



The Impact of Transformational Leadership on Teacher Performance

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ABSTRACT

The low level of transformational leadership in teacher performance is still a problem. One of the causes is factors in the teacher's own performance. This research aims to analyze the impact of transformational leadership on teacher performance. The research was carried out at one of the South Jakarta State High Schools for the 2023/2024 academic year which uses the independent curriculum. This research method uses a descriptive quantitative approach with a pottest-only control group design. The research sample consisted of 40 teachers. The author tested the instrument using validity and reliability tests. The results of the research show that there is a difference in the average transformational leadership of school principals on teacher performance. The coefficient of determination means that the principal's transformational leadership influences teacher performance in the medium category.

INTRODUCTION

Education is an element that plays an important role in human life. Education will require many people to improve and develop their abilities (Aan Komariah, 2022). The success of an educational institution is determined by the quality of human resources in terms of school principals, teachers, staff, other teaching staff, students and parents. In achieving educational goals, the main key so that educational planning and development programs in schools can run optimally is in the hands of educators and school education staff. One of the influential forces in a school is the leadership of the principal. The achievement of educational goals depends greatly on the wisdom and skills of the principal in leading the organization at school.

According to Law No. 20 of 2003 concerning the National Education System, it is stated that education is a planned effort and has an active role in developing the potential that exists in individuals so that they have religious spiritual strength, self-control and useful skills for themselves, the nation's community and the country (Urip Triyono, 2019). The main ideas contained in the Law become guidelines in the implementation of National education as a whole with pragmatic objectives relating to the purpose of education, namely the assumption that educational activities are not to make oneself a true human being, but rather to master the material as much as possible. - too many, become enthusiasts and slaves of material things. This is the pseudo-education that currently appears, but is still believed by most groups to be a success. Various obstacles are faced in order to realize educational goals, one of which is the problem of leadership in education. Various tips are needed so that the mandate of the law as stated in the National Education System Law No. 20 of 2003 can be realized optimally (Urip Triyono, 2019). By choosing the right leadership model, various educational problems can be resolved easily. A leader who is able to manage an educational unit must be a person who is intelligent, creative, excellent and has the basics of reliable and visionary leadership.

With his position as a key position, the principal must have leadership that is able to manage all his staff because the principal is a manager (Ondi Saandi, 2014). As a leader, the principal must also be able to give commands and make decisions appropriately and quickly. How urgent it is that a school principal has a very potential role in the school management process, especially in creating a healthy climate and increasing teacher professionalism. To play a maximum role in leadership, the principal must have high self-capacity, both obtained through pre-service education and additional experience gained in the In-Service program. This is intended so that the leadership of school principals in providing education can be directed towards efforts to achieve national goals. (Ondi Saandi, 2014).) For this reason, it is hoped that they can have effective leadership traits such as being independent, creative and adaptive in dealing with various problems

In the leadership of the school principal, to be able to develop the school, a role is needed to realize the success of the school he leads, therefore, the principal has the main role as an educational leader who is able to create teaching and learning situations so that teachers can teach and students can learn well. In carrying out this role, the principal has dual responsibilities, namely, carrying out school administration so that good teaching and learning situations are created, and carrying out supervision so that teachers are able to carry out teaching duties and guide the growth of students. (Jajat Munajat, 2021). In realizing quality education, it cannot be separated from all the efforts made by the school principal as a leader. Several research results state that there is a link between improving the quality of education and the leadership of school principals, therefore the importance of the leadership function carried out by school principals such as school administrators. The role of the school principal as a leader must be able to mobilize all existing resources in the school so as to create a high work ethic and productivity in achieving goals. This leadership function is important because apart from being a driving force, it also plays a controlling role in all activities of teachers, staff and students. Meanwhile, in its development, the duties and functions of school principals are increasing according to the times, becoming educators, managers, administrators, supervisors, leaders, innovators, motivators, mediators. (Andang, 2017). One model of principal leadership is the transformational model.

Teachers as educators are one component in the educational process required to be able to have good performance. Teacher performance is often the basis for achieving the quality expectations of educational institutions. Performance is the result of work and abilities that have been achieved by a worker, in this case the teacher, in other words, the teacher's performance is being able to create a Learning Planning Plan (RPP) which is developed in detail from the main material or certain themes, but the fact in the field is that the teacher has not able to design learning plans so that providing material is not optimal.

Apart from planning learning designs, teachers must also have the skills needed for performance because skills are activities that arise from a person as a result of a process of knowledge, ability, interpersonal skills and technical skills. Effort is described as motivation in completing work. Skill level relates to what can be done while effort relates to what is done. External conditions are factors in the environment that influence teacher performance, including facilities and work environments that support teacher productivity or performance, interactions between internal and external factors produce something with certain qualities that form elements of performance (Mulyadi & Ava Swastika, 2018).

LITERATURE REVIEW

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education. Both from formal and informal channels and secondary education (Undang - Undang RI Nomor 14 Tahun 2005 Pasal 1). According to Anderson, teacher performance is something that is done by a teacher in carrying out his duties and greatly influences the teacher's ability, where a teacher works according to his ability to apply his competence at a certain time. In this case, teachers are the quantity and quality produced by the services provided by teachers in carrying out their work (Jumrah Jamil, 2022). According to Imam Wahyudi, teacher performance is the result of work achieved based on the quantity and quality achieved by a teacher in carrying out his duties in accordance with the responsibilities entrusted to him which includes preparing learning programs, implementing learning, carrying out evaluations and evaluation analysis (Imam Wahyudi, 2012). Based on the expert opinion above, it can be concluded that teacher performance is something related to the work performance a person gets when they have completed their work. So the factors that influence teacher performance are divided into 2, namely internal factors such as intelligence, skills, talent and motivation. Apart from that, external factors such as the environment.

Apart from that, in schools, organizations really need a leader because leaders can have a big influence in achieving organizational goals. Therefore, a leader must be competent or knowledgeable (managerial and strategic), able to influence or direct others, able to make decisions, responsible, good at conveying ideas and wise in every situation, embracing and motivating. Leadership is one of the dimensions of competence that has a great influence on determining the performance or success of an organization. The main essence of leadership is a way to influence other people to be effective, of course each person can do it differently. Leadership is an art, because each person's approach to leading can be different depending on the characteristics of the leader (Said & Akhmaluddin, 2021).

According to Robbins, leadership is the ability to influence a small group in achieving a vision and goal. Leadership is one of three activities in supervision. Supervision as an element of quality control (Eka & Dani, 2018). Apart from that, according to Terry, leadership is a relationship that exists within a person or leader, so that he is able to influence other people to work consciously to achieve the desired goals (Sari Rahayu, et.al., 2019). Based on the definition above, it can be concluded that leadership is a person's ability to influence his subordinates in accordance with the vision and mission and goals to be achieved in an organization.

In transformational leadership, a leader is obliged to carry out control activities, so that in his efforts he is able to influence the thoughts, feelings, attitudes and behavior of members of the organization, always directed towards the goals of the organization. According to Avolio, there are characteristics of transformational leadership including (H. Suriagiri, 2020). Idealized influence/charismatic influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration,

METHODOLOGY

This research is descriptive research with a quantitative approach. This research method is non-experimental research. Non-experimental research aims to measure two or more variables by understanding and assessing whether there is a statistical relationship between two or more variables without the influence of other variables. The variables used in this research are transformational leadership as the independent variable and teacher performance as the dependent variable.

The population of this study were teachers at Bakti Mulya 400 Jakarta High School. Sampling was carried out using a total sampling technique. The instrument used in this research is a non-test instrument on transformational leadership and teacher performance. Before use, the test instrument meets the criteria for validity and reliability. The analysis technique used is descriptive analysis to describe the principal's transformational leadership. Meanwhile, inferential analysis is used to measure the influence of transformational leadership on teacher performance. The test used is the t test. To carry out the t test, the analysis requirements for the normality test and linearity test are first carried out. The normality test uses the Kolmogorov-Smirnov test with a Sig value of 0.185 indicating that the data has a normal distribution, while the linearity test uses the ANOVA test with a Sig value of 0.799 indicating that the two variables have a linear relationship.

RESEARCH RESULT AND DISCUSSION

Transformational Principal

Tabel 1. Tranformstional Principal

Statistics		
Variabel x		
N	Valid	40
	Missing	0
Mean		100.70
Std. Error of Mean		1.805
Median		98.00
Mode		90
Std. Deviation		11.416
Range		39
Minimum		81
Maximum		120
Sum		4028

From the table above, it is known that the average value of the principal transformational leadership variable is 100.70, while the middle value is 98.00, the most frequently occurring value is 90, and the standard deviation is 11.416.

To determine the average level of transformational leadership of school principals, you can see the following figure:

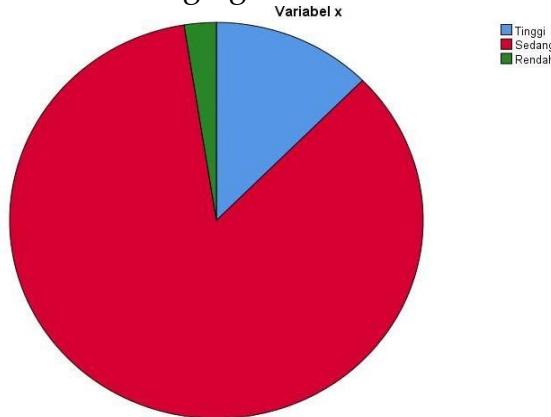


Figure 1. Variabel X

Based on the picture above, it can be seen that the scores obtained for the transformational leadership variable for school principals included 1 teacher in the low category (2.5%), 34 teachers in the medium category (85%), and 5 teachers in the high category (12.5%). Based on these scores, it can be concluded that the principal's transformational leadership variable is in the medium category.

It is said to be in the medium category because at the data trend level this variable received a score of (85%) as many as 34 teachers. This means that the principal's transformational leadership has an average data value that is quite significant on teacher performance.

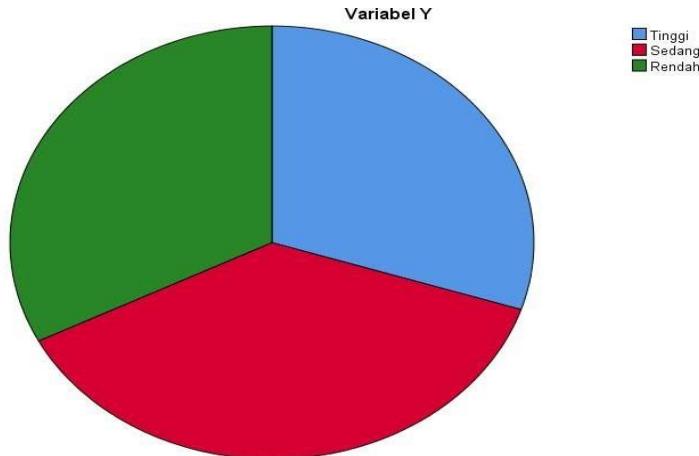
Teacher Performance

Tabel 2. Teacher Performance

Statistics		
<i>nilai_y</i>		
N	Valid	40
	Missing	0
Mean		103.20
Median		104.50
Mode		90
Std. Deviation		10.622
Range		32
Minimum		88
Maximum		120
Sum		4128

From the table above, it is known that the average value of the teacher performance variable is 103.20, while the middle value is 104.50, the most frequently occurring value is 90, and the standard deviation is 10,622.

To determine the high and low average teacher performance can be seen in the following picture:



Figur 2. Variabel Y

Based on the picture above, it can be seen that the score obtained for the teacher performance variable included 13 teachers (32.5%) in the low category, 15 teachers (37.5%) in the medium category, and 12 teachers in the high category (30%). Based on the score obtained, it can be concluded that the teacher performance variable is in the medium category.

It is said to be in the medium category because at the data trend level this variable received a score of (37.5%) as many as 15 teachers. This means that teacher performance has an average data value that is quite significant for the principal's transformational leadership.

A. Transformational Principal and Teacher Perfomance

The Normality Test is used to determine whether a variable has a normal distribution or an abnormal distribution. To determine the normality of the data, the Kolmogorov Smirnov test was used with the help of the SPSS 25 program. The results of the normality test are as follows:

Tabel 3. One Sample the Kolmogorov Smirnov

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual	
N		40	
Normal Parameters^{a,b}		Mean	.0000000
		Std. Deviation	9.46623750
Most Extreme Differences		Absolute	.117
		Positive	.117
		Negative	-.113
Test Statistic			.117
Asymp. Sig. (2-tailed)			.185 ^c

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.

The basis for decision making for the normality test is that if the significance value is <0.05 , then it can be said to have an abnormal distribution, conversely if the significance value is >0.05 then it can be said to have a normal distribution. In the table above, it can be seen that the significance value for the principal's transformational leadership and teacher performance is 0.185, which means the significance value is > 0.05 , so it can be said that the data distribution in this study is normally distributed.

The Linearity Test is used to determine the linear relationship between the independent variable and the dependent variable. With the help of the SPSS program 25. The linearity test results look as follows:

Tabel 4. Linearity Test

ANOVA Table						
			Sum of	Mean		
			Squares	df	Square	F
		(Combined)	2316.011	20	115.801	1.056
	skor_total_y *	Between n	905.624	1	905.624	8.255
Variabelx	Groups	Deviation from	1410.388	19	74.231	.010
		Linearity				.677
		Within Groups	2084.389	19	109.705	.799
		Total	4400.400	39		

The basis for decision making for the linearity test is if $F_{hitung} < F_{tabel}$, then the relationship between variable X and variable Y is linear. On the other hand, if $F_{hitung} > F_{tabel}$, then the relationship between variable X and variable Y is not linear. In the table above, it is known that the value of F_{hitung} is 0.677 and the value F_{tabel} can be found using the formula (df). In the SPSS output above, the df value is known (19;17), so the F_{tabel} value is 2.20. So, F_{hitung} 0.677 < 2.20 it can be concluded that the two variables have a linear relationship.

CONCLUSIONS

Based on the results of the overall description in this paper, it can be concluded that there is a positive impact of the principal's transformational leadership on teacher performance. This can be proven to be explained from the research results below. From the presentation of the results of the research that has been carried out, the results of research on the transformational leadership of school principals on teacher performance have a positive effect. Then you can see the results T_{hitung} is 3.138 and T_{tabel} is 2.024 with a significance of 0.000. With the test criteria if $T_{hitung} > T_{tabel}$ and if significance $< a (0.05)$. So there is a significant influence between the principal's transformational leadership on teacher performance. Then calculate the coefficient of determination (R Square of 0.206. This figure means that the principal's transformational leadership has an effect on teacher performance by 20.6% which is categorized at a medium level.

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Al Aqib, Syukur, Mahsus

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