

The Effects of Transformational Leadership, Internal Communication, and Management Control Systems on Teacher's Performance of Junior High School

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Abstract—The objective of this study is to obtain information concerning the effect of Transformational Leadership, Management Control Systems, Internal Communication and Teacher's Performance. The research population of all teachers in the Junior High School in Medan Labuhan District was 164 teachers. Determination of the number of samples was determined using Krejcie tables from 118 teachers with the sampling technique using Proportional Random Sampling. To collect research data, a questionnaire was used, where the questionnaire was tested on 30 teachers to test the validity using Product Moment Correlation and Reliability test using the Coefficient Cronbach Alpha. Test requirements for analysis carried out tests of normality and linearity. The hypothesis's test was done by path analysis. The results showed that there was a positive direct effect of Transformational Leadership on Internal Communication, there was a positive direct influence on Transformational Leadership on Management Control Systems, there was a positive direct effect on Transformational Leadership on Teacher's Performance, there was a positive direct effect Internal Communication on Teacher's Performance, and there was a positive direct from the Management Control System on Teacher's Performance, Teacher's Performance improvement can be done by increasing Transformational Leadership, Internal Communication and Management Control Systems.

Keywords—*transformational leadership; internal communication and management control systems; teacher's performance*

I. INTRODUCTION

The teacher is a resource that greatly determines the success or failure of education in school, because the teacher is very closely related to students in daily education activities in school. In addition, the teacher also acts as the person in charge in the implementation of the process of teaching and learning activities in the classroom. There are several competencies that must be possessed by a teacher, namely: (a) pedagogic competence; (b) personality competence; (c) professional competence; and (d) social competence [1]. These four competencies greatly influence the performance of teachers in teaching. Teachers have a considerable role, such as teachers, educators, programmers, facilitators, administrators and evaluators in schools. The implementation of education will run well if it is implemented by competent teachers, who are

able to communicate well, become good examples for their students, and who are able to improve their performances. Increasing teacher's performance can be influenced by several factors, including the principal's transformational leadership style, Internal Communication, and management control systems is a system used to plan future goals to be achieved by the organization, plan activities to achieve these goals. The lack of clarity of information received by teachers, difficulties in carrying out orders from principals, misunderstandings between teachers and principals and from the teachers in this case indicate the existence of problems in terms of communication. More specifically, there is a lack of good and transparent communication between principals and teachers, moreover the communication that leads to decision making and change of opinion, has not been carried out continuously from the principal.

II. THEORETICAL STUDY

A. Teacher's Performance

Teacher's performance includes aspects: professional ability, social ability, and personal abilities [2]. Performance is a person's success in carrying out a job. That performance is related to what someone produces from her/his work behavior [3]. People with high levels of performance are referred to as productive people, and vice versa people whose performance levels do not reach the standard are said to be unproductive or low performing people. Learning the results of learning are activities or ways intended to determine whether or not learning objectives have been achieved and also the learning process that has been done. Performance it can be concluded is a capability, success or success of one's work in achieving the intended goals as determined by the organization. The interpretation of teacher's performance is the performance of the teacher in implementing his duties as a teacher to achieve goals with indicators: the ability to develop teaching programs, the ability to present teaching programs, the ability to analyze learning outcomes, the ability to develop improvement and enrichment programs, and the ability to develop a guidance program.

B. Transformational Leadership

Transformational leadership is built from two words, namely leadership and transformational. The term transformational comes from the word transform, which means transforming or transforming something into a different form, for example transforming a vision into reality, or changing something potential into an actual one. There are seven attitudes from a school principal who has successfully applied transformational leadership, namely: (1) identifying himself as an agent of change (renewal); (2) have a brave nature; (3) trust others; (4) acting, on the basis of a value system, (5) continually improving capacity, (6) having the ability to deal with complex situations unclear and uncertain, and (7) have a vision of the future or visionary [4]. Thus, the understanding of Transformational leadership is reflected in the ability of the principal in relation to his duties in leading with the following indicators: identifying himself as an agent of change (renewal), have a brave nature, trust others, acting, on the basis of a value system, continually improving capacity, having the ability to deal with complex situations unclear and uncertain, and have a vision of the future or visionary.

C. Internal Communication

Communication is easily interpreted as the process of transferring messages through means or media of communication to the intended communicant. Effective communication is an integrated part of team personal partnerships that function well [5]. Therefore, it is safe to say that good communication is one of the building units to become an effective leader. A leader who can communicate positively and effectively can reach the highest level of dialogue. Internal communication is the process of exchanging information and communication between leaders and employees in a company that causes the realization of a distinctive structure (organization) and exchange of ideas horizontally and vertically which causes work to take place effectively [6]. The internal communication is communication or delivery of messages by leaders to all members in an organization in the form of vertical, horizontal, and diagonal communication, with indicators improvement of communication facilities in schools; and creating a more conducive communication climate for the creation of two-way communication to avoid delays in information and misconceptions between teachers in carrying out the teaching and learning process.

D. Management Control Systems

Management control system is a system that is use to plan future goals to be achieved by the organization, plan activities to achieve these goals, and implement and monitor the implementation of a predetermined plan [7]. Management control systems are systems used by management to influence organizational members to implement strategies and organizational policies efficiently and effectively in order to achieve organizational goals, where management control systems consist of structures and process [8]. Based on the definitions, the management control system is the way the leader motivates and gives enthusiasm to members of the organization in carrying out activities in order to achieve the

organization's stated goals or plans, with indicators: maintaining the balance of all operations, operate the organization as a coordinated entity, processing the type of information consisting of planned data and actual data, focus on programs and centers of responsibility.

III. METHOD

This research was conducted in Medan Labuhan District on 2019. The target population was 164 Junior High School Teachers. The number of samples was determined by the Krejcie Table obtained by 118 teachers using Proportional Random Sampling. Data collection was done by questionnaire, after first being tested to determine the validity and reliability of Instrument. The data analysis technique used by descriptive analysis and inferential analysis. Hypothesis testing was done by inferential analysis using path analysis (path analysis) which was preceded by test requirements analysis, namely normality test and linearity test.

IV. RESULTS AND DISCUSSION

A. Research Result

After the data collected from 118 respondents, the results of the calculation of descriptive analysis of the variables Transformational Leadership (X_1), Internal Communication (X_2) and Management Control Systems (X_3) on Performance (X_4) are presented in Table 1 below.

TABLE I. RESULTS OF CALCULATION THE DESCRIPTIVE ANALYSIS FOR EACH RESEARCH VARIABLE

	X_1	X_2	X_3	X_4
N	118	118	118	118
Mean	100.54	100.49	103.08	101.26
Median	100.00	98.00	104.50	101.00
Mode	98	79 ^a	101	100 ^a
Std. Deviation	16.797	18.561	17.307	17.005
Variance	282.131	344.526	299.531	289.170
Range	76	80	71	74
Minimum	62	67	64	61
Maximum	138	147	135	135

^a. Multiple modes exist. The smallest value is shown.

To find out the normality of the data, the normality test of the data was carried out using the Kolmogorov-Smirnov formula and linearity and regression significance tests. Using the ANAVA formula. To test the hypothesis, the study was conducted by path analysis. If the significance value is < 0.05 , then H_0 and accept H_a . In Table 2, the values of the path coefficients and their test are presented using the t-test.

TABLE II. SUMMARY OF RESULTS OF PATH COEFFICIENT CALCULATION AND MEANING TEST

Hypothesis Number	Coefficient Lane	t _{count}	significance	Explanation
1	$\rho_{21} = 0,638$	8,916	0,000	Mean Lane
2	$\rho_{31} = 0,682$	10,055	0,000	Mean Lane
3	$\rho_{41} = 0,351$	3,901	0,000	Mean Lane
4	$\rho_{42} = 0,280$	3,794	0,000	Mean Lane
5	$\rho_{43} = 0,298$	3,832	0,000	Mean Lane

All score (t_{count} higher than table (5%) = 1,980).

The testing criteria are reject Ho if the significance of the value of tcount<0.05 or accept Ha if the value of tcount>ttable value at $\alpha = 0.05$. In table 2, it can be seen that all path coefficients have a significance value of <0.05, all values of

tcount>ttable at $\alpha = 0.05$ of 1.980. Thus it was concluded that Transformational Leadership was a positive direct effect on Internal Communication, Transformational Leadership was a positive direct effect on Management Control Systems, Transformational Leadership was a positive direct effect on Performance, Internal Communication was a positive direct effect on Teacher's Performance, and Management Control Systems have a positive direct effect on Teacher's Performance.

Furthermore, the Diagram Empirical Pathway Model can be described as a fixed model or theoretical model that describes a causal relationship between research variables that determine the performance of Junior High School Teachers in Medan Labuhan District.

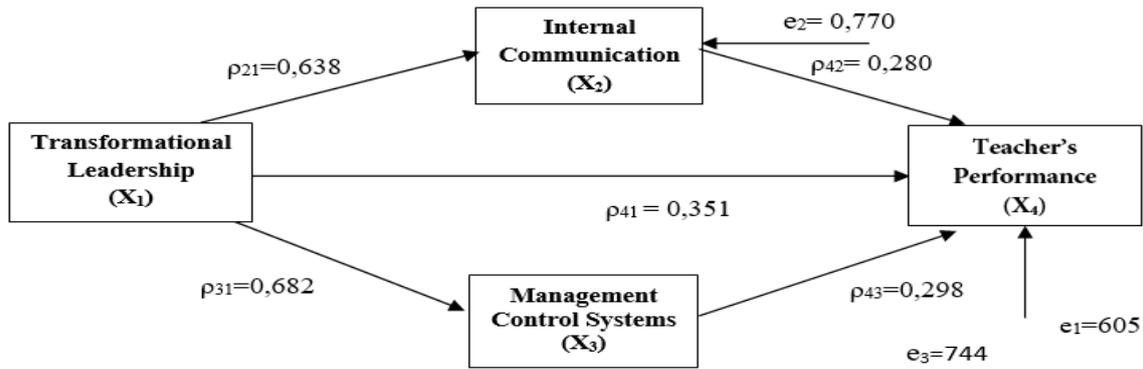


Fig. 1. Empirical causal model of research variables.

TABLE III. SUMMARY OF THE RELATIVE DIRECT EFFECTS OF TRANSFORMATIONAL LEADERSHIP, INTERNAL COMMUNICATION, MANAGEMENT CONTROL SYSTEMS ON PERFORMANCE

Variable	Direct Influence		
	On Internal Communication (X ₂)	On Management Control Systems (X ₃)	On Performance (X ₄)
Transformational Leadership (X ₁)	0,638	0,682	0,351
Internal Communication (X ₂)	-	-	0,280
Management Control Systems (X ₃)	-	-	0,298

The direct influence of Transformational Leadership on Internal Communication is 0.638. Transformational leadership was a direct effect on the Management Control System of 0.682. The Effect of Transformational Leadership on Performance is 0.351. The Effect of Internal Communication on Performance is 0.280, and the Effect of Management Control Systems on Performance is 0.298.

Furthermore, a summary of the results of the proportional effect of exogenous variables was presented in the following endogenous variables in table 4.

TABLE IV. SUMMARY OF RESULTS OF CALCULATION OF THE EFFECT OF PROPORTIONAL TRANSFORMATIONAL LEADERSHIP (X₁), INTERNAL COMMUNICATION (X₂) AND MANAGEMENT CONTROL SYSTEMS (X₃) ON PERFORMANCE (X₄)

Variable	Effect			Total Effect	Non Lane	
	Directly on X ₄	Not directly on X ₄ through			S	U
		X ₂	X ₃			
X ₁	0,123	-	0,041	0,164	-	0,134
X ₂	0,078	-	0,018	0,096	-	0,020
X ₃	0,088	-	-	0,088	0,132	

Explanation:

S = Spurious Component

U = Unanalyzed Component

From the table it can be seen, the direct effect of Transformational Leadership on Performance is 0.1232. The Indirect effect Transformational Leadership on Performance through the Management Control System is 0.041. The direct effect of Internal Communication on Performance is 0.078. The indirect effect internal communication on performance through the Management Control System is 0.018. The direct effect of the Management Control System on Performance is 0.088. Thus, the total direct, indirect and spurious and unanalyzed

influence between Transformational Leadership, Internal Communication and Management Control systems on Performance is 0.633, or 63.3% while the remaining 0.367 or 36.7% was influenced by other factors.

B. Discussion

From the research findings, the trend level of Transformational Leadership, Internal Communication, Management Control Systems and Performance is in the sufficient category. There was a direct effect Transformational Leadership on Internal Communication. This finding supports the theory and research conducted there was the quality of transformational leadership style is high when leaders show high communication competencies [9]. There was a direct effect Transformational Leadership on Management Control Systems. These findings do not contradict the theory and support the research results there was the results of this study indicate that the Transformational Leadership Style has a significant effect on management Accounting Systems, Management Control Systems and organizational performance [10,11]. There was a direct effect Transformational Leadership on Teacher's Performance. The results of this study do not conflict with the theory and support the results of research, the results of data analysis showed that the managerial skills of the principal, teacher morale, and teacher job satisfaction was a positive and significant effect on teacher's performance [12].

There was a direct effect Internal Communication on Teacher's Performance. This finding supports the theory and research conducted in the research showed that there was a positive and significant influence between internal communication on teacher's performance [13]. There was a direct effect the Management Control Systems on Teacher's Performance. This finding supports the theory and research conducted that the company's management control systems are tasked with determining the company's operating budget to achieve a level of profitability. This increase shows that operational performance as a measure of performance achievement for companies has experienced positive or good growth [14,15]. Based on three exogenous variables studied, it turns out that the variable that most influences Performance is the Transformational Leadership variable followed by the Management Control Systems and Internal Communication variables.

V. CONCLUSION AND SUGGESTION

The results of the study concluded that there was a positive direct effect of Transformational Leadership, Internal Communication, and Management Control Systems on Teacher's Performance. Thus it can be stated that the higher Transformational Leadership, the higher the Internal Communication, and the higher the Management Control Systems, the higher the Performance of Junior High School Teachers in Medan Labuhan District. Referring to the conclusions above, some suggestions were stated as to improve teacher performance, principals need to improve

transformational leadership, internal communication and management control systems and for teachers to be able to improve collaboration, open communication to improve the quality of schools for the better.

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