

Relationship between Transformational Leadership and Teacher's Performance in Junior High School

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Abstract: *The purpose of this study was to examine the relationship between teacher's performance and transformational leadership of the State Middle School in Pesisir Tengah District, Pesisir Barat District, Lampung Province, Indonesia. This research is quantitative research with associative methods. Data collection is done using a questionnaire with 60 teacher samples at a 100% response rate. Hypothesis tested using simple linear regression analysis through the t test to determine the relationship of the independent variables on the dependent variable at 95% confidence level ($\alpha=0.05$). The results showed that there was a significant relationship between transformational leadership and teacher performance.*

Keywords: *transformational leadership, Junior High School, and teacher performance*

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I. Introduction

Productivity of an organization, including schools is determined by the performance of its members. Teacher performance is the ability of a teacher to carry out learning tasks in a school or madrasah and is responsible for students under his guidance by improving student learning achievement (Supardi, 2014:54). Teachers who have good performance and professionals in curriculum implementation have characteristics: designing teaching programs, implementing learning and assessing student learning outcomes (Basyirudin and Usman, 2002: 83). Teacher performance can be indicated by how much the required competencies are met. These competencies include: pedagogical competencies, personality competencies, social competencies and professional competencies (Law No. 14 of 2005 concerning Article 10 Teachers and Lecturers). Smith (1982) states that performance or 'output drive from process, human, or otherwise' means that performance is the result of process output. Walker (1992:258) argues that performance cannot be separated from worker behavior with regard to motivation, thinking ability and skills from the position they carry out. A person's performance is a pillar of organizational performance, therefore organizational productivity is determined by collective human resources. Grounlund (Kusumastuti, 2001), defining work is the appearance of work behavior which is characterized by the flexibility of movement, rituals and work order according to the procedure so that results are obtained that meet the quality and speed requirements. On the other hand, Bernardin & Russell (1993) defines performance as a result achieved by certain functions and positions in a certain period of time: "Performance is defined as the record of outcomes produced on a specified job function or activity during a specified time period". So, performance is defined as a record of the output produced by the function of a particular job or activity carried out in a certain period of time. Teacher performance in school (class) refers to teacher behavior in carrying out teacher work, namely teaching. Gaynor (1998: 46) confirms the following. "Performance relates to what teachers do in the classroom and how it affects student learning." Performance is closely related to what the teacher does in the classroom and how it affects student learning activities. Based on this view, what is meant by teacher performance is the behavior associated with teaching activities carried out by a teacher in the class. Seriousness and the maximum contribution of the teachers in carrying out the tasks will be seen very clearly in the learning achievements of the students.

This is an indicator to determine the level of achievement of tangible results between the plan and realization of school work programs (Hersey & Blanchard, 1992). In order for the teacher's working conditions to be realized as expected, a strong headmaster who has a clear vision of the objectives of all activities carried out at school is needed. If the principal runs the task effective leadership, the teacher will feel compelled to make a real contribution in the effort to realize the vision and mission of the school (Gibson, Ivancevich, and Donnelly, 1992).

Based on the findings in the field, the researchers believe that one of the factors that determine the performance quality of teachers of State Junior High Schools in Pesisir Tengah District, West Coastal District, which is believed to influence the quality of teachers' performance is the leadership of principals with transformational leadership points of view. Leadership is an important aspect for school success (Hariri, 2011).

Leadership is an activity in guiding a group in such a way that it reaches the goals of the group, namely the common goal (Sutopo and Soemanto, 2004: 1). The general definition of leadership is the ability and readiness that a person has to be able to influence, encourage, invite, guide, move and if necessary force other people to accept that influence. Next do something that can help achieve a particular purpose or goal. Danim, (2006:222) Burn is a person who is the first initiator of the type of transformational leadership. According to him transformational leadership as " a process that leaders and followers raise one another to higher levels of morality and motivation". Transformational leadership is a process in which leaders and followers stimulate themselves to each other for the creation of a high level of morality and motivation associated with their basic tasks and functions. This kind of leadership style will be able to bring awareness followers (followers) by generating productive ideas, relationships sinergikal, accountability, educational concerns, shared ideals and moral values (moral values). Furthermore, (Bass, 1998) states that the transformational leadership model consists of four dimensions which are the levels of a leader's behavior, namely: (1) charismatic leadership, or idle influence, (2) inspirational motivation, (3) intellectual stimulation, (4) individualized consideration). Leithwood, Harris, and Hopkins, 2008 explain " transformational leadership is assuring the sensitive to organizational building that is developing shared vision in distributing leadership and building a culture of necessary culture to current restructuring in schools." This quote explains that transformational leadership accompanies human resources led to the growth of sensitivity of coaching and organizational development, development of shared vision, distribution of leadership authority, and development of organizational culture which is a necessity in the organizational restructuring scheme.

In connection with efforts to improve teacher performance and the quality of graduates, professional school principals will pay attention to several things as suggested by Sallies (Mulyasa, 2006). (1) Having a strong vision or in-depth perspective on quality that is integrated for the institution as well as for education staff and students in the school. (2) Having a clear commitment to the process of improving the quality of education staff. (3) Communicate messages related to the quality of education. (4) Ensure the needs of students as a concern for school activities and policies. (5) Convincing customers (students, parents and the community) that there is a channel that is suitable to convey their various hopes and desires. (6) Support development education staff. (7) Do not blame the other party if there are problems that arise without being based on strong evidence. (8) Doing innovation with schools. (9) Ensure an organizational structure that describes clear responsibilities. (10) Develop a commitment to eliminate any barriers, both organizational and cultural. (11) Building an effective work team. (12) Develop a mechanism suitable for monitoring and evaluation. The amount of influence held by the principal determines what and how a job is carried out in a school that is led. This is in line with the view. Mantja (2002) who said that the leadership of the principal who gives high attention to the teacher, is open, soothing, can adapt to the teacher, is smiling, sympathetic, understanding, and believes that the teachers are able to carry out the tasks that are carried out and will make them work on the task happily and responsibly.

The relationship between teacher performance and principal transformational leadership increases student learning. This study consists of three parts. First, it explains methods, samples, instruments, procedures for collecting data. The second presents the results and findings. The third explains the conclusions and implications. The purpose of this study is to answer the research question, "What is the relationship between teacher's performance and transformational leadership?"

II. Method

Sample

The sampling technique in this study using simple random sampling technique is a sampling technique that provides equal opportunities for each member in a population to be sampled. Sampling technique used is by lottery means that sample by providing the opportunity for individuals to become members of the sample. There are 3 (three) Public Middle School schools in Pesisir Tengah District, Pesisir Barat District, Lampung Province namely Middle Coast 1 Middle Coast, Middle Coast 2 Middle Middle School and Middle Coast 3 Middle School taken as a population, which eventually sampled 60 teachers from 150 teachers.

Instrument

The instrument in this study used a questionnaire. The questionnaire consisted of 20 (twenty) statements about teacher performance and 20 (twenty) statements about transformational leadership. Teacher's performance includes 2 (two) factors, namely pedagogic competence and professional competence. Transformational leadership includes four factors, namely authority, exemplary, valid juror, and creative. Questionnaires are assessed with a likert scale that ranges from 1 to 5. That is a variation of meanings from each range, 1 = strongly disagree, 2 = disagree, 3 = doubt, 4 = agree, and 5 = strongly agree. Questionnaires also have high results in validity and reliability. The results of validity for transformational leadership and teacher performance ranged from 0.44 to 0.82. Reliability for transformational leadership is 0,918 and teacher performance is 0.941.

Procedure for collecting data

The questionnaire was given to 3 (three) principals of the Public Middle School in Pesisir Tengah Subdistrict, Pesisir Barat District, Lampung Province, namely the headmaster of the Middle School 1 Pesisir Tengah, the principal of the Pesisir Tengah 2 Public Middle School and the Middle School 3 Middle School Middle School head. The principal is advised to share directly with their teacher. Teachers are encouraged to answer the questionnaire according to their own opinions and the real conditions in their school so that the results can be approved. The questionnaire was completed by 60 teachers(100% response rate). To analyze the research data, it was processed using the SPSS version 22 program.

III. Results and Discussion

Description of variables

Table 1 reports the lowest score, highest score, average, median, mode, standard deviation and variance.

Table 1. Descriptive statistics for variables

Component	Transformational leadership	Teacher performance
N	60	60
Lowest value	46	51
The highest score	100	100
Average value	71,72	74,37
Median	73	73
Mode	88	75
Standard deviation	16,462	14,893
Variance	270,986	221,795

Source: Primary data calculated by SPSS 22

The lowest scores were 46 for transformational leadership and 51 for teacher performance. The highest value for transformational leadership is 100 and teacher performance is 100. The average for transformational leadership is 71.72 and 74.37 for teacher performance. The median for transformational leadership is 73 and 73 for teacher performance. The mode for transformational leadership 88 and teacher performance is 75. The standard deviation for transformational leadership is 16.462 and 14.8953 for teacher performance. Variants for transformational leadership are 270,986 and 221,795 for teacher performance.

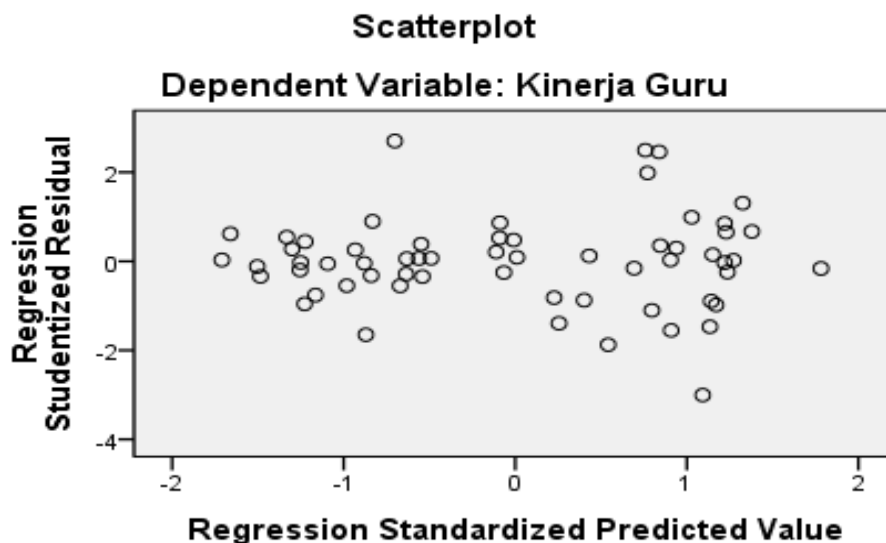
This finding shows: first, according to teacher perceptions, transformational leadership in State Junior High Schools in Pesisir Tengah District, Pesisir Barat District, Lampung Province, is lower than teacher performance. Second, teachers' perceptions of transformational leadership in State Junior High Schools in Pesisir Tengah District, Pesisir Barat District, Lampung Province are also quite high. Finally, the teachers, in general, agreed that there was a significant relationship between transformational leadership and teacher performance in State Junior High Schools in Pesisir Tengah District, Pesisir Barat District, Lampung Province. Test prerequisite analysis can be divided into several types, namely normality test, heteroscedasticity test, multicollinearity test, and linearity test (Sugiyono, 2010). The results of the calculation of the normality test of teacher performance and transformational leadership can be seen in table 2 below.

Table 2. Normal Distribution Results

	Teacher Performance	Transformational leadership
N	60	60
Normal Parameters		
Means	74.37	71.72
Std. Deviation	14,893	16,462
The Most Extreme		
Absolute	.80	.099
Difference		
Positive	.80	.081
Negative	-.070	-.099
Test Statistics	0.080	0.059
Asymp. Sig. (Tail 2)	0,200 ^c	0,200 ^c

Source: Results of SPSS Version 22 Data

Table 2 shows that the data is normally distributed because the values of teacher performance and transformational leadership are higher than 0,05.



Heteroscedasticity test data aims to test whether in the regression model inequality occurs from residuals, one observation to another observation (Sugiyono,2010).One way to detect the presence or absence of heteroscedasticity is to look at the spread chart below.

The results show through the Scatterplot graph that it doesn't form a pattern, which means that the data is homogeneous.

To test multicollinearity, it can be done by looking at the VIF value of each independent variable. If the VIF value is <10, it can be concluded that the data is free from multicollinearity. Table 3 shows the results of the multicollinearity test.

Table 3.Multicollinearity Test Analysis

Model	Statistics of Colinearity	
	Tolerance	VIF
Transformational leadership	.389	2,570

Source: SPSS 22 Data Results

The results of multicollinearity of teacher leadership are 2,570 smaller than 10. Based on testing, it can be concluded that data is free from multicollinearity.

Hypothesis formulation: Ho: regression models are non linear, Hi: regression models are linear, with test criteria: reject H₀ if the sig value of deviation from linearity in anova table is < 0.05, in other cases H₀ isaccepted.The results of calculation of linearity test can be seen from ANOVA output as follows:

Table 4. Linearity Test

	Number of squares	df	Square means	F	Sig.
Intergroup (Combined)	12034,433	41	293,523	5,025	.000
Linearity	10220,739	1	10220,739	174,963	.000
Deviation from Linearity	1813,694	40	45,342	.776	.754
In the group	21957,804	1051,500	18	58,417	
Total	34013.157	13085,933	59		

Source: SPSS 22 Data Results

The significance values in Table 4 show deviations from the linearity of 0.754 > 0.05, which means that H₀ is rejected or that the regression model is linear.

The formulation of the hypothesis H_0 : the regression equation is not significant, H_1 : the regression equation is significant, with the test criteria at a significant level of 0.05 being rejected H_0 if the value of $t_{count} > 2$, in other cases H_0 is accepted. Table 5 shows the significance test results.

Table 5. Significance Test

Model	Nonstandard Coefficient		Standard Coefficient	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	17,026	4,088		4,165	.000
Transformational leadership	.800	.056	.884	14,384	.000

Source: SPSS 22 Data Results

Transformational leadership values obtained $t_{count} 14,384 > t_{table} (1.67)$ and the value of $\alpha = 0,000 < 0.05$, so that H_0 is rejected or it is concluded that the regression equation is significant

The tendency of transformational leadership relations and teacher performance can be reflected in the coefficient of determinant values described in table 6.

Table 6. Quality Determinant C

Model	R	R Square	Customized R Square	Std. Estimation Error
1	.884 ^a	.781	.777	7,029

Source: SPSS 22 Data Results

From table 6, it is known that the value of $R^2 = 0.781$. This means that the relationship between transformational leadership and teacher performance is significant.

IV. Conclusions and Implications

Conclusion

This paper examines the relationship between teacher performance and transformational leadership, using survey data from a sample of 60 public junior high school teachers in Pesisir Tengah District, Pesisir Barat District, Lampung Province, Indonesia. This research is quantitative research with associative methods. Data collection is done using a questionnaire with 60 teacher samples at a 100% response rate. The hypothesis is tested by using simple linear regression analysis through the t test to find out the relationship of the independent variable to the dependent variable at a confidence level of 95% ($\alpha = 0,05$). The results showed that there was a significant relationship between transformational leadership and teacher performance, which implies that the higher the transformational leadership, the better the teacher's performance. The lower the transformational leadership, the worse the teacher's performance. These variables really have a positive and significant relationship.

Implications

Theoretically

This paper has made a theoretical contribution to knowledge and methodology in teacher performance. This research is the first study carried out in Indonesia, especially in Pesisir Barat District which examines the relationship of transformational leadership with teacher performance.

Practically and Policy

This paper has provided practical contributions and policies for the Indonesian context. From the practical contribution perspective, the findings in this paper show that, in the view of principals, principals must: (1) attend more education and training on transformational leadership, (2) read more literature on transformational leadership, (3) care more on improving teacher performance.

From the viewpoint of policy contributions, this paper is the first to describe findings that provide an important basis for the Education Office, especially the Education and Culture Office of Pesisir Barat District, for making policies; recommending training in improving transformational leadership for principals, transformational leadership training can help school principals to achieve higher teacher performance.

Implications for further research respond to limitations

The strengths of this paper include the large sample size and the 100% response rate. This strength remains apart from limitations in scope and site. The scope is limited to State Junior High Schools (SMP), and this location is limited to Pesisir Tengah District, Pesisir Barat District, Lampung Province (one of 33 provinces) in Indonesia. We acknowledge these limitations but do not reduce the significance of the findings of

this paper and provide opportunities that allow for further research. For example: (1) make more details in the questionnaire needed; (2) enlarge the scope and site into all provinces in Indonesia, and others

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