

IMPLEMENTATION OF TRANSFORMATIONAL LEADERSHIP HEAD OF SCHOOL TO IMPROVE TEACHER PERFORMANCE IN THE FIELD OF PROFESSIONAL COMPETENCY

(Case Study at SMK Al Manar Pamarican and SMK Tri Bintang Purwadadi Ciamis Regency)

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Abstract

In the world of education, the principal is a leader who has a big role in improving teacher professionalism. The challenge of being a teacher is always moving dynamically, teachers must be able to adapt to technological developments by carrying out professional development consistently and continuously. This can be done by principals who apply transformational leadership. Transformational leadership is the ability of a leader to influence subordinates to achieve targeted goals to make changes that have a vision for the future and are able to identify environmental changes and are able to transform these changes into the organization, providing motivation and inspiration to their subordinates to be creative and innovative. Transformational leadership has a strong influence in running an organization. This study aims to determine the Implementation of Principal Transformational Leadership in Improving Teacher Performance in the Professional Field of Research Using a qualitative approach with the type of case study research and descriptive. The research location is at SMK Al Manar Pamarican and SMK Tri Bintang Purwadadi, Ciamis Regency. Collecting data through observation, questionnaires or questionnaires, interviews and documentation. Informants in this study were principals, educators, education staff and class XI students at SMK Al Manar Pamarican and SMK Tri Bintang Purwadadi Ciamis Regency. The results of the research on the leadership of the school principal have a significant influence on teacher performance, there is a significant influence on work motivation on the performance of teachers from the two vocational schools in Ciamis Regency.

Keywords: Principal Transformational Leadership, Teacher Professionalism

1. INTRODUCTION

Education as an activity that involves many people, including students, principals, administrators, communities (stakeholders) and parents of students. For this reason, everyone involved in education should understand individual, group and social behavior

and be able to demonstrate their behavior effectively and efficiently in the educational process so that educational goals can be achieved. The principal is a key figure who is able to encourage school development and progress. A school principal not only has the responsibility and authority in implementing school programs and determining decision making. Rather, they have overall responsibility for everything in the school. Mainly in improving the quality of the school, so that the school's vision and mission can be achieved. Therefore, schools need a principal who is able to foster self-awareness in all school components to work together in making changes at school. This is only owned by principals who apply transformational leadership. Burns said that, "transformational leadership as a process where leaders and followers engage is a mutual process of raising another to higher levels of morality and motivation". Transformational leadership as a process in which the leader and subordinates are involved in the process of raising each other to a higher level of morale and motivation. That is, transformational leaders try to build awareness of their subordinates by calling for big ideals and high morality. Such as: success, togetherness and humanity. Leadership with such an influencing style, the parameters used in measuring leadership are by looking at the level of trust, obedience, admiration, loyalty and respect of their subordinates. Because the subordinates of transformational leaders will be motivated to continue to do better things to achieve organizational goals. The behavior of transformational leaders has characteristics and uniqueness, namely leaders who pay more attention to the needs of their subordinates, both material and non-material needs. This is done as an effort to mobilize all school members to have a commitment to achieving educational goals. This behavior must be developed on the ethical principle of monotheism which will eventually lead to the behavior (principle) of amar ma'ruf nahi munkar. From the results of initial observations, the existence of SMK Al Manar Pamarican and SMK Tri Bintang Purwadadi in recent years, have carried out programs to improve teacher professionalism and efforts to achieve the school's vision and mission, this is evidenced by optimizing the example of teachers and all elements of the school, with a disciplined attitude, firm and polite. In addition, the principal also gave permission for teachers and employees to further study and attend workshops according to their competence. In addition, despite their private status, SMK Al Manar Pamarican and SMK Tri Bintang Purwadadi are quality educational institutions that have become favorite schools for the surrounding community. This is evidenced by the increasing number of students in recent years or the increasing number of students from the previous year. From the phenomena above, further described and analyzed regarding the transformational leadership of school principals in increasing the potential and empowering all elements of the school to work together in realizing educational goals, so that in the end it can lead schools towards achieving better quality education. Based on the description above. Then how is the management of the implementation of the principal's transformational leadership in improving the performance of professional teachers at SMK Al Manar Pamarican and SMK Tri Bintang Purwadadi Ciamis Regency which is a case study.

2. REVIEW OF LITERATURE

Transformation theories

The principal is a manager in an educational organization. He plans, organizes, directs and supervises educational programs. As a manager in an educational organization, *ex officio* (another position inherent in him because of the core/main position) the school leader is also acting as an education supervisor. The principal is a school person who is responsible for all school activities. He has full authority and responsibility to carry out all educational activities in the school environment he leads on the basis of Pancasila (Daryanto, 2011: 80). A school principal is called applying transformational leadership if he is able to change the energy resources, both human, instrument, and situation to achieve the goals of school reform. In relation to this transformational leadership, (Leithwood, 1999 in Kuswaeri 2016) writes Transformational leadership is seen to organizational building, developing shared vision, distributing leadership and building school culture necessary to current restructuring efforts in school.

The quote above outlines that the principal's transformational leadership leads human resources who are led towards the growth of certification in organizational development and development, joint vision development, distribution of leadership authority and building a school organizational culture which is a must in the school restructuring scheme. Performance is often also 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 realize the goals of national education. The importance of the principal's transformational leadership management has an impact on teacher performance.

Based on the results of research by Juniarti et al (2020) shows that the principal's leadership has a significant positive effect on teacher performance, job satisfaction and organizational commitment can affect teacher performance. This means that educational institutions have job satisfaction for the leadership style and commitment applied to the organization. If the teacher has job satisfaction at the institution where he teaches, the teacher will have good performance because he feels that the institution where he teaches has good commitment and leadership and has a positive impact on him. In educational institutions or schools, transformational leadership can be done by changing the vision and strategy for achieving goals to be different from the previous strategy. Principals who apply transformational leadership styles in general will do new and different things in certain schools or can be called reformers, besides that the principal will be an exemplary figure and encourage his subordinates to be more optimal in the process of achieving goals through the motivation given to teachers. In transformational leadership, a leader influences followers to have the same vision, mission, and goals by providing motivation and changing organizational culture by example so that subordinates

have a high sense of responsibility towards the organization and jointly carry out tasks to achieve common goals. Its main role is to act as a catalyst for change, not as a change controller. A transformational leader has a clear vision, has a holistic picture of how the organization will be in the future when all its goals and objectives have been achieved. Becoming an effective transformational leader requires a conscious and genuine process and effort from the person concerned. Northouse , 2016 provides several tips for implementing transformational leadership, including the following: (1) Empower all subordinates to do the best for the organization; (2) Strive to be an exemplary leader, based on high values; (3) Listening to all thoughts of subordinates to develop a spirit of cooperation; (4) Create a vision that everyone in the organization can believe in. ; (5) Act as an agent of change in the organization by providing examples of how to initiate and implement a change; (6) Helping the organization by helping others to contribute to the organization. Sarros and Butchatsky, stated that many researchers and management practitioners agree that the transformational leadership model is the best leadership concept in describing the characteristics of leaders. The concept of transformational leadership integrates ideas developed in traits, styles and contingency approaches.

A school principal is called applying the rules of transformational leadership, if he is able to change the energy resources, both human, instrument, and situation to achieve the goals of school reform. The important thing that must be remembered for anyone who wants to practice transformational leadership is not only relying on his personal charisma, but must try to empower his nature and carry out leadership functions.

Transformational Leadership Traits

Bass and Avolio 2009:101), propose four dimensions in the level of a person's leadership with the 4i concept which means:

Idealism Behavior. Which is described as behavior that generates respect and confidence from the people he leads. Idealized influence implies sharing of risk, through consideration of needs that are led above personal needs, and moral and ethical behavior. Transformational leaders with Idealized Influence behavior will continue to try to bring their followers towards an idealism that is not just a way, but is able or can convince followers that what they aspire to will definitely be achieved. One of the efforts of transformational leaders in generating commitment is by empowering all organizational resources. By involving them in decision making, it will foster a sense of shared responsibility to try to implement the decisions that have been taken. Transformational leaders will determine and influence the leadership process in educational organizations, and transformational leaders can appear as charismatic leaders. The main task of transformational leadership is to work towards the goal of directing the educational organization towards a goal that the organization has never achieved before. So the behavior of Idealized Influence in the dimension of transformational leadership is a

behavioral pattern of leaders who are required to be able to generate high commitment to the people they lead by empowering all organizational resources.

Inspirational Motivation. What is reflected in the behavior that always provides challenge and meaning to the work of the people being led, including behavior that is able to articulate clear expectations and behavior that is able to demonstrate commitment to organizational goals? Thus, transformational leaders seek to identify the various factors that exist in educational organizations with a wide range of bodies, minds, and emotions. In providing motivation, a transformational leader is required to have the skills to process words that can awaken the spirit and inflame the spirit.

Intellectual Stimulation. Namely leaders who practice innovation. His leadership attitude and behavior are based on intellectually developed knowledge that he is able to translate into productive performance. As intellectuals, the leader always explores new ideas and creative solutions from the staff and does not forget to always encourage staff to learn and practice new approaches in doing work. According to Daryanto, principals who have intellectual stimulation behavior are principals who can foster creativity and innovation among teachers and staff by developing critical thinking and problem solving to make the school a better direction. Therefore, transformational leadership needs to invite members of educational organizations to view problems from another perspective, more comprehensive and comprehensive. Such behavior continues to be carried out in order to create a holistic culture such as the emergence of the habit of deliberation. A culture of sharing and deliberation, positive energy will be born and refreshment of workers will arise.

Individualized Considerations. In transformational leadership, namely a leader who is able to treat everyone into individuals with various interests, talents, potential, character, ideals and others in detail. Recognizing subordinates must be done as a leader. Individual consideration behavior is a form and behavior of transformational leadership in which he contemplates thinking, and continues to identify the needs of his employees, recognize the abilities of his employees, delegate authority, give attention, nurture, guide, and train followers specifically and personally to achieve organizational goals, provide support , encouraging and providing developmental experiences to followers.

Principal Transformational Leadership Principles

The function of the principle is to help achieve the goals and objectives of the principal's transformational leadership to the fullest. Edward Sallis argued that the new paradigm in transformational leadership raised seven principles to create transformational leadership in accordance with the goals of educational organizations. The seven principles are:

Simplicity, namely success and leadership begins with a vision that becomes a common goal. The ability and skill to express a clear, practical and transformational vision that can

answer "where are we going?" become important things that need to be known and implemented.

Motivation, namely the ability to obtain commitment from every individual involved in the success of the vision. When a transformational leader has a strategy in an educational institution, it is appropriate that the leader is able to optimize, motivate and provide support to all his subordinates.

Facilities, namely the ability to effectively facilitate "learning" that occurs within the organization, institutionally, in groups or individually. This will affect the increasing intellectual capital of each individual involved.

Innovation, namely the ability to make changes when needed and as a demand for changes that occur as a form of responsibility. In an effective and efficient educational institution, every individual involved needs to anticipate changes and should dare to make those changes. In certain cases, the trust of all work teams is needed by a transformational leader.

Mobility, which complements and strengthens every individual in the educational organization by mobilizing all available resources to achieve the vision and goals. Transformational leaders will try to invite their subordinates to take responsibility. Be prepared, namely the ability to always be ready to learn, improve one's own competence and be ready to welcome changes with a positive new paradigm

Determination, which is a sincere intention or willingness to always succeed in completing everything properly and completely. For this reason, it is necessary to support the development of spiritual, emotional and physical disciplines as well as commitment.

Teacher Performance

Supardi, (2013: 54) Teacher performance is not only shown by work results but also behavior at work. Teacher performance can also be shown from how much competence is required and fulfilled. These competencies include pedagogic competence, personality competence, social competence, and professional competence. (a) Pedagogic competence is the ability of teachers to understand students, planning and implementing learning, evaluating learning outcomes and developing students to actualize their various potentials; (b) Personal competence is the ability of the teacher personally which is reflected in a personality that is steady, stable, mature, wise, and authoritative, being a role model for students, and having noble character; (c) Social competence is the ability of teachers to communicate and socialize effectively with students, fellow educators, parents/guardians of students, and the surrounding community; (d) Professional competence is competence from the basics of the disciplines that he studies or which is his field of specialization, both theoretical and practical mastery, dactive abilities, psychological methodical, planning and management skills and the ability to evaluate teaching and learning outcomes. The teacher's performance can be seen clearly in the

learning that he shows from the achievements of students. Good teacher performance will result in good student learning achievement, so it is clear that assessing and understanding teacher performance cannot be separated from students according to students' subjects, and the level of achievement achieved by students is a description of teacher performance as a learning planner and manager or class administrator. If there is maximum teacher performance, all efforts to improve education will fail. A good curriculum, a complete library, sophisticated laboratories, the availability of computers and the internet are almost meaningless to improve the quality of education if the teachers are not qualified and do not love their profession. (Widodo and Permanasari, Kompas 21/02/2006).

Employee performance is strongly influenced by individual characteristics consisting of knowledge, skills, motivational abilities, beliefs, values, and attitudes. Individual characteristics are strongly influenced by organizational characteristics consisting of rewards, goal setting, selection, training and development, leadership, and organizational structure. Similarly, the characteristics of the job consisting of job appraisal, feedback on job design performance and organizational structure.

Factors Affecting Teacher Performance

According to Mangkunegara (2011: 14), the factors that affect performance are: (1) Ability factor Physiologically, the teacher's ability consists of potential ability (IQ) and reality ability (knowledge and skills). This means that a teacher who has a high educational background and is in accordance with his field and is skilled in doing daily work, then he will more easily achieve the expected performance. Therefore, employees need to be assigned to jobs that match their expertise. With the placement of teachers in accordance with the bidanya will be able to assist in the effectiveness of a learning; (2) Motivation Factors Motivation is formed from the attitude of a teacher in dealing with work situations. Motivation is a condition that moves someone who is directed to achieve educational goals; (3) Activities of teachers in schools The activities of teachers in schools include participating in the administrative field, where in this field of administration teachers have many opportunities to participate in school activities. Thus it can be concluded that internal and external factors must have a balance in order to have a good influence on performance.

Teacher Professionalism

According to Davis and Thomas, qualified professional teachers are teachers who have the ability to create a learning climate in the classroom, have the ability to manage learning, have the ability to provide feedback and reinforcement, and have the ability to improve themselves. The ability of teachers to create a conducive learning climate in the classroom is related to interpersonal skills, especially to show empathy and appreciation for students, creating a conducive climate to show cooperation and cohesiveness within and between groups of students, involving students in organizing and planning lessons.

The ability to provide feedback and reinforcement, among others, relates to the ability to provide positive feedback on student responses, providing responses that can help slow learners. The ability to improve oneself is related to the ability to apply curriculum and learning methods in an innovative way.

3. CONCLUSION

The importance of principal transformational leadership management has an impact on teacher performance. Strategic Efforts Principals as managers in improving teacher performance in an effort to form teachers into professional staff. Professional teachers are people who have special abilities and expertise in the field of teaching, so that they are able to carry out their duties and functions as teachers with maximum abilities. In an effort to improve teacher professionalism, school principals need to provide guidance, direction and motivation as well as rewards to provide a stimulus to continue to improve the profession and teacher performance. Principals must have general and personal records about the performance of education personnel, for that principals need to have professional management knowledge. Employee performance is strongly influenced by individual characteristics consisting of knowledge, skills, motivational abilities, beliefs, values, and attitudes. The principal's efforts to improve teacher performance are implemented by implementing the principal's role as a manager as evidenced by the creation of a comfortable school environment for teaching and learning activities, facilities and infrastructure that support the continuity of teaching and learning, mental attitudes in the form of motivation, work discipline, work ethic, opportunities for achievement to become professional teachers, adequate income, rewards, academic supervision as evidenced by the existence of job descriptions for teaching staff, broad understanding of subject matter that can be used, ability to develop and use various tools, media and relevant learning resources, varied learning methods implemented in the classroom, the completeness of instructional media, the development of learning methods and the development of teachers' professional abilities through MGMP activities. There is an increase in teacher professionalism in this case as evidenced by the existence of learning plan documents (syllabus and lesson plans), KBM activity agendas (Teaching and Learning Activities) and attendance books, value documents and analysis of learning outcomes, attendance charts and professional teacher certification documents. The principal as an education leader must have a clear vision, mission, strategy and goals in order to be able to improve the competence of educators and develop schools and improve the quality of education.

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