

# Transformational Leadership of the Principal on Teacher Performance and School Quality

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## ABSTRACT

This study aimed to determine the principal's leadership on teachers' performance and school quality. This study used a qualitative approach with the type of research literature study. In the literature study in this study there are several stages that need to be done, namely cutting the source of literatures on the same topic, then sorting the literature with a certain grace period, then choosing search results that match the theme and title to be researched for reference. Data is obtained through literature, notebooks, magazines, and other references as well as relevant research. Data analysis can be adjusted to the research objectives, and the stages are deductive, inductive, interpretive, comparative, historical. From the results of the study, it is clear that the transformational leadership of the principal is very influential on improving teacher performance and school quality.

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## 1. INTRODUCTION

Educational problems in Indonesia still require extra attention, both in government policies and internal problems at the school level. The school is led by a principal who is authorised to apply a specific leadership style to achieve school goals. In carrying out his duties, the principal will try to implement appropriate policies for the school's success. Principals need to carry out ongoing evaluations of their leadership and policies implemented. It aims to determine what policies and leadership styles are needed and expected by subordinates, especially teachers, not to cause a negative perception of the principal's leadership.

Schools are educational institutions that provide education based on the policies or regulations that has been set by the government. Education is essential because education can shape people to be better and are expected to behave well or be noble person. The government seriously places education as the main program in the administration of the state. No matter how good the policies that the government has set, the success of implementing the curriculum depends on the seriousness of the school in implementing it. The program that will be implemented cannot be separated from the role of the principal. This is in line with opinions Handoko & Tjiptono (2019) which says the many emergences of

leadership concepts needed in the face of ongoing environmental changes and capitalize on institutional assets in the form of human resources. So that leaders are required to be able to develop the human resources of institutions until they reach their maximum potential.

Schools have the authority and independence to improve the quality of school. One of the things that schools should concern is to improve the quality of schools or the quality of learning outcomes is to improve learning services. Service is the school's primary function because students learn at school and participate in various learning activities. Good learning services in schools will affect the learning process and students' learning outcomes. (Habibah & Bayu, 2017) He said the quality of school services in terms of education, staff, teachers, and affordable financing can affect student satisfaction and improve the image of the school in the eyes of the community.

In this case, Hoy and Miskel (2013) state that many factors influence the quality of school, including organisational culture, principal's leadership, organisational climate, facilities and infrastructure, teacher performance, and financial. Therefore, in achieving the desired quality, a leader must be responsible in advancing the quality and achievement of the school and setting an example for staff and educators.

To achieve a school that has quality, the school leadership model acts as an agent of change who has an example in the eyes of followers who also has a vision and mission to advance and achieve the expected school achievements. As a manager in a school, the principal has a significant duty and responsibility in making decisions. Principals as leaders in schools have a strategic role in improving the quality of graduates, who can show their fighting power and competitive nature in global competition. According to Tukiman & Jabar (2014) Leadership that has vision, planning, communication, and creativity can provide positive change for something they lead.

In addition to the principal's leadership factor, improving the quality of schools is also inseparable from the teacher's performance factor. Whether the school's performance is suitable or not, it depends on the good or bad performance of the teacher. The teacher is an essential factor in the educational process because the teacher can be the leading actor who deals directly with students as the object of education. It is the teacher who guides students towards maturity. The teacher also trains the various abilities of students, so that the students can have materials that will be used as provisions in their lives in the future. This is in line with opinions Maiza & Nurhafizah (2019) said that education in schools is the responsibility of teachers the educational process should be able to be a provision to be applied in the life of children in the community.

There is a need for quality improvement through standardisation and professionalisation in various components of the education system. Two leadership patterns developed, namely; 1) Transactional leadership, which is a leadership pattern that maintains the status quo or policies, and old leadership patterns, 2) Transformational leadership, which is a leadership pattern that encourages changes within the organization for progressive ideals (Kuswaeri, 2016). Good and superior education still depends on the quality and professionalism of a teacher, unesco also emphasized in the report of The International Commission on Education For Twentyfirst Century, which states that improving the quality of education first depends on improving the recruitment, training, social status and conditions of teachers (Maiza & Nurhafizah, 2019).

Suppose you look at the challenges of today's educational organization that require leadership with adaptive and flexible nature. In that case, transformational leadership is the ideal pattern because it wants to make changes related to situations that have changed as well. This pattern can intervene in the existing turmoil to affect teacher performance, and school quality is more optimal.

There are several previous studies that are used as the background of this research, in the study Putra Rustamaji et al., (2017) It is said that the low professionalism of teachers in Indonesia can be seen from the feasibility of teaching teachers. One of the factors that make teacher professionalism low is attendance or absence. There are many teachers who consider that attendance is a small thing, even though attendance is one of the benchmarks in performance. Where absence during working hours is a thing that must be considered for the management because it is a feed of work discipline that will

greatly affect employee performance and employee work results. So it takes a leadership that is able to provide direction for teachers and employees.

Research Maris et al., (2016) To achieve a quality school, of course, the school leadership model acts as an agent of change that has transparency in the eyes of followers also has a vision and mission far ahead to advance and achieve the expected school achievements. As a manager in the school, the principal has great duties and responsibilities in making decisions. Improving the quality of the school is also inseparable from the performance factors of the teacher. Whether or not the performance of a school depends on whether or not the performance of the teacher. Teachers are an important factor in the educational process because teachers can be said to be the main actors who are directly related to students as objects of education.

From the background of the above problems, it can be seen that to improve the quality of education, many things must be done, both in the realm of teacher and principal performance. It takes good cooperation between teachers as the main actors in the education process and the principal as the manager in school education who is in charge of directing and motivating and facilitating teachers in the educational process. Therefore, the purpose of this study is to find out whether there is a link between transformational leadership styles and teacher performance in improving school quality.

## 2. METHODS

This research method uses quantitative research. For data collection in this research using library studies, where the collection of information and data in depth through literature, notebooks, magazines, other references, as well as relevant previous research results, to obtain answers and theoretical foundations on the problem being studied. But in this study, the results of library studies were obtained from search results on Google Scholar. The data sources in this study are primary and secondary data, data collection through documentation such as photos, videos, USB etc. Data analysis can adjust to the research objectives of its deductive, inductive, interpretive, comparative, historical stages. Research instruments fro,are researchers themselves (human instruments).

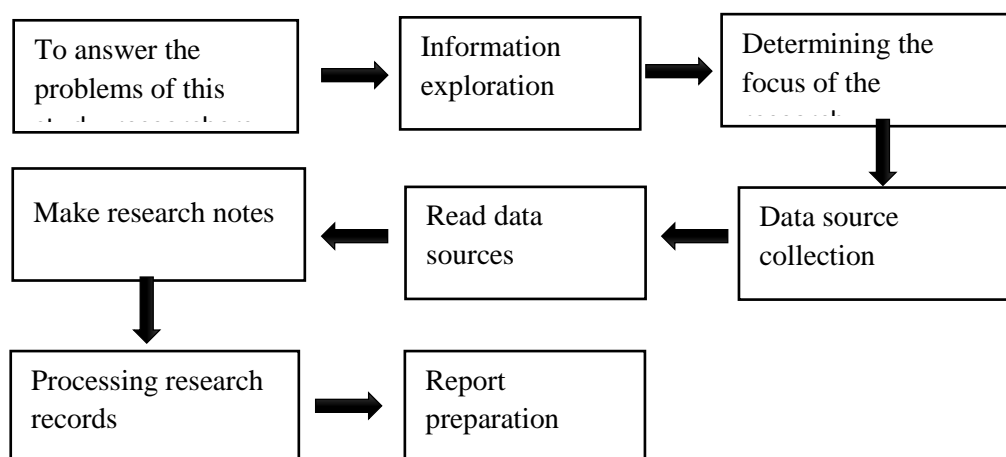


Figure 1. Literature Study Procedure  
(Kuhlthau, 2010)

### Instruments data collection

This study contained at least 4 data collection instruments thoroughly to get the data from the viewpoint of the principal and the observer. What you want to get from these instruments is what factors exist in transformational leadership that can affect teacher performance and school quality. The instruments used include:

- Searching for data sources related to transformational leadership from google scholar.
- Analyze the results of the data source that has been obtained.

- c. Reducing data.
- d. Provide recommendations on transformational leadership of principals on teacher performance and school quality.

### Data Analysis

Data that has been obtained from search results on google google scholar is then analyzed in the following way : 1) Deductive, namely thinking that starts from general facts and then drawn to a specific conclusion, 2) Inductive, namely drawing conclusions or conclusions from concrete situations leading to abstract things, 3) Interpretative, namely interpreting meaning to be normative, 4) Comparative, namely comparing the object of research with the concept of comparison, 5) Historically is an analysis of events in the past to find out why and how an event occurred (Kuhlthau, 2010). According to Suryana (2012) in the analysis of this data systematically and consistently the data obtained is outlined in a draft concept which is then used as the main basis in providing analysis.

From the exposure of data will be obtained recommendations based on history in the form of short sentences but have a broad meaning. From the results of the recommendations are also used to test the truth and match the meaning of the data obtained.

## 3. FINDINGS AND DISCUSSION

### Results

#### Transformational Leadership

Leadership Transformational leadership consists of two words, namely "leadership" and "transformational". Leadership means any act performed by a person to coordinate, direct, and influence others to choose and achieve the goals that have been set. At the same time, transformational comes from the word to transform, which means transforming a vision into reality or turning something potential into actual (Priansa, 2017). It can be concluded that transformational leadership is a person's ability to direct others to create more significant changes.

Transformational leadership emphasizes clear vision and mission statements, effective use of communication, intellectual stimulation, and personal attention to the personal problems of individual members of the organization. By emphasizing these things, it is hoped that the principal will be able to improve the performance of his teaching staff to develop the school's quality.

According to Danim (2011), the essence of the term transformational is transforming potential into actual energy. In terms of principal leadership, transformational leadership means that the principal can transform the potential of his institution into energy to improve the quality of student learning processes and outcomes. The idea of transformational leadership theory was initiated by James McGregor Burns in his book 1978 entitled Leadership, he points out that leadership must create new changes in the organization he leads.

According to Leithwood et al. (in Kurniawati et al., 2019) the essence of the notion of transformational leadership consists of five characteristics, namely; 1) Have sensitivity towards organisational development, 2) Develop a shared vision among organization communities, 3) Distribute leadership roles, 4) Develop school culture, 5) Carry out restructuring efforts in schools. From this opinion, a leader must have an organizational spirit that is loyal, inspiring, innovative, and sensitive to the tasks he must carry.

According to Mariset al. (2016), transformational leadership principals is the ability of principals to transform its influence to the whole school community effectively through idealize, influence, charismatic, inspirational motivation, intellectual stimulation and individual consideration in developing and improving their professionalism.

According to Kurniawati et al. (2019) there are 7 factors that can influence the principal's transformational leadership, namely:

- 1) There is a good character, high intelligence, inner and outer readiness to lead. The leader must show a strong character so he will not to lose control over his subordinates.

- 2) There is proficiency in technical and tactical matters. If he has a good character as a transformative leader, but he himself does not understand what his duties are, it will lead to the emergence of unclear policies and reckless decisions.
- 3) There is transformative conceptual wealth through charismatic character, inspirational motivation, intellectual stimulation and attention to an individual. This transformative conceptual wealth is the spirit of the principal's transformational leadership.
- 4) There is an urge to restructure schools to develop together with all the human resources in them. It is this transformative conceptual wealth that becomes the spirit of the principal's transformational leadership.
- 5) There is the ability to build perceptions of transformational leadership to subordinates. If the leader fails to give his subordinates an understanding of the direction of policy, there is no courage to break old traditions, or show transformative leadership characteristics, then this will affect the course of transformational leadership by the principal. In that case, this will affect the course of transformational leadership by the principal.
- 6) There is the involvement of all stakeholders in the school led by the principal. This is because the school works as a system that consisted of many components. If one component does not support the leadership that being carried out by the principal, it can fail to achieve the goals of transformational leadership.
- 7) Expectations of effectiveness and benefits of transformational leadership. If the expectation is great, then the attention of subordinates will be great and will cause great support for the principal who is implementing this pattern of leadership.

In contrast to the previous research, Akbar & Imaniyati's research (2019) with quantitative research methods that state good leadership is the one who is able to establish and provide inspirational communication with its employees. Because inspirational communication is a unique construct defined as the expression of positive messages and statements from a leader who is able to build the motivation and confidence of teachers and employees. Therefore, through this inspirational communication will be able to encourage / build the quality improvement of an organization.

### **Teacher Performance**

Performance can be interpreted as work performance or actual achievement that achieved by a person or an institution. Etymologically, performance comes from the word "to perform" which means to display or carry out. Performance is a person's performance in carrying out the tasks that have been entrusted to him following his function and position (Syukri, 2015). If combined, performance can be said to be a person's efforts as evidence in completing his responsibilities.

The quality of teaching-teachers determines the progress and the improvement of the quality of education. The teacher is an important factor in the implementation of the teaching and learning process. Teachers as educators can do learning engineering based on the applicable curriculum. This role puts the teacher in a position as the holder of control in creating and developing interactions with students to create an effective and efficient learning process (Sagala, 2013). So that more training is needed for teachers in order to provide innovation in learning that affects both students' abilities and school quality.

Government policies to encourage the realization of qualified and professional teachers, one of which is in the form of being legalized and issued of Law Number 14 of 2005 concerning to teachers and lecturers. Article 1 Paragraph 1 explains that; Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

In order to achieve the goal of quality education, the government has formulated four competencies that must be possessed by a teacher, namely personality competence, pedagogic competence, professional competence, and social competence through Peraturan Menteri Pendidikan

Nasional number 16 of 2007 concerning competency standards for subject teachers in elementary schools, junior high schools, and high school.

Teacher performance is the ability shown by the teacher in carrying out teaching tasks to achieve learning objectives (Sumaryana, 2014). Furthermore, Zakiya (2013) suggests that teacher performance is a set of natural behaviours that teachers show in giving lessons to students. Teachers' performance can be seen when the teacher carries out learning interactions in the classroom, including how the teacher prepares for learning activities.

Raisyifa and Sutarni (2016) explain that teacher performance is the teacher's effort in delivering material through planning, implementing, evaluating, and assessing learning so that students can understand the material and get good learning outcomes. Performance is often associated with competence in the perpetrator. As a teacher whose function is to increase the dignity and role of the teacher as a learning agent, it is obligatory to have teacher competence to realise the goals of national education.

In contrast to the previous 2 studies, namely the research of Monoyasa et al., (2017) which said that teacher performance is influenced by the leadership style of a leader, because a leader is an important figure for teachers in working or serving.

In addition, Putra Rustamaji et al., (2017) stated that performance would be good if there was transformational leadership in it and strengthened by work attachment as a mediation variable so as to have a significant influence between transformational leadership on performance mediated by work attachment.

A perfect teacher is a teacher who masters basic skills in teaching well, which include, among others (Aqib, 2013); a) Skills for opening and closing lessons Skills for explaining; b) Questioning skills; c) Skills to provide reinforcement; d) Skills in using learning media; e) Skills in guiding small group discussions; f) Class management skills; g) Skills to make variations; h) Individual and small group teaching skills.

Muslim (2013) suggests that a teacher will be able to carry out teaching tasks well if he is able and skilled in 3 aspects which are indicators of teaching quality as follows: 1) planning learning, 2) implementing learning, and 3) assessing/evaluating.

From some of the explanations above, it is known that the teacher's task is not easy as a spear in an education. In addition to teaching, teachers must also plan and evaluate the learning process. Of course, teachers must also get more motivation, guidance, and teaching than a leader in school. So in this case, mutually beneficial cooperation is needed for teachers and principals as leaders in improving the quality of schools.

### **Quality of Education**

An understanding of the quality of schools will always be related to the quality of education. In this regard, many definitions in the context of quality, such as Scheerenet et al. (2011), who state that education is seen as a production process where inputs are converted into outputs. Various interpretations of quality can be defined more for the relative importance of a particular component in the context model of the input process and the specific relationship between those components.

Scheerens et al. (2011) also view education in the context of a system that is divided into three parts, namely, system-level (macro), level school, and grade level. The three levels are formed from an education system consisting of inputs, processes, and outputs. Judging from this context, there needs to be more study to assess an education. In line with this description, Danim (2010) stated that quality in education refers to the input, process, output, and outcome. Input quality can be seen from several sides. Firstly, human resources conditions like principals, teachers, laboratory assistants, administrative staff, and students. Secondly, whether the material input criteria are met in teaching aids, books, curriculum, school facilities and infrastructure or not. Thirdly, whether the input is in the form of software or not, namely regulations, organisational structures, and job descriptions. The four input qualities are expectations and needs namely vision, motivation, perseverance and ideals.

The quality of the educational process is considered good if school resources can transform multiple types of inputs and situations to achieve a certain degree of added value for students. The things included in this educational process's quality framework are health, intimacy, mutual respect, satisfaction, and others. Educational is said has high quality if it can generate academic excellence and extracurricular excellence on students who are declared to have passed for one level of education or completed certain learning programs. In addition, the quality of education can be seen from the orderly administration. One example is an effective and efficient working mechanism, both vertically and horizontally. It is in line with the thoughts of Hoy and Miskel (2013).

To achieve the learning process effectively, the school as a place for the teaching and learning process must find ways to create structures that continuously support the teaching and learning process. Schools must be able to create an effective system to achieve the expected goals, namely quality education. School quality will be realized if educational services can be implemented effectively within a conceptual framework. The effectiveness of the implementation of education will produce the expected quality of education according to the vision, mission, and goals of the learning system in schools. Komariah and Triatna (2010) suggest that school quality can be identified from the number of students who have achievements, academic achievements and achievements in other fields, and as well as graduates relevant to the selected. Students who excel can be traced to school management, teacher profiles, learning resources, and the environment. Thus, the quality of the school reflects customer satisfaction, due to the active participation of management in the process of continuous quality improvement, which encourages everyone to maintain specific responsibilities towards the quality of the school.

Based on the theories and opinions stated above, it can be concluded that the quality of schools in this study is achieved from the highest school performance that satisfies and exceeds the desires and needs of customers both from input, process, and output standards.

## Discussion

Teachers' performance can be influenced by various factors, both internal and external factors. Internal factors include motivation, professional competence, health, education, years of service, talent, and socioeconomic strata. At the same time, external factors include facilities and infrastructure, curriculum, educational programs, leadership, supervision, task structure, incentives, compensation, work atmosphere and work environment (Sumaryana, 2014). Of the many factors that can affect teacher performance is leadership. From several factors such as incentives, compensation, work atmosphere and work environment, there needs to be a role for a leader in providing comfort for teachers to carry out their duties.

In the study of contemporary leadership, transformational leadership develops in the field of education. Mac Gregor Burns point out the initial concept of leadership. They stated that transformational leadership is a process in which leaders and subordinates strive to achieve a high level of morality and motivation (Setiawan & Muhith, 2013). Suharsaputra (2016) explains that "transformational leadership is a change-oriented leader through inspiring organizational members to strive to achieve the set vision." Transformational leadership behaviour can direct the organization towards effectiveness and productivity. Transformational leadership motivates followers towards the extra effort, increases job satisfaction, exceeds expectations and fosters creativity and innovation in the organisation, which are some of the consequences of transformational leadership. In addition, leaders with transformational leadership behaviours positively affect the effectiveness and performance of leaders and subordinates (Sadeghi & Pihie, 2012). Transformational leadership is a leadership style that requires a leader to embrace his employees by developing facilities and innovations so that the institution or organization he leads is more productive.

The quality of schools has an impact on improving the quality of schools. The results of research from Samtono (2010) describe that various efforts have been made to improve the quality of national education, especially the quality of schools, among others through various training and improving the

quality of teachers, procurement of books and learning tools, improvement of educational facilities and infrastructure at various levels, both primary and tertiary levels. But the results are not as expected.

Achieving results by the expectations of the principal's leadership in its fundamental transformation will improve teachers' performance and school quality. Transformational leadership emphasizes clear vision and mission statements, effective use of communication, intellectual stimulation, and personal attention to the personal problems of individual members of the organization. By emphasizing these things, it is hoped that the principal will be able to improve the performance of his teaching staff to develop the school's quality.

This will be easier to implement when the principal has 7 transformational leadership factors, namely 1) Good character, high intelligence and readiness to lead; 2) Proficiency in technical and tactical matters as a principal; 3) Transformative conceptual wealth through charismatic character, inspirational motivation, intellectual stimulation and attention to the individual; 4) There is a push to restructure the school; 5) The ability to build perceptions of transformational leadership to subordinates; 6) Involvement of all stake holders or stakeholders in the school; 7) Expectations of effectiveness and benefits of transformational leadership (Kurniawati et al., 2019). Especially on the first point, which reads that there is a good character, high intelligence and inner and outer readiness to lead. The leader must show a strong character so as not to lose control over his subordinates.

#### 4. CONCLUSION

From the explanation above, it can be known that the task of a leader must be able to be a facilitator for his employees, especially in education. Considering the task of a teacher is not easy because as a spear in education, it takes the role of the principal to motivate, as well as a mutually beneficial relationship between the principal and the teacher in the education process and improve the quality of the school.

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