

Transformational Leadership in The Quality Assurance System

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Abstract---This study aims to examine the relationship between transformational leadership perceptions with teacher motivation to improve MTs quality assurance. The hypothesis of this study is that there is a relationship between the perception of transformational leadership and motivation for quality assurance, the better the perception of transformational leadership, the higher the motivation for obstruction of quality assurance and vice versa. Data collection techniques used population or census techniques of 150 MTs Pati Central Java teachers. Retrieval of data using a scale of transformational leadership and motivation for quality assurance. Data analysis was performed using Product Moment correlation techniques. Based on the results of data analysis, the results show that the correlation coefficient $r_{xy} = 0.677$ and the probability $p = 0.000$ where $p < 0.01$. This shows that there is a very significant relationship between variable x, that is, the perception of transformational leadership and variable y, namely teacher motivation towards quality assurance so that the hypothesis in this study can be accepted. The better the perception of transformational leadership, the higher the teacher's motivation for quality assurance and vice versa.

Keywords: Transformational Leadership, Quality Assurance System

I. INTRODUCTION

In a school the teacher's perception of the leader needs to be considered. Because the leader has the authority to make policies related to how the work is designed, how to allocate work, how much work can be delegated and how much to give autonomy to the teacher. (8) The leader can describe the level of significance of the work the teacher will do. So the leader gives the teacher the opportunity to achieve, develop and provide feedback related to their contribution. Quality assurance requires good leadership, the better the leadership the better the quality assurance of the school.

(6) Leadership is a complex and varied field of science. Some leadership experts agree in principle that leadership can be defined as a

process of influence that occurs between leaders and their subordinates. (8) defines leadership as the ability to influence groups towards achieving goals. Transformational leadership theory integrates ideas developed in the approach of character, style, and contingency. (1) writes that transformational leadership styles pay attention to the developmental needs of individual followers and problems by helping them to view old problems in new ways, and they are able to stimulate, awaken, and inspire followers to spend extra effort to achieve group goals. (2) defines transformational leadership as leadership that inspires followers to transcend their personal interests and is able to have a profound and extraordinary impact on followers.

In this research, what is meant by the perception of transformational leadership is the perspective or interpretation of cognition and affection which is a reflection of beliefs and feelings towards the ability of leaders to change the work environment, work motivation, work patterns, and work values perceived by subordinates. The teacher is better able to optimize performance to achieve organizational goals where the leader builds followers' awareness of the importance of work values, expands and increases needs beyond personal interests and drives these changes towards shared interests including organizational interests. (1) and also found in (4) writes four dimensions of transformational leadership, namely: charisma, inspiration, intellectual stimulation and individual attention. States one general concept that shows that transformational leadership consists of four dimensions, namely individual influence (idealized influence), inspirational motivation, intellectual stimulation (intellectual stimulation) and individual consideration (individualized consideration). Based on the description above, the researcher concludes that the perception aspects of transformational leadership include aspects of cognition and affection which are reflections of beliefs and feelings associated with transformational leadership characteristics that include Charisma (charisma accompanied

by vision, expertise and actions prioritizing common interests), Idealized Influence (ability to influence accompanied by emphasis on values and morals), Inspirational Motivation (ability to motivate and inspire), Intellectual Stimulation (ability to hone subordinate creativity), and Individualized Consideration (ability to appreciate and pay attention).

II. METHOD

This study uses population techniques or census techniques. Because census techniques have the advantage of being able to eliminate errors in sampling and provide data about all individuals in a given population. The advantage of using this technique is that the researcher can obtain a high degree of accuracy. The subjects in this study are all teachers who work in MTs Pati whether they are teachers with permanent status or contracts, including independent consultants involved in projects that are being undertaken by MTs Pati. The target population of the study is 150 teachers with offices in MTs Pati. Data collection methods in this study use the scale of leadership. The method used to analyze data in this study is a quantitative method with statistical techniques to simplify the data into a form that is easier to read and interpret. Data analysis techniques used to test the relationship of transformational leadership perceptions as independent variables and teacher motivation as dependent variables were performed using Pearson's Product Moment Correlation technique.

III. RESULTS AND DISCUSSION

The results of this study indicate that there is a significant positive relationship between perceptions of transformational leadership and motivation of Pati MTs quality assurance systems. The better the perception of transformational leadership, the higher the motivation of teachers, and vice versa.

The results of this study are consistent with (5) that leadership is a fundamental factor for absorbing teacher motivation in work. And (5) said that teacher motivation will naturally form when leaders inspire. Leadership that inspires followers to transcend their personal interests and who is able to have a profound and extraordinary impact on followers is what is called transformational leadership.

Leaders who inspire can shape the occurrence of teacher motivation which is a concept that is believed to bring teachers to have positive performance, due to the full involvement of individuals and enthusiasm in completing work, working in teams, and organizations (5). In the MTs Pati work

environment the perception of transformational leadership is significantly related to the Quality Assurance System. The perception of transformational leadership encourages the creation of the dimensions of vigor, dedication and absorption in teacher behavior. That is, leaders have commitment, show enthusiasm, optimism in achieving organizational goals. The teacher gives an assessment of the leadership style applied by the leader, the teacher reflects his beliefs and feelings to accept, organize and interpret the leader's attitude.

Transformational leadership perceived by the teacher encourages teacher motivation because transformational leaders devote attention to the things and needs of teacher development. Transformational leaders change the teachers' awareness of problems by helping to change the way teachers think about problems in new ways. Transformational leaders are able to excite, awaken, and inspire teachers to spend extra effort to achieve company goals (7).

Based on the discussion above, this study reveals the role if teachers are able to perceive that their leaders are able to emphasize values, assumptions, commitment and belief in achieving goals, then teachers will not only be engaged in their work but also engaged in organizations or companies. (7) Teachers will show their support for organizational goals, willingness to work hard, sense of belonging and show pride in being part of an organization. This is also in line with the concept of (2), that teachers who are engaged consistently show behaviors, namely speaking positive things about the organization (say), have the desire to be part of the organization (stay), utilizing their energy and thoughts to contribute for organizational success (strive) (3).

From the results of this study, the hypothesis proposed in this study can be accepted, and it can be concluded that between the perception of transformational leadership and teacher motivation has a relationship, the better the teacher's transformational leadership perception, the higher the teacher's motivation, and vice versa.

The effective contribution (r^2) perceptions of transformational leadership on teacher motivation of 82.2% means that the initiative of contributing leadership plays a major role in shaping the motivation of teachers in MTs Pati and another 17.8% is contributed by other factors.

IV. CONCLUSION

Based on the results of the study it was concluded that there was a relationship between the perception of transformational leadership

with the quality assurance system in MTs Pati. The better the perception of transformational leadership, the higher the motivation of teachers, and vice versa.

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