that all findings were corroborated equally. Principal role modeling during school hygiene activities was supported by interview accounts, observation, and documents. Several organizing practices, including differentiated responsibilities and time allowances, were primarily supported by interviews. Reported home reinforcement was also interview-based and was not verified through direct home observation. These differences call for different levels of confidence when interpreting the practices and their possible consequences.

Discussion

The case illustrates transformational leadership as situated managerial judgment rather than an abstract personality attribute. The principal's shared vision became operational when teachers selected activities that could be carried out with limited electricity, constrained staffing, and no on-site internet, a pairing of inspirational motivation with planning that fits Bass and Riggio's (2006) theory. Research associates transformational leadership with teachers' motivation and organizational commitment, but much of that work measures perceptions at a broader school level (Hyseni Duraku & Hoxha, 2021; Wilson Heenan et al., 2023; Deng et al., 2023). Here, evidence from planning conversations specifies the practical object of the vision: sustaining children's hygiene and environmental routines without requiring technology-intensive displays. The case therefore adds a contextual example of how a stated school vision can be translated into a manageable co-curricular agenda. The conclusion remains bounded because teachers' accounts of improved ease or commitment were not independently measured outcomes.

Individualized consideration was most visible where administrative work was unevenly distributed. The principal's flexibility toward the data operator can be interpreted as an attempt to protect teaching time and professional capacity in circumstances where digital reporting required physical travel. This interpretation is consistent with work showing that workload intensity and the experience of insufficient time are organizational as well as personal concerns (Creagh et al., 2025; Ozturk et al., 2024; Marsh et al., 2023; Chen & Yin, 2025). Bellibaş et al. (2024) relate distributed leadership to teacher commitment through workload stress and well-being, while Vo et al. (2024) show that teachers' own understanding of well-being includes feeling supported and valued. Cann et al. (2024) nonetheless show why claims about improving educator well-being require stronger evaluations than supportive narratives alone. The principal's approach was therefore an accommodation of unequal work demands, not a demonstrated reduction in burnout. It also displaced rather than eliminated the burden of traveling to submit data, indicating that organizational care cannot substitute for infrastructure.

The organizing practices also reveal a potential relational mechanism that extends beyond individual support. Active listening, capacity-based task allocation, and informal consultation may have made differentiated responsibilities easier to accept in a small teaching team. Research on professional learning communities emphasizes shared inquiry, trust, and enabling organizational structures as mutually reinforcing features (Hudson, 2024; Grimm, 2024; Zheng et al., 2023). Studies in distinct national settings similarly associate leadership arrangements with teachers' autonomy, professional responsibility, and collective efficacy (Akgöz et al., 2024; Liu & Hallinger, 2024; Zhang & Liu, 2025; Harrison et al., 2025). Unlike those larger studies, the present case did not quantify trust, psychological safety, or professional learning community maturity. Consequently, descriptions of fair treatment and open communication should be considered possible precursors of collegial collaboration rather than evidence that a mature professional learning community had formed.

Intellectual stimulation appeared through a practical reinterpretation of scarce resources. The principal encouraged teachers to make use of available wood, bamboo, soil, schoolyard space, and everyday health routines, replacing dependence on downloaded learning materials with locally situated experiences. Such enactment resembles broader research relating transformational leadership to teacher innovative behavior and deeper learning, although existing studies address different educational systems and usually do not isolate the influence of electricity or connectivity (Vermeulen et al., 2022; Sliwka et al., 2024; Bao, 2024; Gümüş et al., 2026). Research on rural digital integration documents why contextual adaptation may be necessary, while place-based and nature-based education identifies pedagogical opportunities that remain sensitive to resources, instructional quality, and safety (Mustafa et al., 2024; Nhlumayo, 2024; Falzon & Conrad, 2024; Gugssa, 2023). The instructional value in this case lay in connecting the program's character aims to concrete, observable routines rather than in celebrating the absence of technology. Whether these activities produced more durable behavior than other feasible strategies remains unanswered by the available data.

Idealized influence was expressed through the principal's visible participation in everyday school activities and a supportive style of supervision. The proximity of leader and learners in a small rural school may have made such actions especially noticeable, as suggested by teachers', students', and committee members' accounts. Prior work has associated transformational and ethical leadership with positive school culture and meaningful enactment in primary settings (Ariani et al., 2024; Wilson Heenan et al., 2024; Zadok et al., 2024). The monthly review meetings also illustrate controlling as formative inquiry into student habits rather than a narrow audit of teachers' paperwork, an emphasis compatible with collaborative improvement-oriented leadership (Paletta & Alimehmeti, 2026; Lee et al., 2023; Aziz et al., 2025). A related study in Sintang Regency also examined principals' transformational leadership in curriculum implementation at a junior secondary school (Agusnani et al., 2025). Yet a supportive leader's visibility is not sufficient evidence of students' lasting character formation. That inference would require repeated behavioral observations beyond the period and locations covered by this study.

The accounts of parental participation require a similarly bounded interpretation. Committee members reported that the principal's example encouraged families to reinforce cleanliness and care for the local environment, but the researcher did not observe household routines directly. Reviews of parental involvement show that home–school engagement takes multiple forms and that measured participation should be distinguished from assumed student outcomes (Mocho et al., 2025; Peng et al., 2026). The significance of these accounts is therefore organizational: they indicate that the principal's monitoring reached beyond staff meetings to communication with families. The same caution applies to the approximately 30% preliminary estimate, which emerged informally and cannot be used as a reliable baseline or compared with a post-program outcome. The study suggests a pathway for future investigation, not empirical confirmation that character values persisted across themes.

Taken together, the four alignments offer an analytical account of adaptation under digital disconnection. They show how a principal responded simultaneously to policy expectations, teachers' capacities, material limits, and family relationships, while the evidence suggests overlapping rather than exclusive associations between transformational leadership dimensions and POAC functions. Organizational research also cautions that leadership outcomes vary with school conditions, autonomy, trust, and local relationships, preventing simple extrapolation from one small institution (Horwood et al., 2022; Gümüş et al., 2024; Thien & Liu, 2024; See et al., 2026; Li & Zhang, 2026; Zhu et al., 2026). The case helps specify what adaptive leadership looked like in practice, but it cannot distinguish the principal's role from the school's size, community relationships, or the teachers' existing commitments. Likewise, simplified reporting may relieve immediate pressure while leaving the structural costs of reporting unchanged. For that reason, the contribution of the proposed model is explanatory and context-sensitive rather than predictive or causal.

Implications

For school leaders, the observed practices suggest value in specifying realistic program priorities, inviting teachers into decisions, differentiating duties, and using reflective meetings to discuss children's everyday participation rather than merely the completion of reporting forms. These activities should be documented and shared across staff to prevent local knowledge from remaining dependent on the current principal or a single data operator. Professional learning communities may support such continuity, but evidence from other settings indicates that organizational support and authentic collaborative inquiry are both needed (Hudson, 2024; Lee et al., 2023; Grimm, 2024). For district and national authorities, the distance required for data synchronization points toward differentiated reporting schedules and investment in reliable power and communications infrastructure. These are policy implications inferred from the case, not interventions evaluated by this study.

Research Limitations and Future Research

The study was limited to one primary school, one co-curricular theme, and a short period of observation. Its findings are therefore intended for analytical interpretation and possible transfer to comparable settings, not statistical generalization (Yin, 2018). Much of the evidence regarding planning, organizing, and home-based behavior came from interviews; documentary and observational corroboration was uneven across findings. The researcher's position as a teacher in the same district and participants' working relationships with the principal may also have encouraged favorable responses, despite the reported reflexivity and member checking. No systematic pre–post or longitudinal measure of children's habits was conducted, so the preliminary estimate about previously maintained behavior could not establish a change attributable to the program. Future studies could use multisite comparisons and repeated

observations at school and home to examine whether the proposed practices remain meaningful beyond the present case.

CONCLUSION

The principal of SD Negeri 33 Natai Bunjau enacted transformational leadership through a set of interrelated co-curricular management practices. Inspirational motivation informed a shared and feasible program vision; individualized consideration informed flexible responsibility allocation; intellectual stimulation supported locally grounded experiential activities and simplified assessments; and idealized influence appeared in daily role modeling and reflective supervision. These practices allowed staff to continue the observed program while responding to limited electricity, absent internet connectivity, and uneven administrative demands. The findings do not establish that leadership caused improved teacher well-being or sustained changes in children's character-related behavior, and the infrastructure constraints remained unresolved. The study's contribution lies in showing how transformational leadership and POAC functions can be read together as an adaptable analytical lens for a small, digitally disconnected primary school.

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AUTHOR CONTRIBUTION STATEMENT

(FS) contributed to conceptualization, methodology, investigation, data collection, formal analysis, and original manuscript preparation. (SL) and (AF) provided academic supervision, methodological guidance, and critical manuscript review. (IM) and (HL) contributed to research validation, critical evaluation, and manuscript refinement. All authors contributed to the intellectual development of the study, reviewed the manuscript, and approved its final version.

AI DISCLOSURE STATEMENT

The authors used OpenAI's ChatGPT to assist with academic English translation, language refinement, grammatical correction, and editorial improvements during manuscript preparation. AI assistance was limited to linguistic and editorial support and did not replace the authors' responsibility for research design, data analysis, interpretation, or scientific conclusions. All AI-assisted text was reviewed, verified, and revised by the authors to ensure accuracy, originality, and academic integrity. The authors assume full responsibility for the content of the final manuscript.

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