

THE EFFECT OF TRANSFORMATIONAL LEADERSHIP STYLE ON TEACHER PERFORMANCE

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Abstract. This researcher has the aim of knowing the influence of transformational leadership style on teacher performance. Research on the Effect of Transformational Leadership on Teacher Performance at Malik Ibrahim Gresik Islamic Foundation Educational Institution uses a quantitative approach. The technique used to determine the sample in this study is a saturated sampling technique. The results of the study in the form of Transformational Leadership Style have a significant influence on Teacher Performance, meaning that the better the Transformational Leadership Style will have a significant effect on the better Teacher Performance.

Keywords: influence; transformational leadership; teacher performance

I. INTRODUCTION

Education greatly determines the progress and quality of a nation. The quality of education affects the quality of the nation. A developed nation has a good education and the success of education is determined by teacher performance both teacher performance in lesson planning, teacher performance in learning implementation, teacher performance in learning evaluation, teacher performance in task discipline, and teacher activeness in teaching in the classroom [1]. And teachers as educators are determinants of success in the learning process at school. This role is reflected in how teachers carry out their duties and responsibilities [2]. The quality of teacher performance will greatly determine the quality of educational outcomes, because teachers are the parties who have the most direct contact with students in the learning process at school (Islam and Nugraha [3]). Sianturi [4] explained that the management of improving teacher performance will be in accordance with expectations if it is based on good management, starting from planning, implementation, supervision and evaluation, as well as problems found in management.

Amir Rifa'i [5] explained that the Global Education Monitoring (GEM) Report 2016 by UNESCO noted that education in Indonesia ranks 10th and last for teacher quality from 14 developing countries. It is sad for our education world in the midst of an abundance of existing educators. In addition, the total number of teachers increased significantly, namely 382 percent or 3 million more around 1999 to 2000. This number is not comparable to the number of students who range from 17 percent only. Judging from the number of teachers, there are still 52 percent of teachers who do not have professional certificates and 25 percent who do not meet academic qualifications. Syafitri et al. [6] also explained that the education level of this very resource-rich country lags far

behind neighboring countries. The quality of Indonesian education is reflected in the publication by the World Population Review, in 2021 Indonesia is still ranked 54th out of a total of 78 countries included in the world education level ranking, but at least this position has increased one rank from the previous year, namely in 2020 which was ranked 55th. Indonesia is still inferior to being in 4th position when compared to fellow countries in the Southeast Asian region such as Singapore in 21st place, Malaysia in 38th place, and Thailand in 46th place. The quality of education that is still below Indonesia includes the Philippines in 55th, Vietnam in 66th, and Myanmar in 77th (Handoko [7]). Another finding is that education in Indonesia based on data from the Global Education Monitoring Report (GEM) which ranks 10th out of 14 developing countries in the world, teacher quality ranks 14th out of 14 developing countries in the world (Utami, [8]).

Purwanto [9] explains transformational leadership shows leaders who provide individual attention by assigning tasks that are in accordance with employee abilities, and are able to apply intellectual stimulation to their employees. Taufik B.K. [10] explained that the characteristic of transformational leadership Idealized influence means that a transformational leader must be charisma who is able to "bewitch" subordinates to react following the leadership. In concrete form, this charisma is shown through the behavior of understanding the vision and mission of the organization, having a strong stance, commitment and consistency to every decision that has been taken, and respecting subordinates. Son of Rustamaji et al. [11] explained that transformational leadership is defined as an attitude that represents an individual's view of the superior's attitude in directing his employees who aim to improve performance, prioritize the interests of subordinates and team members, and provide something that subordinates need such as in terms of rewarding leaders who have a transformational spirit will

always give and build commitment and work attachment for subordinates in order to achieve organizational goals. This is so that subordinates will really always follow whatever direction is given by the leader, apart from leadership the influence of performance is also sometimes seen as a compensation factor (Briliarto et al. [12]). Alisyah Pitri [13], Jasmani and Mustofa [14] said that teacher performance is the result of work that can be achieved by a teacher in an educational institution in accordance with his duties and responsibilities in achieving educational goals. Putra Rustamaji et al. [11] also explained that performance can be seen from the work productivity of these employees. This performance determines how a person can survive or not in an organization and will have an impact on the integrity and survival of a company (Humaidi et al. [15]). Madjid [16] explained that teacher performance is defined as a result in a teacher's efforts which is achieved by the ability and actions in certain situations.

Malik Ibrahim Islamic Foundation (YIMI) Gresik is an organization whose mission is one of its missions engaged in the world of education. YIMI currently has educational institutions ranging from Playgroups (KB), Kindergartens (TK), Elementary Schools (SD) and Junior High Schools (SMP). The institution was founded in 1955. The study hour system for YIMI Elementary School and YIMI Junior High School implements Full Day School with study time every Monday to Friday. In the 2022-2023 academic year, the total number of students is 834 students with the number of teachers and employees totaling 162 people in total. The slogan of the YIMI educational institution is Okay Religionnya Top Educationnya. YIMI Gresik is committed to trying to improve the level of higher education than it has now (KB-TK-SD-SMP), namely high school and college. To realize this, sufficient capital is needed. Among the efforts that can be done, one of them is to have a large number of students. The Most education costs at the school level come from the central government, while private schools come from students or foundations. The phenomenon in YIMI is that teacher performance assessments have not been carried out optimally such as some teachers in carrying out obligations in making teaching administration devices are still not in accordance with the provisions desired by the school according to the results of the target recapitulation and realization of making teaching devices at YIMI Kindergarten in the even semester of 2021-2022 in the form of a teaching implementation plan (RPP).

A teacher at YIMI Gresik educational institution before teaching in class, the teacher must prepare teaching equipment which must be consulted first to the principal or senior teacher who has been appointed by the principal or foundation. After getting a signature from the principal or senior teacher, the teacher can do the teaching and according to the existing schedule, class supervision will be carried out to the teacher. Evaluation of the results of supervision in the classroom will be delivered in clinical supervision outside the classroom as input material to teachers to evaluate future teaching and improvements to teaching equipment will be documented by the school to be used as a reference by future

teachers or the teacher as evaluation material or reviewing lessons (Harahap [17]). Based on the explanation above and the existence of several gaps in the problems at YIMI Gresik, this researcher aims to know the Effect of Transformational Leadership Style on Teacher Performance.

II. RESEARCH METHODS

Research on the Effect of Transformational Leadership on Teacher Performance at Malik Ibrahim Gresik Islamic Foundation Educational Institution uses a quantitative approach. Sugiyono [18] defines that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative / statistical data analysis, with the aim of testing established hypotheses. Malik Ibrahim Islamic Foundation Educational Institution on Jalan Kyai Haji Agus Salim Number 37 Gapuro Sukolilo, Gresik, East Java, Indonesia. Phone. (62-31) 3984377, E-mail: yimigresik_oke@yahoo.co.id. Sugiyono [18] explained that population is the whole element that will be used as a generalization area. The population element is the whole to be measured which is the unit under study.

Sugiyono [18] explained that the sample is part of the number and characteristics possessed by the population. Kuncoro [19] explains that a sample is a subset of a population unit. If the population is large and it is not possible for the researcher to study everything in the population, for example due to limited funds, energy and time, then the researcher can use samples taken from that population. The technique used to determine the sample in this study is a saturated sampling technique. Sugiyono [18] the definition of saturated sampling is a sampling technique when all members of the population are sampled, this is done when the population is relatively small, or the study wants to make generalizations with very small errors.

III. RESULTS AND DISCUSSION

Average Variant Extracted (AVE) value (Fornell & Larcker in Ghazali [20]. In Ghazali & Latan [21] explain that other tests are carried out to determine the assessment of the validity of the construct through the observation of the value of *average variance extracted*. The model is said to be good if the *Average Variance Extracted* (AVE) of each construct has a value greater than 0.50.

Table 2. Average Variance Extracted (AVE) Value

Variable	Average Variance Extracted (AVE)
<i>Transformational Leadership</i>	0,782
<i>Teacher Performance</i>	0,736

Source: Results of Data Processing Smartpls Report 2023

Based on the data view in Table 2. It can be observed that each research variable has a value *Average Variance Extracted (AVE)* greater than 0.5. Thus it can be stated that each variable already has a value *discriminant validity* which is good.

Reliability Test (*Composite Reliability*) is a part used to test the reliability value of several indicators on a variable. A variable can be said to satisfy *Composite Reliability* if it has a value *Composite Reliability* > 0.7 (Ghozali [22]). Below are presented values *Composite Reliability* From each variable used in the study as follows:

Table 3. Composite Reliability

Variable	Composite Reliability
Transformational Leadership	0,956
Teacher Performance	0,957

Source: Results of Data Processing Smartpls Report 2023

Based on the data view in Table 3. It can be known that the composite reliability value of all research variables > 0.7. A construct is considered reliable if the value *Composite Reliability* above 0.70 (Ghozali [22]). These results can show that each variable meets *Composite Reliability* And in the end it can be concluded that all variables have a high level of reliability.

Reliability testing in addition to using *Composite Reliability*, can also be strengthened through the use of tests from the results of *Cronbach Alpha* values. A variable can be said to be reliable if the result of the *Cronbach alpha* value is > 0.7 (Ghozali [22]). Like the table of *cronbach alpha* values below:

Table 4. Cronbach's Alpha

Variable	Cronbach's Alpha
Transformational Leadership	0,944
Teacher Performance	0,949

Source: Results of Data Processing Smartpls Report 2023

Based on the display of data in Table 4, it can be seen that the Cronbach alpha value of each research variable > 0.7. So based on this, the results of the following study show that each research variable has met the requirements of *Cronbach's alpha* value, finally a conclusion can be made that all variables have a high level of reliability.

In the research on the Effect of Transformational Leadership on Teacher Performance at YIMI Gresik Education Institutions using structural tests or *inner models*. The structural model test or *inner model* consists of *path coefficient* test, *goodness of fit* test and hypothesis test.

Path coefficient *evaluation* is used to show how strong the effect or influence of exogenous variables on endogenous variables. Meanwhile, *coefficient determination (R-Square)* is used to measure how much endogenous variables are influenced by other variables. The categorization of the *Path Coefficient* Test is seen if the test value is more than 0.67 then the Good category, if the results are 0.33 - 0.67 classified as the Medium category and if the results are 0.19 - 0.33 classified as the Weak category.

Based on the description of the results, it shows that all variables in this model have a *path coefficient* with a positive number. This shows that if the greater the value of the *path coefficient* on one exogenous variable against the endogenous variable, the stronger the influence between exogenous variables on the endogenous variable. In the results of the *path coefficient*, the effect of the relationship between compensation and teacher performance has weak results. This is due to conditions in the field, respondents feel that there is indirect compensation that is not felt by teachers, such as the gathering of teachers and employees of YIMI's extended family that has not been carried out for a long time, giving awards for outstanding teachers or employees who used to run, awarding teacher or employee service periods.

Based on data processing that has been carried out in *Smartpls* 3.2.9, *R-Square* is obtained as follows:

Table 5. R-Square

Variable	R-Square
Organizational Commitment (Z)	0,217
Teacher Performance (Y)	0,320

Source: Results of Data Processing Smartpls Report 2023

Based on the figure above, it can be seen that the value for the Teacher Performance variable is 0.320. It is stated that the presentation for Teacher Performance is 32%. The value for the Organizational Commitment variable is 0.217. It is stated that the presentation for Organizational Commitment is 21.7%. *Goodness of fit* assessment is observed from the *Q-Square* value. The value of *Q-Square* means equivalent to coefficient determination (*R-Square*) in regression analysis, where the higher the *Q-Square* the better. The results of calculating the *Q-Square* value are:

$$\begin{aligned}
 Q\text{-Square} &= 1 - [(1 - R21) \times (1 - R22)] \\
 &= 1 - [(1 - 0.320) \times (1 - 0.217)] \\
 &= 1 - (0.68 \times 0.783) \\
 &= 1 - 0.53244 \\
 &= 0.46756
 \end{aligned}$$

Based on the results of the calculation above, the *Q-Square* value is 0.46756, meaning that it shows the great diversity of research data that can be influenced by the research model, which is 46.76%. Meanwhile, the remaining 53.24% were given an explanation by other factors outside the research model. The *R - Square* value of *Teacher Performance (Y)* 0.320 is more than the *R-Square* value of *Organizational Commitment (Z)* 0.217, hence it is stated that this model is acceptable. In the hypothesis test, it can be observed based on the t-statistical value and probability value For the hypothesis test, namely through the use of statistical values so that for alpha 5% the statistical t value used is 1.96. What makes the criteria for acceptance/rejection of the hypothesis is that *Ha* is accepted and *H0* is rejected when the t-statistic > 1.96. To reject / accept the hypothesis using probability so that *Ha* is accepted if the *P Value* value < 0.05. The table below is the results of hypothesis testing obtained in the following study using the *inner model*.

Hypothesis of influence between Transformational Leadership on Teacher Performance. The result Original sample 0.360 is positive because above zero below one, the statistical t value is more than t table ($t_{stat} > 1.960$) which is 3.806 and the P-Values value is 0.000 less than 0.05 so it is stated that Transformational Leadership has a significant influence on Teacher Performance, meaning that the better the Transformational Leadership will have a significant effect on the better the Teacher Performance. The results indicate that the hypothesis is accepted.

Transformational Leadership Style (X1) to Teacher Performance (Y)

Hypothesis of influence between Transformational Leadership Style on Teacher Performance. The result is that the Original sample of 0.360 is positive because above zero below one, the statistical t value is more than the table t ($t_{stat} > 1.960$) which is 3.806 and the P-Values value is 0.000 less than 0.05 so it is stated that the Transformational Leadership Style has a significant influence on Teacher Performance, meaning that the better the Transformational Leadership Style will have a significant effect on the better Teacher Performance. The results indicate that the hypothesis is accepted. The results of the Transformational Leadership Style Variable respondents above, obtained results for each indicator divided into the lowest average of 3.71 with the criteria of agreeing that the principal provide technical advice related to work. In order to obtain optimal teacher performance results, the Principal is also tasked with providing guidance, assistance, supervision and assessment related to the technical implementation and development of teaching education in the form of improving teaching education programs and activities. Duties that can be carried out by the principal include:

- a. Guide teachers so that they can understand more clearly about student issues and needs through coordination meetings.
- b. Select and assign appropriate tasks for each teacher based on interests, aptitude abilities and encourage teachers to continue to develop their interests, talents and abilities through teacher training both internally and externally at school.
- c. Provide teacher assessment through classroom supervision.

While the highest is 4.42 with the criterion strongly agreeing that the principal gives optimism. The principal can do this by maintaining the motivation to teachers to always be maintained and cared for by going through teacher morning *briefing* activities and giving appreciation to outstanding teachers. The results of this study are supported by research by Muhamad Taufik B.K. [10] which explains that there is a positive and significant influence of transformational leadership on teacher performance. The results revealed that efforts to optimize teacher performance can be carried out by school principals through example, motivation, democratic policies, *providing rewards*, making good personal relationships and approaches and creating a sense of security and comfort at work. The results of this study also agree with the research (Azizah, *et al.* [23]); (Rismawati, *et al.* [24]).

IV. CONCLUSION

Based on the discussion above, it is concluded that the Transformational Leadership Style has a significant influence on Teacher Performance, meaning that the better the Transformational Leadership Style will have a significant effect on the better the Teacher Performance. The results indicate that the hypothesis is accepted. Based on the conclusions of the research results, the suggestions that can be given are as follows: The transformational leadership style of the principal will be more perceivable by teachers by providing examples directly by being present early before teachers or other subordinates are present at school and establish regular communication, always motivating teachers in instilling obligations as a teacher and educator, and provide opportunities to innovate by involving teachers in various trainings, as well as giving positions to outstanding teachers.

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