

Relationship between Transformational Leadership and Teacher Performance: A Correlation Analysis

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ABSTRACT

This study aims to determine the relationship between principal transformational leadership and teacher performance. This research was conducted at State Vocational High School (*Sekolah Menengah Kejuruan Negeri / SMKN*) Malang, East Java, Indonesia. This research uses a quantitative approach with descriptive-correlational research type. The research sample was 230 teachers taken from a total population of 542 teachers. The sampling technique used was proportional stratified random sampling. The data analysis technique used is descriptive analysis and correlation analysis. The results of this study indicate that the principal's transformational leadership is in the very good category, as indicated by the percentage value of 40%; teacher performance is in good category, this is indicated by the percentage value of 29%; and there is a positive relationship between transformational leadership and teacher performance as evidenced by the percentage of the contribution of the independent variable to the dependent variable obtained by 49.4%.

Keywords: transformational leadership, principal, teacher performance

1. INTRODUCTION

The success of achieving educational goals in schools is influenced by the role of the principal as an educational leader. The principal is considered an agent of change and determines the direction of policies in the school, for that the principal must be able to develop and empower human resources and be able to establish good relationships with all school members and communities in the environment around the school and also be able to achieve educational goals in school (Wiyono, 2013).

This description is in accordance with the characteristics of transformational leadership. According to Mualldin (2016) transformational leadership can be understood as a leadership style that involves members of the organization to be able to realize the vision and goals of the organization by providing inspiration and making commitments with members, besides providing challenges to organizational members in order to solve problems innovatively. and able to develop leadership capacity through various activities.

The results of Yang's research (2014) explain that transformational leadership is the main key needed to optimize the improvement of the quality of education in schools. This opinion is in line with the results of research by Raman, Mey, Don, Daud, and Khalid (2015) which reveal that the application of transformational leadership behavior in schools can bring good changes to administration and management in schools. Based on these two opinions, the principal as a transformational

leader is considered a leadership model who can try to provide inspiration and encouragement to human resources to be able to improve the quality of education in schools.

Apart from the principal, teachers are also an important element in improving the quality of education in schools, because teachers interact directly with students during the process of teaching and learning activities, so that in carrying out their duties the teacher must show good and professional performance. Teacher performance according to Muhyi (2011) is a condition that shows the ability of teachers to carry out their duties at school, discipline and teacher behavior during their daily activities at school. So that in carrying out their duties the teacher can show professional performance, it is necessary to increase teacher performance.

Based on the results of research conducted by Bangun (2010), the performance of teachers at State Vocational High Schools Malang City is in a good category. Meanwhile, the results of research from Sumarsono (2012) show that the performance of teacher in the State High Schools of Malang City is still in the medium category. The results of research from Rukmana, Sulthoni and Supriyanto (2017) also found that the professional performance of State Vocational High School teachers in Malang is at a moderate level. Based on the results of these studies indicate that the performance of teachers at the State Vocational High Schools Malang City is still in the medium category. The results of the 2015/2016 basic and secondary education human resource

analysis (Kemendikbud, 2016) also explained that based on 5 education indicators in Indonesia, it shows that the performance of primary and secondary education teachers is in the poor category, namely 76.43, which is explained in more detail about performance of human resources primary school (76.37), special school (74.96), junior high school (79.16) and vocational high school (76.86) are still in the poor category, while senior high school (81.16) are in the primary category. So that there is still a need for efforts to improve teacher teaching performance.

So that in carrying out their duties teachers can show professional performance, it is necessary to improve teacher performance. Efforts to improve teacher performance can be influenced by several factors, one of which is the leadership factor of the principal. Bush (2017) explains that principal transformational leadership is a leadership model that is focused to be able to influence stakeholders and staff in schools. The principal strives to improve the performance of human resources and to loyally accept and implement the school's vision.

The principal as a transformational leader is obliged to improve the ability and performance of teachers in schools. Mulyasa (in Susanto, 2016) explained that the principal as a leader has a duty and responsibility to improve teacher abilities and improve the quality of learning in schools. Mulyasa's opinion is supported by research results from Abdullah, Ling and Sufi (2018) which explain that the principal as a transformational leader tries to inspire teachers to be motivated to carry out and complete their duties well. This is reinforced by the results of research by Tokhibin and Wuradji (2013) which state that there is a positive relationship between transformational leadership and teacher performance. The results of other supporting research are the results of Lestari's research (2016) which states that the leadership of the principal has a significant effect on the performance of elementary school teachers.

Based on the explanation above, it can be seen that the role of the principal as a transformational leader is to provide an example for teachers to act in accordance with ethical and moral standards and to provide inspiration so that in carrying out their duties they can make new innovations, so that they can achieve maximum work results. as well as trying to meet the needs of teachers while also maintaining intimacy through effective communication. Therefore, researchers are interested in doing research on transformational leadership of school principals and teacher performance at the State Vocational High Schools level. This study aims to determine the relationship between the principal's transformational leadership and teacher performance in State Vocational High Schools, Malang, Indonesia.

2. METHOD

This research uses a quantitative approach. The quantitative approach is a research activity where the results of the analysis are presented in the form of

numbers. The type of research used is descriptive-correlational. The research design is depicted in Figure 1.

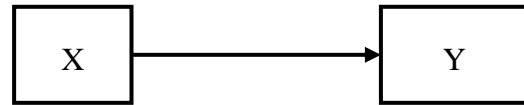


Figure 1 Research Design

The data collection tool used was a closed research questionnaire. The population in this study were 542 teachers of SMKN Malang. The research sample was taken using the proportional stratified random sampling, namely the sampling was carried out according to the number of population (Sugiyono, 2015). Based on calculations using the s slovin formula , the number of samples obtained was 230 teachers.

The data analysis used in this research is descriptive analysis, prerequisite analysis, and hypothesis testing. Descriptive analysis is used to describe the research data (Sugiyono, 2015), the descriptive analysis includes frequency distribution, calculating percentages, and presenting data through tables and bar charts. The prerequisite test of data analysis is used to determine whether the data analysis can be continued or not to test the hypothesis. The analysis prerequisite test conducted was the normality test and the homogeneity test. Hypothesis testing conducted in this study is the pearson product moment correlation analysis with a significance level of 0.05. This analysis is used to determine the relationship between the two variables studied (Sugiyono, 2015).

3. RESULTS

The transformational leadership variable is measured using 57 statement items. The results of data analysis obtained the mean value 189.55; median 192; standard deviation 23,843; the maximum value 228; and the minimum value 108. The frequency distribution of the transformational leadership variable can be seen in Table 1.

Table 1 Frequency Distribution of Principal Transformational Leadership

No	Interval	Classification	F	%
1	> 198	Very good	91	40%
2	178 - 198	Good	63	27%
3	158 - 178	Medium	57	25%
4	138 - 158	Low	13	6%
5	≤ 138	Very low	6	3%
Total			230	100%

Table 1 shows that out of 230 respondents are in the interval class: > 198, very good classification is 91 respondents (40%); 178-198, good classification is 63 respondents (27%); 158-178, sufficient classification is 57 respondents (25%); 138-158, the classification is less by

13 respondents (6%); and ≤ 138 classification is very less by 6 respondents (3%). So that it can be seen that the most dominant percentage value of the transformational leadership variable is 40%, which is classified as very good. This shows that the transformational leadership of the principal of State Vocational High School in Malang is very good.

Teacher performance variables were measured using 57 question items with 230 teachers as respondents. The results of data analysis obtained a mean value 197.52; median 198; standard deviation; 17.380; maximum value 228; and minimum value 155. The frequency distribution of teacher performance variables can be seen in Table 2.

Table 2 Distribution of Teacher Performance Frequency

No	Interval	Classification	f	%
1	> 209.8	Very good	48	21%
2	197.6 - 209.8	Good	66	29%
3	185.4 - 197.6	Medium	63	27%
4	173.3 - 185.4	Low	23	10%
5	≤ 173.3	Very low	30	13%
Total			230	100%

Table 2 shows that of the 230 respondents who were in the interval class: > 209.8 which were classified as very good; 48 respondents (21%); 197.6-209.8 were classified as good by 66 respondents (29%); 185.4-197, 6 were classified as sufficient for 63 respondents (27%); 173.3-185.4 were classified as less than 23 respondents (10%); and ≤ 173.3 were classified as very poor at 30 respondents (13%). So that it can be seen that the most dominant percentage value of teacher performance variables is 29%, good category. This shows that the performance of State Vocational High School teachers in Malang is good.

This correlation test is used to determine the relationship between two variables, namely the relationship between the transformational leadership of the principal and the performance of the teachers of State Vocational Schools in Malang. The test used to determine the relationship between transformational leadership variables and teacher performance is the *Pearson Product Moment Correlation test*. The results of hypothesis testing can be seen in Table 3.

Table 3 Pearson Product Moment Correlation Analysis Test

Correlations			
		Transformational leadership	Teacher Performance
Transformational leadership	Pearson Correlation	1	,494 **
	Sig. (2-tailed)		,000
	N	230	230
Teacher Performance	Pearson Correlation	,494 **	1
	Sig. (2-tailed)	,000	
	N	230	230

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the pearson product moment correlation analysis using a significance level of 0.05, it can be seen that the significance value obtained is 0.000 and the correlation coefficient value is 0.494. If it is seen from the significance value of $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted, which means that there is a hypothesis which states that there is a positive relationship between the transformational leadership variable and the teacher performance variable in State Vocational Schools throughout Malang is accepted. Meanwhile, based on the pearson correlation coefficient which is obtained at 0.494, the correlation between transformational leadership variables and teacher performance is in the moderate category. So it can be concluded that there is a positive relationship between transformational leadership variables and teacher performance in State Vocational High Schools Malang.

4. DISCUSSION

Based on the results of the data description analysis of the principal transformational leadership variables, it was found that the transformational leadership of the principal of SMKN Malang was in the very good category. These findings indicate that the indicators of principal transformational leadership work very well in SMK Negeri Kota Malang. This is in accordance with Bass opinion (Wiyono, 2013) which states that there are four indicators that can show transformational leadership behavior, namely: (1) idealized influence; (2) inspirational motivation; (3) intellectual stimulation; and (4) individualized consideration. So the principal as a leader in the school needs to maintain his ability to lead the school.

The results of descriptive analysis on each research sub-variable show. First, idealized influence is in the very good category, as evidenced by the highest yields at a percentage of 41.7%. These results indicate that the principal in carrying out his daily duties reflects very well on idealized influence behavior, namely in carrying out daily tasks referring to ethical and moral standards and honesty in carrying out daily tasks, the leader is more concerned with organizational needs than needs. personal and use his power as a leader to achieve the vision, mission and goals of the organization.

Second, inspirational motivation is in the very good category, this is evidenced by the most results are at a percentage of 40%. These results show that the principal as a leader has implemented and demonstrated inspirational motivation behavior very well, namely being able to involve teachers in setting the vision of the school in the future, providing motivation, encouraging teachers to complete their assignments well.

Third, intellectual stimulation is in the good category, this is evidenced by the highest results at a percentage of 34.3%. These results show that the principal as an educational leader in the school in carrying out his daily duties reflects well on intellectual stimulation

behavior, which is to be able to encourage teachers to be able to solve problems using new ways, and to create methods to solve assignments innovatively.

Fourth, individualized consideration is in the very good category, this is evidenced by the results of the most analysis at a percentage of 38.7%. These results indicate that the principal as a transformational leader in carrying out his daily duties has reflected individualized consideration behavior very well, namely the principal is able to accept the differences that each teacher has, helps improve the potential and abilities of the teacher, communicate and establish relationships. Familiarizing with teachers and principals provides opportunities for teachers to continue to develop their potential and abilities.

The results of research from Yang (2014) also suggest that the transformational leadership skills of principals can be seen from several factors, including: the principal designs ideas and visions together with members, the principal shares power through the division of tasks, the principal earns the trust of members and the principal together with members can achieve the vision and goals of the organization. In addition, Buntara (in Triyono, 2019) explains that a transformational leader can help followers to develop their abilities and fulfill the things needed by their followers, empower them and align the vision, mission, goals and objectives of individuals, leaders or groups. Transformational leaders will also make their subordinates realize that the organizational goals to be achieved are more than personal interests.

Despite the transformational leadership principals have indicated that are in the very good category, but still need to improve the ability of the principal to reflect and implement the behavior of intellectual stimulation, ie the ability for encourage teachers to use methods and new methods to solve problems and tasks.

Based on the research results, it shows that the teachers at State Vocational High School in Malang City have worked well. These findings indicate that the teacher has been able to plan learning, carry out learning, and make good learning assessments. As Dermawati (2013) argues, there are three indicators in teacher performance appraisal, namely: (1) lesson planning; (2) implementation of learning; and (3) learning assessment. Meanwhile, Muhyi (2011) explains that teacher performance is the result of teacher work which is shown through her ability to carry out tasks at school and is able to provide role models in doing actions during teaching and learning activities The performance of teachers at State Vocational High Schools in Malang City still needs to be improved so that it can be better.

Based on the results of descriptive analysis on each sub-variable, the teacher's performance shows. The learning planning sub-variable shows that it is in the very good and good categories, it is shown that the most results are at a percentage of 31.7%. This shows that the majority of teachers have been able to make lesson plans very well,

and most of the teachers still need help to be able to improve their ability to plan learning.

The learning implementation sub-variable, this sub-variable shows that the teacher has been able to carry out learning activities well. These results are evidenced by the results of the analysis which are mostly at a percentage of 36.5%. This shows that the teacher has been able to carry out learning activities well, namely being able to master the subject matter, being able to utilize learning media and implementing learning strategies, being able to engage students in the process of teaching and learning activities, and being able to end learning activities effectively.

The learning assessment sub-variable, the results of the analysis show that the teacher's ability to provide an assessment of the learning progress of students is in the poor category, this is evidenced by the results of the analysis mostly in the class percentage of 30%. This shows that the ability of teachers to design learning evaluation tools, using various methods to be able to assess the learning progress of students, and the ability of teachers to take advantage of student learning outcomes is still lacking.

Teacher performance at State Vocational High School Malang City is in good category, this can be caused by two sub-variables, namely lesson planning and learning implementation are in good category; while the learning assessment sub-variable is still in the poor category. This shows that principals and teachers need to pay attention to and improve their ability to plan learning, implement learning, and conduct learning assessments.

The results of the analysis show that there is a positive relationship between the transformational leadership variables of school principals and teacher performance in State Vocational Schools in Malang. This is evidenced by the results of the Pearson *product moment correlation test*, using a significance level of 0.05. Obtained a correlation significance value of $0.000 < 0.05$, which means that H_0 is rejected and H_1 is accepted, which means that there is a positive relationship between the transformational leadership variable of the principal and the performance of teachers in State Vocational High School Malang City. Meanwhile, the correlation coefficient value obtained is 0.494, which means that the two variables have a positive relationship and are in the medium category. The results of this study are reinforced by the opinion of Jovanovic and Ciric (2016) who found the application of a transformational approach to be very useful for educational organizations.

The principal's transformational leadership has a close relationship with the teacher, because the principal's transformational leadership is an important factor in improving teacher performance. This is supported by Pidarta opinion (in Susmiyati, 2016) also explains that there are four factors that can improve teacher performance, including: (1) the leadership of the school principal; (2) facilities and infrastructure; (3) goals to be achieved; and (4) the level of trust between teachers.

Based on the opinion of Pidarta, it can be seen that the transformational leadership factor of the principal can improve teacher performance in schools. Other findings are in line with the results of this study, namely research from Normianti, Aslamiah and Suhaisimi (2019) which states that transformational leadership has a positive relationship with the performance teachers, this is evidenced by the coefficient value obtained of 0.656.

5. CONCLUSION

Based on the results of the research, it can be concluded that: (1) the transformational leadership of State Vocational High School Malang City are in the very good category, this is indicated by as much as 40% of respondents of the total sample is in a class interval > 198 and categorized very well; (2) the performance of the teachers of SMKN Malang is in the good category, this is evidenced by as many as 29% of the respondents from the total sample are in the class 1 interval 97.6-209.8 and are in good category; (3) there is a positive relationship between transformational leadership and teacher performance in State Vocational High Schools in Malang. This is evidenced by the value of the correlation coefficient obtained at 49.4% and the significance value obtained at $0.000 < 0.05$, so H_0 is rejected and H_1 is accepted, which means that there is a positive relationship between transformational leadership variables and teacher performance variables.

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