

The Effect of Transformational Leadership on the Performance of State Primary School Teachers in Ogan Komering Ulu

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Abstract

Teacher performance is one of the keys to successful implementation of learning in schools. To improve the quality of education through teacher performance, principals need to be forward-thinking leaders who guide and inspire teachers to be able and eager to work efficiently. Of the many factors that can affect teacher performance is leadership. Transformational leadership is a process by which leaders and subordinates strive to achieve a high level of morality and motivation. The purpose of this study was to analyze the influence of transformational leadership on the performance of public secondary school teachers in the middle school system. The research method used is the Partial Least Square (PLS) method using SmartPLS software version 4. The study sampled 100 teachers with positions as vice principals and class teachers using questionnaires. The data used in this study are primary data. After carrying out the study, it can be concluded that transformational leadership has no influence on teacher performance.

Keywords: Transformational Leadership, Teacher Performance.

JEL Codes: F43, G23, P34

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1. Introduction

1.1 Transformational Leadership

Among the most significant professions in society are teachers. Their mission is to instruct and educate the future generations of the country, which is very noble. The achievement of the main

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goal of education enlightening the population of the country will depend on how well the teacher performs.

Teachers as one of the human resources in schools that have an important role in improving the quality of learners. They are in charge of guiding and directing the way students learn in order to achieve optimal results. Becoming a teacher is a vocation of the soul, whereby the profession provides devotion to fellow human beings by educating, teaching, guiding, and training embodied through the process of learning to teach and instruct its students in order to reach their respective maturity (Hermawati et al., 2021).

According to (Handayani, T., & Rasyid, A. A.2015) teacher performance is one of the keys to successful implementation of learning in schools. Learning is the key to education. The professionalism of teachers in work is an obligation for every teacher in the school.

1.2 Teacher Performance

To improve the quality of education through teacher performance, principals need to be forward-thinking leaders who guide and inspire teachers to be able and eager to work efficiently. Of the many factors that can affect teacher performance is leadership. In the study of current leadership, transformational leadership develops in the field of education. The initial concept of leadership was put forward by Mac Gregor Burns who stated that transformational leadership is a process by which leaders and subordinates strive to achieve high levels of morality and motivation (Supandi, 2022).

Based on the results of the data obtained by the authors from the Education Assessment Center of the Ministry of Education and Culture of Ogan Komering Ulu district on the distribution of student scores with the number of students in each category of the UN grade range 2018-2019 taken from UNBK and UNKP grades, we found that there are still many students who obtained grades below the standards set by the education department of Ogan Komering Ulu district in the 2018/2019 school year it can be seen that the majority of students of the state junior high school in Ogan Komering Ulu district have grades below average.

Meanwhile, based on the results of direct interviews with supervisors and teachers, that the principal's leadership in improving teacher performance is; 1) The principal does not have a clear vision, mission, and work program on improving teacher performance in the school, 2) the principal lacks the leadership values that should be applied in the exercise of his leadership, 3) lack of efforts to improve the professionalism of the leadership of the principal himself.

2. Literature Review

In a study entitled The Effect of Transformational Leadership of Principals on Teacher Performance in SMP Negeri 2 Susukan Lebak showed that transformational leadership of principals influences teacher performance or has a significant influence on teacher performance variables (Hermawati et al., 2021).

Sri Rahaju Supandi (2023) The Effect of Transformational Leadership of Principals on Teacher Performance. The results of this study show that there is a significant correlation between the transformational leadership variables of the principal and the variables of the performance of teachers and staff in the N 1 Banyuglugur Junior High School.

Rosmaini, Hasruddy Tanjung (2019) Influence of Competence, Motivation and Job Satisfaction on Employee Performance. The results of the study showed that job satisfaction had a significant effect on employee performance.

Nevy Romawati, Bambang Supriadi, M.C. Sina Setyadi (2022) Analysis of Transformational Leadership Style and Job Motivation on Employee Performance with Job Satisfaction as Intervening Variables in Ijen Suites Resort and Convention Hotel Malang. that transformational leadership has a significant impact on employee performance, transformational leadership has a significant impact on job satisfaction, and job satisfaction has a significant impact on employee performance, shows that job satisfaction significantly impacts employee performance and influences employees. Performance. Transformational leadership style is more significantly and positively influenced by motivational inspiration. Indicators of motivational inspiration that received an agreeable response from the respondents were the leadership directly conveying the company's vision and clear expectations to employees.

Putri Ramadhona, RR. Erlina, Habibullah Jimad (2022) Effect of Emotional Intelligence and Transformational Leadership on Employee Performance Mediated by Employee Job Satisfaction. Emotional intelligence has a positive and significant direct effect on employee performance. Transformational leadership has a positive and significant direct effect on employee performance. Emotional Intelligent has a positive and significant effect on employee job satisfaction. Transformational leadership has a positive and significant effect on employee job satisfaction. Job satisfaction has a positive and significant effect on employee performance

3. Research Method

How many samples and how the sampling technique is determined,

In the research methods section, the dimensions and indicators of each variable are not yet visible

3.1 Data Analysis Techniques

Reasons why use PLS, not SEM

Data analysis was performed using the Partial Least Square (PLS) method using SmartPLS software version 4. PLS is one of the methods of solving Structural Equation Modeling (SEM) that in this respect is more compared to other SEM techniques.

The steps of the Partial Least Square (PLS) method performed in this study are as follows:

1. Designing Measurement Models

An outer model is a model that relates latent variables to manifest variables.

2. Designing Structural Models

Structural models are models that describe the relationships between latent variables. The design of structural models is taken into account in order to present hypotheses and relationships in the tested theory.

3. Building a Flowchart

Influence between variables on a flowchart that can specifically help in describing the series of causal relationships between constructs of theoretical models that have been constructed in the first stage.

4. PLS Path Model Estimation

According to Latan (2020) if a model is formed using mediating variables, then a multiple regression model cannot solve the problem. The proper analysis technique is path analysis. Pathway analysis allows researchers to test direct relationships between variables and indirect relationships between variables in the model.

5. Evaluation of the Measurement Model

The purpose of evaluation of measurement models is to find out the validity and reliability of indicators. For reflection measurement models, evaluation is performed with composite reliability to assess internal consistency as well as individual indicator reliability, and average variance extracted to assess convergent validity. In addition, to assess discriminant validity is performed by calculation of Fornell-Lacker criterion and cross loading.

6. Structural Model Evaluation

The purpose of evaluating structural models at this stage is to look at path coefficients that indicate whether or not there is a relationship between latent variables and the model of the research model. To perform a structural model evaluation starting from looking at the R-Squares value for each prediction from the structural model, R-Squares values are used to explain the influence of a particular latent (exogenous) variable on the latent (endogenous) variable or how large the effect is.

7. Hypothesis Testing

A hypothesis is a statement about a population that needs to be tested for truth. To perform testing is done by taking a sample from a population, this way is easier compared to counting the entire number of existing populations. This test is used to determine whether the hypothesis or conjecture from variable X to Y has a significant influence or vice versa.

4. Findings and Discussions

4.1 Respondent Characteristics

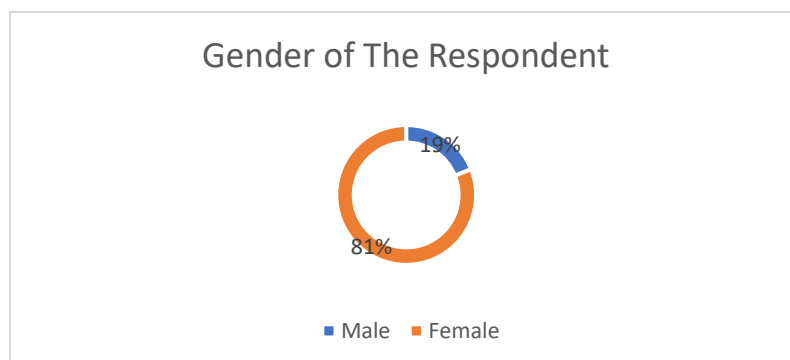


Figure 1. Gender of The Respondent

Based on the figure above, it is known that out of 100 respondents, 19 or 19% were male, while female respondents were 81 or 81%. This is in line with field conditions as most teachers are women, but it is possible that many will also find male teachers.

Based on data obtained from databoks.kata.co.id of the total national teacher population, 2.36 million people or 70.84% are female. While the number of male teachers is 972.05 thousand people or 29.16%, this data was published on November 24, 2022.

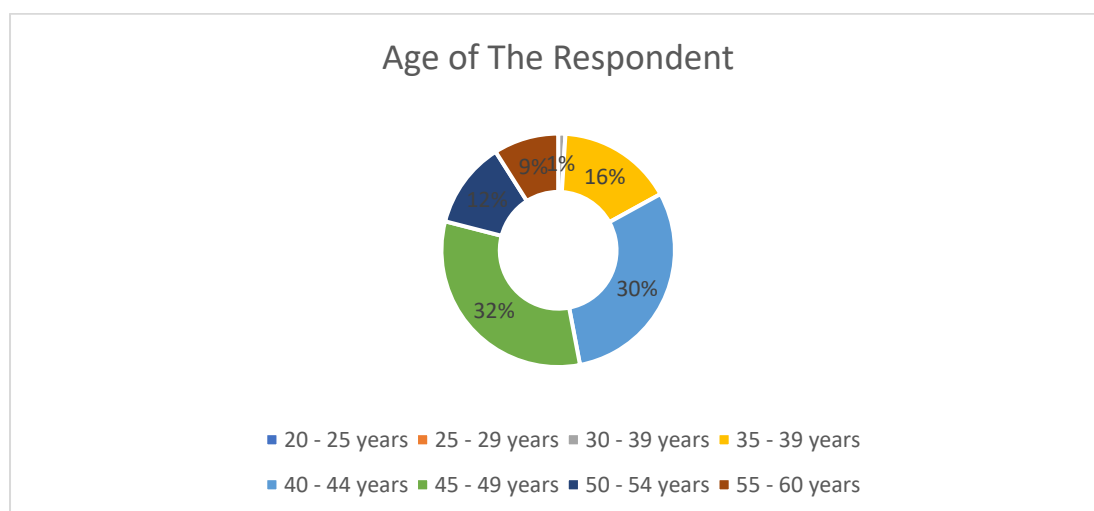


Figure 2. Age of The Respondent

From the figure above it can be seen that the age of the majority is already in the age range between 45 and 49 years of 32 percent (32 people). This is due to the fact that the teachers who have served as deputy principal of school 58 and the headmaster are indeed teachers who have been in the school for a long time or can be said to be senior.

According to the results of the observations that researchers have carried out, the majority of teachers who have positions ranging from 30 years of age or older are considered teachers who are significantly older or have high authority in front of their students and students, this is what makes them more respected by the students and students in the school, so that they can have more responsibility in supervising and evaluating the learning process of teaching at school.

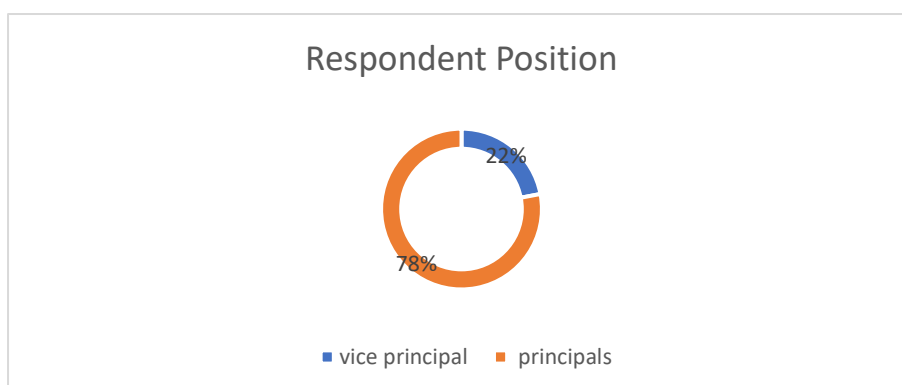


Figure 3. Respondent Position

From the image above it can be seen that the age position of the majority of respondents is a class teacher with 78 people or 78%. This is due to the large number of classes in each school.

Besides, the main duties of a teacher as listed in Permendikbud No. 15 of 2018 on the fulfillment of the teacher's workload are as an educator, teacher, supervisor, director, coach, evaluator, and evaluator of students. In addition, the teacher is also given other responsibilities beyond his post duties or also referred to as additional duties, namely as a teacher. In carrying out his or her additional duties as a teacher, the teacher is guided by the description of the duties assigned by the school at each beginning of the school year. With a given task description, any teacher given additional duties as a teacher can 60 clearly understand the duties and responsibilities that must be performed as a teacher, (Arisman et al., 2021).

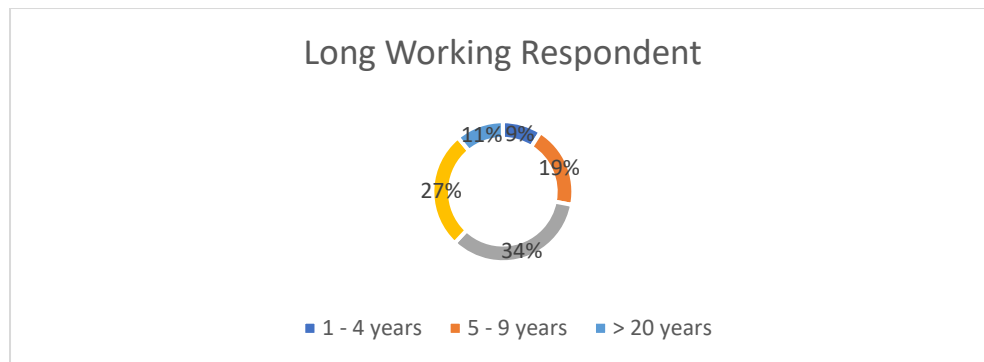


Figure 4. Long Working Respondent

The characteristics of the long work of the respondents are shown in the figure above. Respondents with 1 to 4 years of employment were 9% or 9, respondents with 5 to 9 years of work were 19% or 19, respondents with 10 to 14 years of work were 34% or 34, respondents with 15-19 years of work 27% or 27, and respondents with 20 years of employment were 11% or 11.

Based on the results of the observations made by researchers that teachers who have worked for a long time have the position of teacher and deputy head of the school because they have improved the characteristics of students, are more responsible for the work and also more reliable to replace parents at school, then teachers who have worked for a long time are more respected by students and schoolgirls in school.

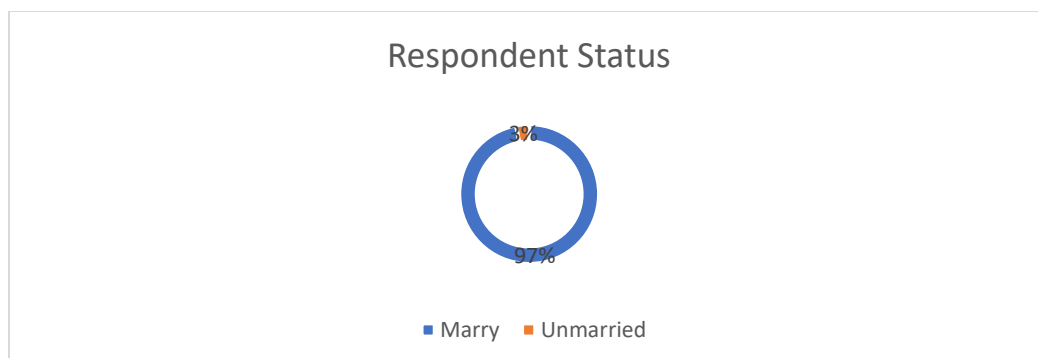


Figure 5. Respondent Status

The characteristics of the respondent's status are shown in the figure above. Respondents with married status were 97% or 97 persons, and respondents with unmarried status as many as 3% or 3 persons.

Based on the results of the observations made by the researchers, this is because the vice principal and the headmaster themselves are already referred to as old or already of age who are ready for marriage, and the majority of vice principals and class teachers that the researchers met are those who are already classified as seniors.

4.2 Descriptive Statistic

Descriptive statistics are used to provide a description of data viewed from mean, standard deviation, and maximum to minimum. The mean is used to estimate the average rat size of the population estimated from the sample. Standard deviation is used to assess the mean dispersion of the sample.

Table 1. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
KT.1: I am confident in the mission vision conveyed by the principal	100	2.000	5.000	4.310	0.717
KT.2: I am proud to work under his leadership	100	2.000	5.000	4.300	0.714
KT.3 : I believe that p [the leadership has a high integrity	100	2.000	5.000	4.130	0.627
KT.5: The principal gave me instructions on how to get a job done	100	2.000	5.000	4.210	0.683
KT.6: Headteachers earn respect from teachers	100	2.000	5.000	4.220	0.687
KT.8: Headteachers enthusiastic in inspiring to achieve school goals	100	2.000	5.000	4.200	0.693
KT.9: Principals optimistic in directing subordinates to achieve school goals	100	2.000	5.000	4.170	0.694
KT.10: The principal gave me the motivation to work better	100	2.000	5.000	4.100	0.686
KT.12: The principal is able to cultivate the creativity of the problem carefully	100	2.000	5.000	4.210	0.683
KT.13: Principals can increase the rationality that teachers have	100	2.000	5.000	4.130	0.744
KT.15: The principal is eager to listen to the teachers' ideas/ideas	100	2.000	5.000	4.060	0.705
KT.16: Principals solve problems from different points of view	100	2.000	5.000	4.030	0.714
KT.18: The manager supervises and supports me in dissolving every job	100	2.000	5.000	4.020	0.707
KT.19: Leaders encourage for subordinates to excel and develop	100	2.000	5.000	4.120	0.711

KT.20: The principal seeks to improve my self-development	100	2.000	5.000	4.080	0.730
KG.1: I take great care in explaining teaching materials to avoid erroneous explanations of concepts	100	3.000	5.000	4.290	0.571
KG.2: I apply the results of research on improving learning that I have participated in online seminars or webinars	100	3.000	5.000	4.230	0.563
KG.3: In explaining the learning material, I give examples of the real life that students experience daily	100	3.000	5.000	4.230	0.545
KG.4: I prepare a learning plan before teaching	100	3.000	5.000	4.210	0.588
KG.5: I Draw up a teaching plan based on an analysis of the students' initial abilities before starting teaching at the beginning of the semester	100	3.000	5.000	4.220	0.610
KG.7: I hold a test to find out the initial abilities of students before starting teaching at the beginning of the semester	100	3.000	5.000	4.140	0.600
KG.8: I held an academic ability test to look at the characteristics of students at the beginning of the semester	100	3.000	5.000	4.170	0.601
KG.10: Analyze as a whole about learning materials and techniques in improving the implementation of learning	100	3.000	5.000	4.100	0.628
KG.11: Change the system more effectively and act more in line with the objectives of the learning organization	100	3.000	5.000	4.110	0.615
KG.15: I prepared well all the books, e book administration classes according to the recommended guidelines	100	3.000	5.000	4.220	0.576

1. The transformational leadership variable has a minimum value of 2 which means that out of all respondents who gave low ratings the answer to transfromasional leadership was 2. The maximum score was 5, meaning that of all respondents who rated the transformational leadership answer, it was 5. The average values of transformational leadership are all 56 above 4.0, which means that the transformational leadership level is high because on average the respondents' answers are above 4.0. While the standard deviation of the transformational leadership variables is above 0.5 which means that the size of the data spread of transformational leadership variables is above 0.5 out of 100

respondents. The value of the standard deviation is smaller than the mean that the research data can be interpreted as homogenous.

2. The teacher performance variable has a minimum value of 3 which means that out of all respondents who gave low ratings the answer to the teacher's performance was by 3.

The maximum score is 5, which means that out of all the respondents who rated the teacher's performance answer, it was 5. The average teacher performance scores are all above 4.0 which means that the teacher performance level is high because on average the respondents' answers are above 4.0. While the standard deviation of teacher performance variables are all above 0.5 which means that the data spread size of teacher performance variables is above 0.5 out of 100 respondents. The value of the standard deviation is smaller than its mean that the research data can be interpreted as homogeneous.

4.2 Measurement Model analysis (Outer Model)

This study tested the validity and reliability of each indicator using latent variables, namely transformational leadership and teacher performance, using SmartPLS 4 software.

4.2.1 Convergent Validity Test

The loading factor values for each construct indicator show the convergent validity test. Figure 1 presents the outer loading results in the study's initial model using SmartPLS 4 software.

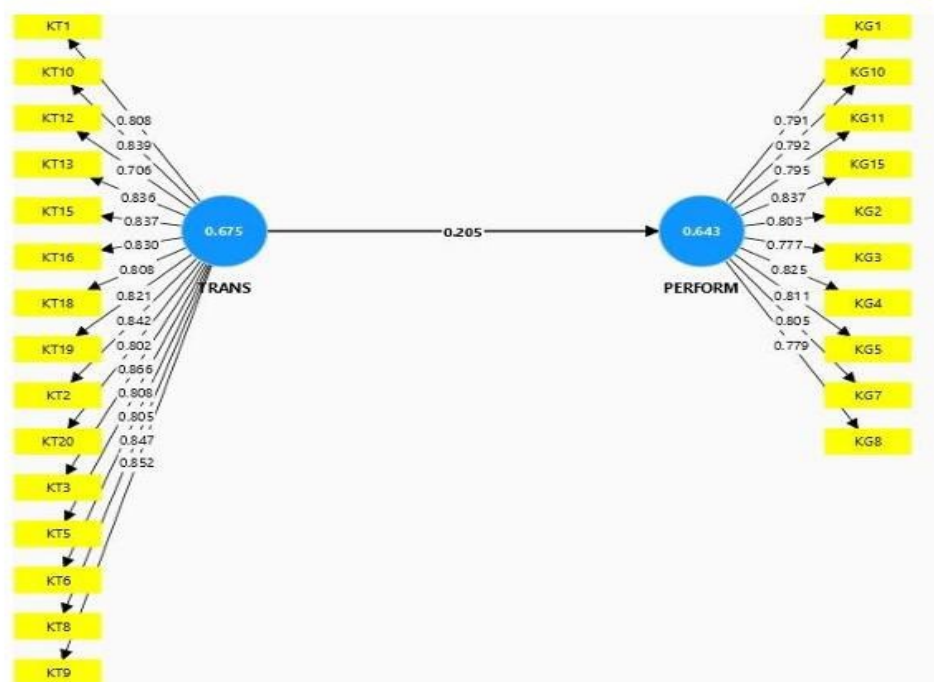


Figure 6. Loading Factor Run Value

From figure 1 above it can be seen that all outer loading values are already above 0.7 so it can be said that it is good enough to accurately measure latent variables. The complete results of running outer loading values are presented in Table of Running Outer Loading.

Table 2. Running Outer Loading

	Kepemimpinan Transformasional (KT)	Kinerja Guru (KG)
KT1	0.808	
KT2	0.842	
KT3	0.866	
KT5	0.808	
KT6	0.805	
KT8	0.847	
KT9	0.852	
KT10	0.839	
KT12	0.706	
KT13	0.836	
KT15	0.837	
KT16	0.830	
KT18	0.808	
KT19	0.821	
KT20	0.802	
KG1		0.791
KG2		0.803
KG3		0.777
KG4		0.825
KG5		0.811
KG7		0.805
KG8		0.779
KG10		0.792
KG11		0.795
KG15		0.837

From Table of Running Outer loading above it can be concluded that of the 38 initial indicator measurement items that make up a valid and reliable construct (latent variable) there are only 25 items. Transfromasional leadership variable (KT) with 15 measurement items, Teacher Performance variable (KG) with 10 measurement items. In the figure it can be seen that each item of each variable has a value above 0.7 or in other words greater than 0.7 and thus each indicator on each item is said to be valid. Here are the complete results of the test:

a. Validity Test

Validity Test is divided into 2 namely, Covergen Validity and Discriminant Validity. The Covergent Validity test can be seen from the AVE value, where each variable is said to be valid if the AVE value is 0.5. The following results of the AVE value of each variable:

Tabel 3. Convergent Validity Value

Variabel	Average Variance Extracted (AVE)
Kepemimpinan Transformasional	0.643
Kinerja Guru	0.675

From the above AVE results, it can be seen that the AVE value of all variables is above 0.5 in the Transformational Leadership variable has an AVE value of 0.643, the Teacher Performance variable has a value of 0.675 and it can be concluded that each variable is valid, so researchers can proceed to the next test, namely Discriminant Validity, which is the cross loading factor value used to find out if the construct has an adequate discriminant by comparing the loading value with the other chronstruts, the following the table.

Tabel 4. Discriminant Validity Value

	PERFORM	TRANS
KG1	0.791	0.164
KG10	0.792	0.125
KG11	0.795	0.166
KG15	0.837	0.167
KG2	0.803	0.169
KG3	0.777	0.149
KG4	0.825	0.164
KG5	0.811	0.193
KG7	0.805	0.150
KG8	0.779	0.181
KT1	0.114	0.808
KT10	0.192	0.839
KT12	0.180	0.706
KT13	0.210	0.836
KT15	0.191	0.837
KT16	0.200	0.830
KT18	0.117	0.808
KT19	0.116	0.821
KT2	0.145	0.842
KT20	0.153	0.802
KT3	0.169	0.866
KT5	0.132	0.808
KT6	0.117	0.805
KT8	0.152	0.847
KT9	0.223	0.852

From the results of the table above, the largest cross loading value of each indicator corresponds to its latent variable and is declared valid.

b. Reability Test

The reability test is measured by composite reability and cronbach's alpha of the indicator block that measures the construct. A construct is said to be reliable if it has a composite reliability value above 0.70 and Cronbach's alpha above 0.70. The following is a reliability test table using SmartPLS 4.0.

Tabel 5. Reliability Test

Variabel	Cronbach's Alpha	Composite Reliability
Kepemimpinan Transformasional	0.966	0.969
Kinerja Guru	0.938	0.947

Structural Model Testing (Inner Model)

Structural models are evaluated using R-square for dependent variables and path coefficient values for dependents whose significance is based on t-statistical values. The following is a table of structural model testing results using R-square.

Tabel 6. R-square Adjusted

Variabel Dependen	R Square	R Adjusted
Kepemimpinan Transformasional	0.042	0.032

From the above table it can be seen that the value of r square adjusted 0.032 means independent variable i.e. work performance is not able to explain the dependent variable i.e. transformational leadership with r square 0.042.

4.2.2 Hypothesis Testing

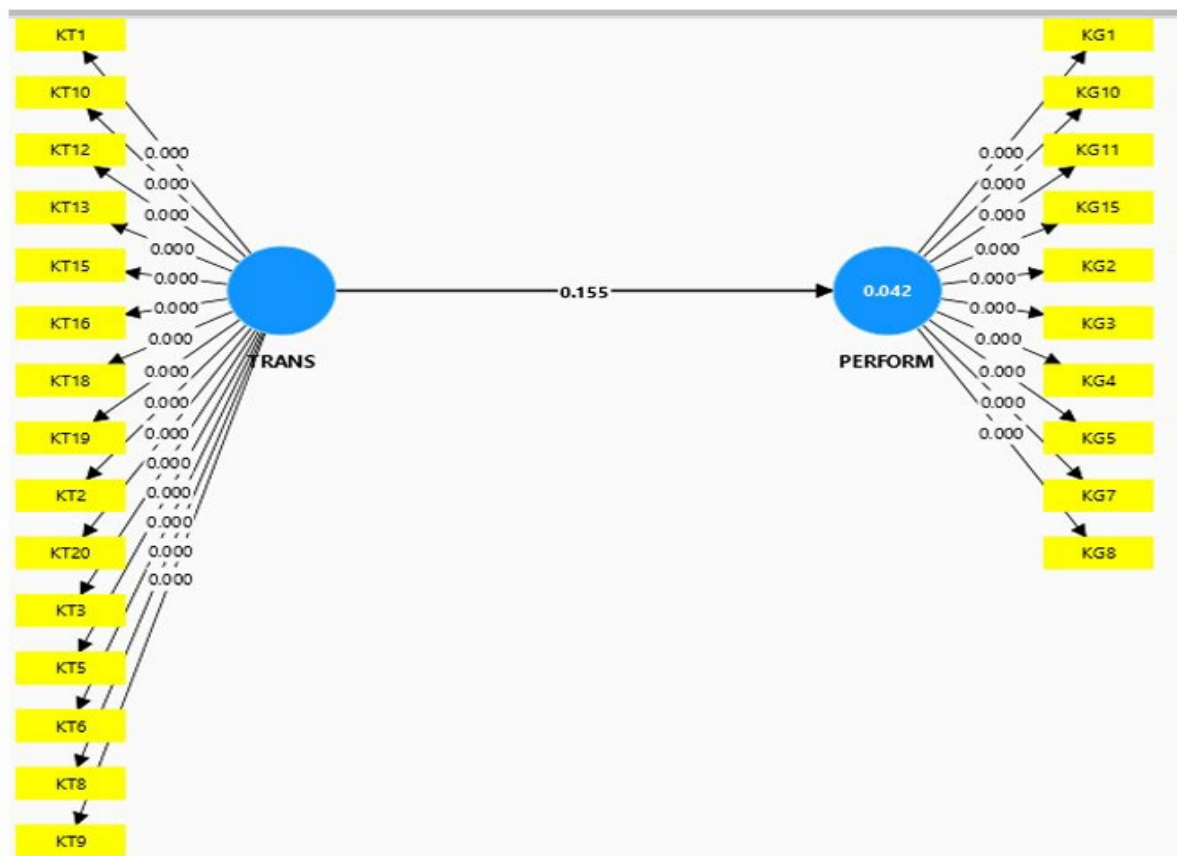


Figure 7. Hypothesis Testing

Tabel 7. Direct Influence

Path Koefisien	Original Sampel (O)	T Statistic (IO/STDEVI)	P Values
Kepemimpinan Transformasional -> Kinerja Guru	0.205	1.422	0.155

From the table above we can know the results of the hypothesis formulation as follows:

1. Is there a positive and significant influence of transformational leadership on the performance of the state's junior high school teachers in the middle school system. Based on the results of data processing carried out by researchers transformational leadership has no direct and significant influence on teacher performance it can be seen through 0.205 with t value stat = 1.422 alpha = 0.05.

The results of this study were not in line with some previous researchers, such as Sri Rahaju Supandi (2023), Fahma Nurfadilah Addin et al (2020), Wawar Hermati et al (2021), Asep Ahmad Rifa'i (2020), who revealed that Transformational Leadership has a positive effect on teacher performance. Still, this study supports research from Retno Rafia, et al (2020) that this transformational leadership has no positive influence on the performance of teachers performance.

5. Conclusion

Based on the research results and elaborated discussion, the researchers came to the following conclusion: Transformational Leadership has no effect on teacher performance.

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