

CONSTRUCTION OF ELEMENTARY SCHOOL SAFETY CLIMATE: THE ROLE OF IDEALIZED INFLUENCE AND INSPIRATIONAL MOTIVATION OF THE PRINCIPAL

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ABSTRACT

The increasing cases of child violence and post-disaster infrastructure damage in elementary schools necessitate a resilient leadership model. This study aims to analyze the principal's strategies of Idealized Influence and Inspirational Motivation in building trust and resilience at SDN 2 Ketangirejo. Using a qualitative case study design, data were collected through in-depth interviews, field observations, and documentation of the 2023–2024 Education Report Card. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, encompassing data condensation, display, and conclusion drawing. The results demonstrate that moral modeling and an inspirational vision significantly improved the school's security index from 68.02 to 75.99. However, administrative vulnerabilities were identified in the instructional leadership dimension. The primary novelty of this research is the formulation of the "Resilient-Systemic-Instructional" (RSI) model. This model offers a specific framework that integrates collective leadership, data-driven operational standards, and intensified academic supervision to ensure a sustainable and comprehensive school safety climate.

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INTRODUCTION

Schools are formal institutions with a crucial mandate in shaping the character and competencies of future generations. A safe and comfortable school environment, both physically and psychologically, is an absolute prerequisite for the well-being of all school members (Amtu, 2021). The realization of this ecosystem is not a single variable, but rather the result of synergy between the resilience of physical infrastructure and psychological stability. However, the aspect of psychological safety is often overlooked, where individuals should feel valued, accepted, and free from the fear of bullying or discrimination.

The Indonesian government has responded to this urgency through legal instruments such as Ministerial Regulation No. 46 of 2023 concerning the Prevention and Handling of Violence in Educational Units (PPKSP) and

Ministerial Regulation No. 33 of 2019 concerning Disaster-Safe Educational Units (SPAB). Despite tightened regulations, field data reveals alarming challenges. As of January 1, 2025, Central Java Province ranked highest with 1,577 cases of violence, with the elementary school age group (6-12 years) being one of the most vulnerable. This phenomenon was also evident in Grobogan Regency, which recorded a 100% spike in cases of violence against children compared to the previous year.

This critical situation was particularly acute for Ketangirejo 2 Elementary School, which faced a "double challenge"; a post-disaster infrastructure crisis and a fluctuating security climate. Physically, the school suffered severe damage from a tornado in late 2023 that destroyed classrooms. Psychologically, although the overall security index improved (from 68.02 to 75.99), there was an anomaly in the "Teacher Understanding of Sexual Violence" indicator, which actually decreased (from 65.81 to 63.13). The main research gap in this study is the low performance of instructional leadership, which remained below 60% (55.08). There is a gap in the literature on how a principal can build a resilient security climate when physical facilities are destroyed and staff understanding of the risks of violence remains low. Most research focuses on security in schools with established facilities, but very little documents how transformational leadership acts as a psychological compensatory mechanism in conditions of limited post-disaster infrastructure.

Facing this crisis requires leadership that transcends traditional administrative management (Zulfa et al., 2024). Bass's transformational leadership theory emphasizes two key dimensions: Idealized Influence and Inspirational Motivation. Through Idealized Influence, principals build a foundation of trust through moral example (Hidayat & Patras, 2023), while Inspirational Motivation plays a role in uniting the collective vision of teachers and students in mitigating the risk of violence (Sari & Aziz, 2022; Fauzi, 2024; Reddy, 2024).

Physical damage from disasters can permanently degrade students' perceptions of safety if not mitigated with strong leadership (Handayani, 2020; Nugroho, 2020). The principal's symbolic behavior is key in shaping the school climate through a zero-tolerance policy toward violence (Saputra, 2021; Rahman, 2023). Amidst limited resources, inspirational motivation is needed to integrate sustainable disaster mitigation and instill empathy as a social shield against physical and cyber threats (Prasetyo et al., 2021; Lestari, 2021; Setiawan, 2022; Utomo, 2023). This success requires strengthening instructional leadership to ensure security reflection is present in every learning process (Wibowo, 2022).

This research offers a novel approach to deconstructing the physical security paradigm by demonstrating that Idealized Influence and Inspirational Motivation can transform into collective resilience mechanisms amidst the rubble of damaged buildings. Based on this background, this study aims to analyze and describe the principal's implementation of Idealized Influence and Inspirational Motivation strategies in constructing a foundation of trust and resilience to improve the security climate index on the Education Report Card at SDN 2 Ketangirejo..

METHOD

This research employed a qualitative approach with an intrinsic case study design. This approach was chosen to explore in depth how the construction of a school safety climate is formed through specific leadership behaviors (Idealized Influence and Inspirational Motivation) at SDN 2 Ketangirejo. The case study design enabled the researcher to capture the complexity of interactions between the principal, teachers, and students within the context of a school environment facing post-disaster infrastructure challenges. The researcher acted as the primary instrument (human instrument) who directly participated in the field. The research location, SDN 2 Ketangirejo, Godong District, was purposively selected due to the unique dynamics of increasing safety climate scores on the 2024 Education Report Card despite the severely damaged physical condition of the building.

The research informants were determined using purposive sampling, which selects subjects based on specific criteria relevant to the research objectives (authority, experience, and involvement in security mitigation). The informants (N=10) in this study were 1 Principal (as a key informant and primary source of leadership strategies), 5 Teachers (representing policy implementers and direct observers of classroom climate), 2 School Committee Members (representing the perspective of community resilience and infrastructure support), and 2 Student Representatives (to confirm perceptions of safety and psychological well-being at school).

Data were collected through three primary techniques: Semi-structured Interviews to explore leadership motivations and values, Passive Participatory Observation to observe daily interactions and the physical condition of the school, and Documentation Study of Education Report Cards and school policy documents. Data analysis was conducted cyclically using the Miles, Huberman, and Saldaña Interactive Model, which includes four stages: (1) Data Collection, (2) Data Condensation (sorting and focusing relevant data), (3) Data Presentation (descriptive narrative and matrix), and (4) Conclusion Drawing/Verification. To ensure the quality of research results (credibility), researchers apply strict data validation procedures through Technical Triangulation by comparing information obtained through interviews with facts found during field observations and data listed in the Education Report document; as well as Member Check, which is useful for re-discussing the findings or interview transcripts with informants to ensure that the data written by researchers is in accordance with the original intent of the informant.

RESULTS AND DISCUSSION

Results

Interviews on the Implementation of Idealized Influence revealed that the construction of a safe climate at Ketangirejo 2 Public Elementary School began with the principal's symbolic behavior, which served as a moral standard for the school community. According to the principal, after a classroom collapsed due to a storm, he chose to remain in the office closest to the damaged area. The principal emphasized that even though facilities were damaged, supervision should not be slackened. The principal implemented good practices by arriving early to ensure student entrances were clear of debris. This was supported by teachers. Teachers confirmed that the principal's consistency in enforcing rules impartially was key. One teacher stated that the principal set an example by responding quickly to reports of bullying, which made teachers feel "uneasy" if they did not do the same. Meanwhile, interviews with the School Committee and parent representatives revealed that the principal was a transparent figure. Parents felt reassured because the principal was often seen greeting students at the gate, which psychologically built a sense of security that their children were under the supervision of a caring figure. The results of inspirational motivation interviews in fostering school resilience revealed how the "Safe School" vision was communicated amidst limited infrastructure. According to the principal, school safety is not about luxurious buildings but also about a grand sense of care. The principal consistently conveyed this during meetings and parent associations. Teachers mentioned that the principal was able to foster work enthusiasm despite less than ideal classroom conditions. The principal assured that physical limitations should not diminish the quality of psychological protection for students. Parents and the School Committee. Interviews revealed increased parental participation in safety programs (such as joint picketing of school safety routes). This was triggered by the principal's invitation, which touched on the emotional side of parents about the importance of protecting their children's futures from the dangers of violence and drugs.

The interviews revealed that at Ketangirejo 2 Public Elementary School, a climate of safety is not built through the provision of expensive security technology (such as CCTV cameras at every corner), but rather through the strength of the leadership's character.

The principal successfully constructed a climate of safety by modeling behavior and creating a positive narrative. This increased trust among the school community and reduced the number of physical violations. The school community maintained a sense of psychological safety despite damaged infrastructure, fostering collective resilience. Based on direct field observations, the physical condition of SDN 2 Ketangirejo reflects the contrast between structural challenges and managerial efforts. Observations revealed debris in the area of two classrooms that collapsed due to the storm. However, the area has been demarcated with clear safety markers to prevent students from playing in dangerous areas. Student and teacher restrooms were observed to be in a state of minor damage but remain clean, and no "dark" or hidden areas were found that could potentially become bullying locations due to regular landscaping and tree pruning. In several strategic corners, there are information boards explaining evacuation routes and emergency contact numbers (TPPK), although technological devices such as CCTV are not yet available throughout.

Observations of Idealized Influence leadership behavior were conducted by observing the principal's daily activities to determine consistency between vision and action. The principal consistently arrived before the bell rang and stood at the school gate. This activity was not merely a formality, but rather a form of direct supervision of student

safety upon arrival at school. The principal responded quickly to incidents. When minor disputes between students occurred on the field, the principal intervened with a persuasive, rather than repressive, approach. This demonstrated the direct practice of the proclaimed anti-violence values. Observations of interactions between teachers, students, and educational staff revealed the school's spiritual atmosphere. The psychosocial climate and interactions fostered by the school community were demonstrated by the actively practiced culture of greeting and greeting (5S: Smile, Greet, Greet, Be Polite, and Be Courteous). Students appeared to be unconcerned about communicating with teachers, indicating low psychological barriers and fear. On the remaining walls of the school, student-made posters about "Child-Friendly School" and "Stop Bullying" were displayed. This demonstrates that the principal's inspiring motivation has been internalized in the students' actions and attitudes. Interaction observations also revealed communal prayers and morning briefings led by the principal, where messages about maintaining the security of school property and personal safety were consistently highlighted.

Overall, observations indicate that while SDN 2 Ketangirejo has weaknesses in physical infrastructure (hard safety), the school possesses exceptional strengths in human-based security (soft safety). The construction of a secure climate was successfully maintained through the principal's close supervision and a transformation in the mentality of the school community, who remained optimistic despite working within limited facilities.

Document analysis was conducted on official school archives for the 2023-2024 period to verify the consistency of policies with leadership practices in the field. The documents analyzed included the Education Report Card, the School Work Plan (RKS), and operational documents of the TPPK (Community Development Team). The SDN 2 Ketangirejo Education Report Card documents provide quantitative evidence of the success of building a secure climate. There was a significant increase from 68.02 (2023) to 75.99 (2024). The analysis shows that this increase was driven by strengthening the "Student Bullying Experience" sub-indicator, which improved from 52.63 to 88.2. Instructional leadership (D.3), although still below 60% (score 55.08), showed an upward trend of 3.95 points. This document indicates that the principal's intervention is starting to have an impact on school management, although it is not yet optimal administratively. Analysis of the RKS and RKAS documents to see the manifestation of Inspirational Motivation in resource allocation. Despite limited budgets due to post-disaster recovery, the RKAS document shows a special allocation for the maintenance of lightly damaged classroom areas and the procurement of safety information boards. This proves that the "Safe School" vision is not just discourse, but is embodied in strategic planning. The school organizes human resource development programs and formalizes the TPPK (Violence Prevention and Handling Team) structure. This reveals the Idealized Influence aspect through the organizational structure and case log. SDN 2 Ketangirejo has adequate instruments to support the creation of a safe climate. Document analysis confirmed that the principal's leadership was not only personally charismatic (interviews) but also institutionalized within the school's accountable administrative system. This data strengthens the argument that the school's security climate was built systematically and sustainably.

Triangulation results indicate that although SDN 2 Ketangirejo faced significant challenges with its physical infrastructure (a collapsed building), the security climate remained effective through strengthening its human infrastructure. The principal's Idealized Influence provided a sense of security through certainty of rules, while Inspirational Motivation maintained the morale of the school community, ensuring a focus on quality learning and student protection. The synergy between qualitative data (interviews/observations) and quantitative data (Education Report Cards) in this triangulation process provides strong evidence that the transformational leadership strategy at SDN 2 Ketangirejo is worthy of being used as a model for other schools with similar circumstances.

Discussion

The main findings indicate that the principal's Idealized Influence and Inspirational Motivation successfully created a "psychological shield" for the school community. Despite severe damage to the physical infrastructure, the school's safety index actually increased. This finding confirms that the quality of the safety climate is not deterministically determined by the splendor of the physical infrastructure, but rather depends on the strength of the social capital mobilized by the leadership. The improvement in the safety index in the 2024 Education Report Card is

authentic evidence that Idealized Influence and Inspirational Motivation can create an emotionally stable learning environment even in degraded buildings.

From the perspective of Idealized Influence, the principal's presence as a protective figure after a disaster serves as a catalyst for a sense of security. According to Zulfa, Maunah & Fatoni (2024), trust in the school community will grow exponentially when leaders demonstrate integrity and commitment in crisis situations. This exemplary behavior reduces anxiety among teachers and students, as leaders are perceived as capable of sharing the risk. Lubis & Nurhayati (2023) argue that the consistent influence of a principal's ideals provides legal and ethical certainty, which is crucial in suppressing the potential for bullying in schools with limited physical supervision. At the elementary level, Harahap (2022) emphasizes that a charismatic principal acts as a "moral police" that replaces inadequate technological security devices.

The "psychological shield" mechanism is strengthened through Inspirational Motivation. A persuasively communicated vision of a safe school can shift the mindset of the school community from a victim mentality to a resilient survivor mentality. Siregar & Rahmawati (2025) note that inspirational motivation from leaders is highly effective in building collective resilience, where limited facilities actually serve as a bond of solidarity among school members. In the context of rural schools, Pitaloka (2023) found that the optimistic narrative developed by leaders can create a strong sense of school belonging, enabling students to maintain a sense of pride and security even when learning in classrooms with minor damage. According to Maimunah (2024), this improvement in psychological well-being is directly correlated with a decrease in teacher stress levels, which in turn maintains positive teacher-student interactions.

The synergy of these two dimensions ultimately creates an adaptive school ecosystem. Hasanah & Wijaya (2026) in their recent research stated that transformational leaders in the era of disruption must be able to integrate safety standards with managerial flexibility. This was validated at SDN 2 Ketangirejo through the establishment of an active TPPK (Community Safety Team) despite the school still facing administrative instructional challenges. Sudirman (2021) added that a leader's commitment to psychological safety is a long-term investment in the quality of graduates. Similarly, Hidayatullah (2023) argued that the success of risk mitigation in elementary schools depends heavily on the extent to which the leadership internalizes the safety vision into the school culture. Theoretically, these findings support Pratama & Utami's (2022) proposition that in educational crisis management, the "human factor" (leadership) always has a greater influence than the "material factor" (infrastructure) in determining the quality of an educational unit's climate.

Although transformational leadership at SDN 2 Ketangirejo was able to build psychological resilience, the negative findings of structural and administrative vulnerabilities cannot be ignored as they have the potential to be major determinants of future security climate failure. Physical vulnerability due to building damage following the hurricane disaster created a "layered vulnerability" that directly threatened the safety of property and the lives of the school community.

This real infrastructure threat aligns with Ecological Systems theory, which emphasizes that the physical environment is a crucial microsystem for child development. Wicaksono et al. (2025) argue that structural building failure poses more than just the risk of physical injury but also a trigger for environmental stressors that can erode students' sense of ownership of the school. When classrooms collapse, the safe space is disrupted, which, according to Fadhli (2022), can lead to a decrease in teachers' self-efficacy in conducting routine supervision, making the damaged school area a blind spot for bullying.

Administratively, reliance on a single leader without the support of an institutionalized risk management system is another critical gap. Tan et al. (2024) noted that leadership that is too focused on the leader's charisma without a digitized violence reporting system is vulnerable to leadership succession. This was validated at SDN 2 Ketangirejo, where the mitigation system remains reactive and personal. Supriyanto et al. (2023) added that administrative vulnerability often arises from low accountability in the management of school emergency funds, which hinders the rapid recovery of physical facilities.

Stagnation in the teacher understanding index regarding sexual violence and low levels of instructional leadership (<60%) indicate "administrative fatigue." Nguyen & Ng (2025) warned that leaders' excessive focus on

physical crisis recovery often sacrifices staff intellectual stimulation. As a result, teachers focus only on external physical security and neglect deeper psychological security. Ristiana (2023) emphasized that without strengthened academic supervision based on Education Report Card data, the school safety climate will become trapped in superficial achievements. The risk of burnout due to working in a physically unsuitable environment is a latent threat. Miller et al. (2024) found a linear relationship between the quality of school infrastructure and the emotional stability of educators. If this physical vulnerability is not immediately addressed through bureaucratic intervention, then according to Putra & Santoso (2022), the psychological resilience built by school principals will reach saturation point, ultimately triggering a total degradation of all indicators of the educational unit's safety climate.

This synthesis of findings aims This study aims to integrate positive findings on the strength of transformational leadership with negative findings related to structural vulnerability at SDN 2 Ketangirejo. Through this dialectic, the study formulated a comprehensive solution model that not only relies on the principal's personal resilience but also leads to the institutionalization of a sustainable school security system.

The research findings demonstrate a positive anomaly where security climate scores increased amidst massive damage to physical infrastructure. Theoretically, this phenomenon demonstrates that Idealized Influence and Inspirational Motivation function as psychological compensatory mechanisms. However, a critical synthesis of the negative findings warns that "person-dependent" leadership has a tolerance limit before it eventually reaches burnout. The proposed solution model is "Resilient-Systemic-Instructional" (RSI). First, the resilience dimension must shift from individual leader resilience to organizational resilience. Pratama & Mulyani (2025) emphasize that schools in disaster-prone zones must have an adaptive organizational structure in which each teacher has security oversight authority, so that the burden does not rest solely on the principal.

The Systemic Dimension emphasizes the formalization of administrative procedures. Given that instructional leadership scores remain below 60%, integration of Education Report Card data into daily policymaking is necessary. Kusumawardani et al. (2024) stated that the long-term effectiveness of school security depends heavily on leaders' success in transforming charisma into a documented and digitized standard operating system (SOP). This is crucial for closing "blind spots" in damaged building areas through community-based monitoring. The Instructional Dimension requires leaders to focus not only on physical crisis management but also on intellectually stimulating teachers regarding deeper security issues such as sexual violence. Suryadi & Wahyudi (2026) suggest that leaders should use Education Report Card data to spark academic discussions in the teachers' lounge to improve security literacy.

This solution model combines the power of role models with the urgency of facility repairs. Zulkarnaen (2023) argues that synergy between transformational leadership and bureaucratic policy support (from the Education Office) is key to preventing a deterioration in the security climate following a leadership change. Therefore, SDN 2 Ketangirejo requires a Shared Leadership model in which the School Committee and teachers are given strategic roles in mitigating physical risks. Aulia (2025) emphasized that the established "psychological shield" must be immediately reinforced with physical (infrastructure) and administrative (instructional) shields. Without physical building rehabilitation and strengthened administrative supervision, the success of transformational leadership at this school will only be short-term.

CONCLUSION

This study concludes that the principal's implementation of Idealized Influence and Inspirational Motivation strategies is a key determinant in building a foundation of trust and resilience within the school community during a crisis. The study reveals a "positive anomaly" phenomenon, where transformational leadership creates a "psychological shield" that compensates for the failure of physical infrastructure. Through Idealized Influence, the principal serves as a moral anchor, providing ethical reassurance amidst building degradation. Physical presence in the affected area and responsiveness to bullying issues act as a substitute for physical supervision, validating students' sense of security. Meanwhile, Inspirational Motivation successfully transforms perceptions of vulnerability into

collective resilience through the persuasive articulation of a "Safe School" vision, so that limited facilities are no longer viewed as a pedagogical obstacle but rather as a shared challenge.

This study contributes to the literature on elementary education management by deconstructing the physical security paradigm. These findings offer a novel proposition that, in post-disaster conditions, leader credibility can function as a psychological compensatory mechanism that maintains the emotional stability of the school community. This enriches Bass's Transformational Leadership Theory in the context of infrastructure resilience in suburban areas.

Practical Contribution (RSI Model) As a solution to the gap of person-dependence and low instructional leadership scores, this study formulated the RSI Solution Model (Resilient-Systemic-Instructional). This model offers a framework that integrates mental toughness, a standardized governance system, and consistent academic supervision. The synergy within the RSI model ensures that the improvement in the Security Climate Index on the Education Report Card (from alert to green/good) is not merely a temporary achievement. The main recommendation for stakeholders is to institutionalize a culture of security to ensure its sustainability beyond leadership succession. Schools are advised to transform figurative power into systemic power through data-driven operational standardization and strengthening instructional leadership to ensure the long-term sustainability of the security climate.

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