

Transformational Leadership Style of Principal in Improving Teachers Performance Motivation

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Abstract—Transformational leadership of school principals is one of the important factors in increasing teacher motivation in schools. The transformational leadership used by the principal has a very big influence in managing his leadership in terms of increasing teacher work motivation. The better the transformational leadership style, the higher the work motivation of teachers in schools so that the quality of the teaching and learning process will be achieved. The aim of this study is to obtain a complete, accurate and up-to-date description of the principal's leadership style in increasing teacher work motivation at elementary school in Banda Aceh. This study used a qualitative approach with descriptive methods. The data collection technique is using observation, interviews, and documentation. The subjects of this study are principals, vice principals, teachers and school supervisors. The results showed that: (1) The transformational leadership style used by the principal showed good results in increasing teacher work motivation at elementary school in Banda Aceh; (2) The efforts that is conducted by the principal are by showing discipline, transparency, transactional, motivational, and kinship, thus showing an increase in teacher discipline, in the good teaching and learning process, the achievements obtained by the school from various competitions and the establishment of good school committee cooperation. , so that it appears that the school atmosphere is kinship; (3) The obstacles faced in implementing transformational leadership in increasing teacher work motivation in schools are the existence of a type of stubborn teacher and does not want to immediately follow the instructions given, as well as the presence of parents who are not attend when there is a parent and committee meetings or other schools' agenda.

Keywords—*transformational leadership, work motivation*

I. INTRODUCTION

Development in the field of education is an effort to educate the lives of nations and to improve human quality. To achieve educational goals, it requires the active role of various stakeholders. Therefore, the field of education needs to get attention, handling and education priorities. Development efforts in the field of education still need to be continued to improve the quality of education, thus it produce quality human development. The success of a school principal in leading his

school institution is greatly influenced by the leadership style that is applied in carrying out his leadership duties. Lack of teacher motivation can be influenced by the leadership of the principal. The principal leadership model is a factor that greatly influences the productivity and effectiveness of quality teacher performance and can maximize productivity, job satisfaction, motivate subordinates and easily adapt to existing circumstances. This is by Andriani et al. [1] which states that leadership must be able to encourage or motivate its members by inspiring their creativity at work. Leaders in this case the principal must be able to practice innovations, be able to direct all members and the school as an educational organization to change mindsets, improve vision and mission by utilizing the talents, skills, and abilities of its members. motivate subordinates and easily adapt to existing circumstances.

Related to the principal's leadership style in increasing teacher work motivation [2], concluded that the principal uses the delegation style as one of the alternatives used by the principal to provide high motivation to teachers, especially teacher awareness of performance improvement. Principal leadership has a significant positive effect on teacher performance, job satisfaction and organizational commitment can affect teacher performance. In line with that, this study aims to analyze matters relating to the principal's transformational leadership style in increasing teacher performance motivation [3]. Teachers at schools or educational institutions have job satisfaction with the leadership style and commitment applied to the organization.

Leadership is not a new term in society. Every organization is always led by a leader so that the organization can run effectively in achieving its goals [4]. Organizations under leadership will move and be directed to achieve the goals that have been set, and to bring constructive changes in teaching programs that are by the values and goals of decision-makers, a leader is needed. Principal leadership has a significant positive effect on teacher performance, job satisfaction and organizational commitment can affect teacher performance. The point is teachers at schools or educational institutions who have job satisfaction with the leadership style and commitment applied to the organization. If the teacher has received job satisfaction at the institution where he teaches, the teacher will

have a good performance because he feels that the institution where he teaches will have good commitment and leadership and will have a positive impact on him and his students [5]. Leaders must have a vision, mission and be able to translate the vision and mission into clear policies and specific goals.

Organizational goals are not only resolved by the leader but support and assistance from subordinates are needed so that goals can be achieved properly. Therefore, it is necessary to have a good relationship between leaders and subordinates so that it is easy to achieve goals [6]. Good leaders are needed in school institutions because good leaders are a stepping stone to the glory of a school. Leaders need to monitor teacher needs and provide guidance and support in efforts to improve teacher efficiency. This kind of leadership establishes a new belief from subordinates and will be able to encourage subordinates to achieve organizational goals.

The principal is actually a school functional officer who is assigned the task of leading the school administration. Therefore, it focuses on the duties as principal, not on the position of the teaching and learning process [7]. The successful principal are when they understand the existence of the school as a complex and unique organization and are able to carry out the role of the principal as someone who is given the responsibility to lead the school [8]. The leader guides and monitors the learning process. The principal has expertise and innovation in leadership impact for teachers to improve quality and service to students and society, with policies and expertise supported by all school residents that make the school progress.

Transformational leadership is leadership that is able to bring change in every individual involved or for the entire organization to achieve higher performance and quality [9]. A transformational leader must be able to carry out his duties and functions to realize the vision, mission and goals by motivating members in empowering existing resources [10]. The concept of transformational leadership model and transactional leadership is similar to the concept of a leader and manager model. In this sense, a transformational leader always appears in a crisis situation, a period of change, and is always developing, while a transactional leader works in a more mechanistic bureaucratic situation, which tends to favor the *status quo* [11]. Transformational leadership is aligned with support for organizational performance, job satisfaction, and well-being. That is, transformational leadership is not merely a material provision in the form of benefits and incentives, but extends to the humanist side in individual relationships. A leader will be considered transformational if he gets the trust, obedience, admiration, loyalty, and respect of his followers, who are always motivated to do better. to achieve organizational goals [12].

Motivation is a condition or factors that drive, direct and encourage someone's behavior to create enthusiasm to work so that they have a desire to cooperate and work effectively in an activity to fulfill the goal of achieving satisfaction [13]. Intensity is related to how hard individual's efforts become the focus of motivation so as to achieve a profitable goal. A

motivated person will persist and persevere in the efforts so as to achieve the planned goals [14]. The quality of human resources is measured by the performance and productivity of teachers and school staff who play a role in it. An inspirational leader's behavior can arouse the enthusiasm of teachers in completing organizational tasks. He can say things that can foster teacher confidence that they can complete their assignments and achieve organizational goals [15]. A good principal can take advantage of human resources in educational institutions so that the leadership of the principal plays a role in improving teacher performance. Then work motivation and leadership will affect teacher performance.

II. METHODS

This study examines and describes the transformational leadership style in increasing teacher performance motivation, supporting factors, program implementation and the obstacle factors. In accordance with the research focus, this study uses a qualitative approach. The data collection of this study, the researchers used the instruments of interview guidelines, observation guidelines, and documentation, so that the data would be more accurate. Data collection methods used to collect data using observation techniques, interviews, documentation. This research was carried out directly recording events or events found in the field supported by data to be collected in accordance with the problem to be investigated.

III. RESULTS AND DISCUSSION

The implementation of transformational leadership is the teacher's motivation for performance that is one of the coaching activities planned to assist teachers in doing work effectively. Teacher discipline in teaching learning process can be seen when a teacher plans learning tools and carries out learning activities according to the lesson plans to make assessments during the learning process. The leadership style used is more of an approach, either official or kinship. In establishing social relationships with teachers, the principal can learn about the characteristics of each teacher so that the stubborn type teacher can be conquered through approach.

Every teacher has different characteristics, in terms of teacher's work, it needs to be appreciated and motivated both in terms of finance and success in the given assignment. The approach taken by the principal establishes good relationships between fellow teachers and school members, so that there will bring out a friendly and kinship among fellow school members.

The principal is a top manager as well as a parent who leads his citizens in a better direction, the better the leadership style and characteristics he has, the better the leadership [16]. Transformational leadership is leadership that influences motivation and directs subordinates for school growth and development, especially the development of the school's vision and mission. In leading, the principal must have a strategy to improve the performance of his subordinates [17]. Transformational leadership is described as leadership that

evokes or motivates members or followers to be able to increase the achievement of higher performance so that they can exceed previously expected results (exceed expectations).

Not only having knowledge as the basic, the principal must also have leadership characteristics so that subordinates can imitate and make the principal become the idol [18]. A leadership style that is loyal and very concerned about subordinates makes teacher work motivation will increase by itself. Teachers will work without coercion, come out of their hearts and feel ashamed if they do not follow the principal's instructions. In addition, in transformational leadership, leaders shows idealized influence (II), individualized consideration (IC), intellectual stimulation (IS), and inspirational motivation (IM).

Leadership is one of the elements that determine the existence of an organization. The principal is a manager who is responsible for transforming the school. A school principal is a leader who will determine effective educational steps in the school environment. Leadership is an important power in the management of an organization. Thus the ability to lead effectively is the key to be an effective manager [19]. Effective leadership needs to pay attention to the suitability of superior and subordinate leadership styles to shape the quality of human resources.

Based on interviews conducted with school principals, teachers and school supervisors, the results showed that the leadership implementation by the principal in motivating teachers' work had a leadership style that referred to several transformational leadership principles, which includes, (a) idealized influence, which the principal being a good role model and fostering pride for the school community, this is shown by the principal coming to school early, greeting teachers and students and standing up to greet students at the gate (b) Inspirational motivation, that is the principal participates in school activities, and the principal is able to evoke enthusiasm, pay attention, and trust for school members, activities carried out by the principal are in the form of helping implement morning routines such as helping to organize students gymnastics, inviting teachers and students to do Islamic activities such as *wirid yasin*, clean Friday and so on, (c) individualized consideration, that is the principal gives self-appreciation to creative teachers and the principal gives the school community the opportunity to solve their own problems. In this case, the principal helps to solve problems that exist in his subordinates, either it official or kinship. The method used is more of a personal approach, placing the position of the principal not as a boss, but more in kinship so that the principal can automatically blend with the school environment (d) intellectual stimulation, namely the principal involving teachers and staff in training, the principal supervises through class visits and empowers senior teachers in finding solutions to problems in the teaching and learning process.

In increasing the work motivation of teachers at public elementary schools in Banda Aceh, it is not as easy as turning your palm. The leadership carried out by the principal is more

of a personal and kinship approach. In increasing teacher work motivation, the principal uses charismatic principles, providing an exemplary attitude that can be imitated by school members. There is a work contract system based on the results of discussion with the teacher council and performance appraisals as rewards or appreciation for teachers who show good work performance for improving student achievement and schooling in general.

The motivation given by a leader to his subordinates is very important as an effort to increase work performance in achieving the mission, vision and goals of the school. Motivation is a process that begins with a lack of teachers or teacher psychological needs, so that the mobilization or encouragement is directed at a goal or stimulus. Thus, the key to understand the process of motivating lies in understanding and the relationship between needs, encouragement and enthusiasm so that the vision and mission of the school is achieved. It is very much needed the contribution of the principal in motivating teachers to achieve the goals, visions and missions of the school.

The principal has a strong commitment and motivation to improve the quality of the school optimally. Teachers have high commitment and expectations that their students reach the maximum level of achievement, even with all the limitations of school education resources. Students also have the motivation to always improve themselves to excel according to their talents and abilities. The high expectation of the three elements of this school is one of the factors that cause the school to always be dynamic to be better than its previous situation

The obstacles faced by the principal in increasing the work motivation of the teacher, including the following: (1) There is teacher who has a stubborn type, so that in giving duties, the principal must do an intensive approach with the teacher so that there are difficulties in giving duties; (2) There are types of teachers who want easy duties according to their wishes so that the principal gives advice and have to be more rigid with teacher performance appraisals; (3) There are some parents who are not attend the meeting with the school, so that the principal must send a letter of agreement if there are problems with the parents later.

In increasing teacher work motivation, the principal uses the principle of a kinship approach, the principal also participates in solving problems that occur to teachers, both personal and official. There are obstacles encountered, one of which is a problem with a teacher, but the principal can solve the problem with a kinship way. Based on the results of the interview as a whole it can be concluded that: (1) The principal has shown his performance in improving school performance towards a better direction, (2) There are changes in adequate facilities and infrastructure at school so as to make school conditions more beautiful, students feel more comfortable in following the learning process; (3) Several extracurricular competitions that were included have shown some good achievements and the principal has helped and assisted the teacher in preparing for administration.

Schools in increasing the work motivation of elementary school teachers in Banda Aceh focus more on transformational leadership 'idealized influence'. The Principal has several characteristics. The first is that the Principal is able to be a good role model for the school community because the Principal always comes to school on time, thus giving direct examples to teachers and students. Second, the Principal fosters pride in students and teachers because of the enthusiasm and persistence of the Principal to set an example and make school members realize that time discipline is very important. Characteristics of transformational leadership that includes to inspirational motivation has several characteristics. The first is that the principal is able to evoke the enthusiasm of the school community through morning lectures. Second, Principals pay attention to staff such as direct advice. Third, the Principal always joins every event in the school even if the Principal is unable to attend at the event, the Principal always monitors through the WhatsApp group or via the school phone. Fourth, the Principal trust the staffs in carrying out the service and school duties.

The characteristics of transformational leadership in the form of intellectual stimulation to the principal have several characteristics. First, the Principal gives the staff and teachers confidence in carrying out the duties of the office and school. Second, the principal gives appreciation to teachers who make innovation and creativity in teaching and learning process. Third, the Principal gives the opportunity for staff and teachers who make mistakes to solve it by themselves, but if they feel that the problem cannot be resolved, the Principal will follow up through deliberations / meetings. The characteristics of the principal transformational leadership in the form of individualized consideration include the Principal do supervising through class visits every morning after giving the lecture, then from the supervision the Principal follows up on it. Second, the Principal asks the teacher's teaching materials during supervision, this is aimed to see the teacher's ability to prepare teaching materials and if he feels there are obstacles the Principal immediately follows up on it. Third, the principal includes teachers and staff in training, seminars and assignments from the office in turn, this is expected to provide experience for teachers and staff. Increasing a person's motivation can be done by increasing his inner ability to do something. There must be efforts to develop abilities through training and self-development programs related to something he does. This method is very possible to increase one's motivation because the higher one's ability, the greater the chance of one's success. In addition to developing skills through training programs, the condition of facilities and infrastructure must also be considered so that the encouragement to achieve goals can be successful.

IV. CONCLUSION

Based on the results of research and discussion, the following conclusions can be drawn: The transformational leadership style used by school principals shows good results in increasing teacher work motivation at elementary schools in

Banda Aceh. One of the efforts made by the principal is to show discipline, transparency, transactional, motivational, and kinship, so that it can show an increase in teacher discipline, in good teaching and learning processes, the achievements obtained by schools from various competitions and the establishment of good cooperation with school committees, thus it appears kinship atmosphere at school.

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