



The influence of transformational leadership principal on teacher performance elementary school

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Abstract

The principal is a figure who has an important role in creating a conducive working climate in schools. The principal's transformational leadership style can affect teacher motivation, commitment, and performance. This study aims to determine the effect of transformational leadership and organizational culture on teacher performance. This study used explanatory research with a sample of 64 teachers taken from teachers elementary school in the Cibalong Cluster 2 area. The research instrument used regarding transformational leadership is the MLQ (Multifactor Leadership Questionnaire) questionnaire which consists of four indicators, namely Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Meanwhile, to measure teacher performance is in the form of a questionnaire that contains pedagogic, personality, social, and professional aspects. The results of the analysis show that there is a significant influence of transformational leadership on teacher performance ($\text{sig.}=0.000<0.05$); Constant value of 16.409 which means that if there is no transformational leadership then the teacher's performance value is 16.409; The value of the transformational leadership regression coefficient is 0.701 which indicates that 1% of transformational leadership, the teacher's performance will increase by 0.724; and the R Square value of 0.614 which indicates that the effect of transformational leadership on teacher performance is 61.4%. These results can be concluded that transformational leadership and organizational culture influence teacher performance with an influence of 64%. This result is due to the leadership style that encourages teachers to develop and deepen the existing understanding of teacher competencies namely pedagogic, personality, social and professional. The effectiveness of transformational leadership engagement will also improve teacher performance.

Keywords: elementary school, transformational leadership, teacher performance.

INTRODUCTION

Teacher performance is one of the main factors that support the success of education (Muspawi, 2021). Teachers who have effective teaching skills and can inspire students will achieve good learning outcomes (Wisniewski et al., 2020). Teacher quality includes the characteristics of skills and personal understanding that are applied in the teaching process. A quality teacher has competence in his field and supports the student learning process (Yunus, 2016).

However, based on the results of the Ministry of Education and Culture's analysis of student learning outcomes in Indonesia contained in the Ministry of Education and Culture's Strategic Plan, various issues contribute to the low learning outcomes of students in Indonesia, including: 1) pedagogic

and teaching effectiveness of Indonesian teachers still needs to be improved; 2) the curriculum that applies in Indonesia is often seen as rigid and focused on content; 3) Inadequate school infrastructure, including those caused by disasters, starting from classrooms, laboratories, libraries and internet access.

Strengthened by facts on the ground, the results of observations by researchers at the Gugus 2 Cibalong Public Elementary School found that teachers in the 9 schools had a ratio of nearly 50% between teachers with ASN/P3K status and volunteer teachers. It is assumed that this will impact teacher performance in schools because the number of human resources who assist is almost the same as regular human resources.

It is there that the role of the school principal is needed to keep the number of human resources from dropping out and good teacher performance. The school principal is a figure who has an important role in creating a conducive work climate at school (Santiari et al., 2020).

The transformational leadership style has an approach that focuses on influencing and inspiring others to achieve high performance and develop their full potential. The principal's transformational leadership style can affect teacher motivation, commitment, and performance (Yaslioglu & Erden, 2018). This leadership style is considered more effective than an authoritarian or transactional in achieving superior performance and increasing intrinsic motivation (Lee et al., 2019).

Through this approach, school principals can create an environment that supports teacher professional development, provides clear direction, facilitates collaboration, and encourages innovation in the learning process (Sumardi et al., 2014).

It is important to understand that teachers are a valuable asset in the Education system (Siddique et al., 2011; Kayaoglu, 2015). Good teacher performance has a direct impact on the quality of learning and student development (Pujoandika & Sobandi 2021). Therefore, the principal plays an essential role in motivating and influencing teachers to achieve optimal performance.

Several previous studies have explained that transformational leadership helps improve teacher performance (Werang, 2014; Wote & Patalatu, 2019; Monoyasa et al., 2017). Therefore, this study aims to conduct a case study on teachers at the Gugus 2 Cibalong Tasikmalaya Public Elementary School related to the influence of the principal's transformational leadership on teacher performance.

RESEARCH METHODS

This study uses a quantitative approach with an explanatory research design that aims to analyze the causation between transformational leadership and teacher performance.

The sample for this research was teachers at 9 public elementary schools in the Cibalong Cluster 2 area, Cibalong sub-district, Tasikmalaya regency, totaling 64 people. Ideally, the number of teachers from each elementary school is 8 people consisting of 6 class teachers, 1 PAI teacher, and 1 PJOK teacher. There are only 4 elementary schools in Cluster 2 Cibalong that have the required number of teachers, while 5 schools have a shortage of teachers.

The research instrument used regarding transformational leadership is the MLQ (Multifactor Leadership Questionnaire) questionnaire which consists of four indicators, namely Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. MLQ has been developed and validated (Avolio & Bass, 2004).

Meanwhile, to measure teacher performance is in the form of a questionnaire that contains pedagogic, personality, social, and professional aspects (Book 2 of Teacher Professional Development and Development in 2016).

The data obtained from these calculations can be used as material for analyzing the transformational leadership of school principals and teacher performance. The following are the criteria for variable interpretation:

Table 1
Interpretation Criteria

Value Range	Criteria	Interpretation
4,01 – 5,00	Very High	Very Good
3,01 – 4,00	High	Good
2,01 – 3,00	Enough	Pretty good
1,01 – 2,00	Low	Not good
0,01 – 1,00	Very Low	Very Less Good

RESULT AND DISCUSSION

The results of the descriptive analysis test of all research data namely transformational leadership and teacher performance are as follows:

Table 2
Descriptive statistics

	Mean	SD	Sum
Transformational leadership	63,06	5,665	4036
Teacher Performance	62,1	5,2	3974

The results show that the average value of transformational leadership is at 63.06 with a standard deviation of 5.665 and a total of 4036. Meanwhile, the average value of teacher performance is at 62.1 with a standard deviation of 5.2 and a total of 3974.

The results of the interpretation of each indicator of transformational leadership are as follows:

Table 3
Interpretation of Transformational Leadership Indicators

	Mean	Criteria
<i>Individualized Influence</i>	4,4	Very High
<i>Inspirational Motivation</i>	4,3	Very High
<i>Intellectual Stimulation</i>	4,3	Very High
<i>Individualized Consideration</i>	3,8	High

The individualized influence indicator has a value of 4.4 in the very high category. In other words, teachers realize that the principal is very good at inspiring and motivating subordinates to prioritize common interests over personal interests.

The inspirational motivation indicator has a value of 4.3 in the very high category. In other words, teachers realize that the principal is very good at inspiring his subordinates to focus on common goals and forget personal interests. Inspiration can be interpreted as an action as a force to move the feelings and thoughts of others.

The intellectual stimulation indicator has a value of 4.3 in the very high category. In other words, teachers realize that the principal is very good at motivating subordinates to solve problems with a new perspective. So that it will have an impact on subordinates to become someone who is able to improve their ability to understand and analyze problems

and the quality of solving the problems they face.

The individualized consideration indicator has a value of 3.8 in the high category. In other words, teachers realize that the principal has a good ability to analyze the potential and abilities of his subordinates. The leader views all of his subordinates as organizational assets with all the capabilities and potential they have. Thus it will make it easier for leaders to provide guidance to subordinates and direct potential according to their abilities.

The results of the interpretation of each teacher performance indicator are as follows:

Table 4
Interpretation of Teacher Performance Indicators

	Mean	Criteria
Pedagogic	4,3	Very High
Personality	3,9	High
Social	4,2	Very High
Professional	4,2	Very High

On the pedagogic indicators the findings are at level 4.3 (very high), personality at level 3.9 (high), social at level 4.2 (very high) and professional at level 4.2 (very high).

Transformational leadership helps teachers to understand the direction and goals to be achieved in the teaching context (Afandi, 2013), encourages teachers to develop and deepen their understanding of effective pedagogy (Kasmawati, 2021).

Table 5.
Transformational Leadership Regression Test on Teacher Performance

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	16,409	4,616	3,555	0,001
Transformational leadership	0,724	0,073	9,935	0,000

The Constant value in the above test results shows a value of 16.409. This value means that if there is no transformational leadership then the teacher's performance value is 16.409. The value of the transformational leadership regression coefficient is 0.724. This means that for every 1% addition of transformational leadership, the teacher's performance will increase by 0.724.

In addition there is a significance value with a value of 0.000 on transformational leadership. This means that there is an influence of transformational leadership on teacher performance at SDN Gugus 2 Cibalong Tasikmalaya.

As for knowing the magnitude of the influence of transformational leadership on teacher performance is presented in the following table:

Table 6
The coefficient of determination of the effect of transformational leadership on teacher performance

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,784	0,614	0,608	3,27851

The test results get an R Square value of 0.614. These results show that the effect of transformational leadership on teacher performance is 61.4%. While 38.6% is influenced by other variables.

This result is in line with several other studies which say that leadership has a direct influence on teacher performance, the higher the leadership, the higher the teacher's performance (Purwanto et al., 2020; Juniarti et al., 2020; Ndapaloka et al., 2016). Overall, transformational leadership can influence performance by inspiring, motivating, intellectually stimulating, building strong relationships, empowering individuals, and encouraging individual development. In an organizational context, a transformational leadership style can make a significant contribution to improving individual, team and organizational performance as a whole.

Transformational leaders listen to and understand the needs, expectations, and challenges faced by teachers (Shields & Hesbol, 2020). Through open dialogue and communication, transformational leaders can provide constructive feedback and support to teachers to increase their understanding of effective pedagogical approaches.

Transformational leadership supports teacher professional development through training, development programs, and support for career growth (Hallinger, 1992). Transformational leaders provide opportunities for teachers to attend relevant

training and workshops, participate in learning communities, and collaborate with peers. This helps teachers to continuously improve their pedagogical understanding through new knowledge, skills and best practices.

CONCLUSION

The conclusion in this study is that the school principal's transformational leadership style shows an influence on teacher performance. These results can have implications for teaching quality, because this leadership style with charismatic indicators, inspirational motivation, intellectual stimulation and individual attention can encourage teachers to develop and deepen existing understanding of teacher competencies namely pedagogic, personality, social and professional. Therefore it is recommended for school principals to pay attention to leadership styles, especially choosing transformational leadership because it has proven to have an effect on teacher performance.

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