

Implementation Of Principal Transformational Leadership In Improving Teacher Performance In State Junior High Schools

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Abstract

This research is motivated by the quality of education in Indonesia which is still static, especially in terms of the performance aspect of teachers as educators. The principal's leadership style is believed to be able to improve the performance of teachers who are considered less than optimal in improving the performance of junior high school teachers to be better and more focused according to transformational leadership indicators including programs, charisma, individual sensitivity, intellectual stimulation, and inspiration for principals in improving teacher performance at SMPN 167 and SMPN 234 Jakarta. In addition, the analysis is specifically aimed at finding out the obstacles and solutions for the principal's leadership in improving teacher performance. The research method used is descriptive qualitative research with a philosophical foundation of progressivism. The results of the study found that: (1) The principal program of SMPN 167 Jakarta in improving teacher performance refers to the main competencies, namely: pedagogic, personality, social, and professional. Meanwhile, the principal of SMPN 234 Jakarta added managerial competence to the program; (2) The transformational leadership charisma of principals at SMPN 167 and SMPN 234 Jakarta can be seen from the principal who is able to become a teacher figure, respects others, is an inspiration and is capable of making teachers prioritize common interests over personal interests; (3) The individual sensitivity of the principal can be seen in terms of being able to observe, appreciate and motivate teachers, such as some teachers being able to participate in the driving teacher program. (4) The principal's intellectual stimulus is found in the wide space in expressing opinions, updating the way of making rules and agreements, and modeling an innovative, hard working and professional attitude; (5) The principal's inspiration can be found when expressing the school's vision and mission; (6) In addition, the obstacles faced by school principals in improving teacher performance are weak human resources and inadequate infrastructure. SMPN 167 Jakarta also has obstacles regarding financing, there are still facilities that are not covered in the RKAS (7) The solution that can be given is that the principal can provide opportunities for teachers to attend certain workshops and training to support better teacher performance and better learning facilities. more comfortable for school residents, especially teachers. (5) The principal's inspiration can be found when expressing the school's vision and mission; (6) In addition, the obstacles faced by school principals in improving teacher performance are weak human resources and inadequate infrastructure. SMPN 167 Jakarta also has obstacles regarding financing, there are still facilities that are not covered in the RKAS (7) The solution that can be given is that the principal can provide opportunities for teachers to attend certain workshops and training to support better teacher performance and better learning facilities. more comfortable for school residents, especially teachers.

Keywords: Leadership, transformational, teacher performance.

I. INTRODUCTION

Junior High School is a formal education at the basic education level. Education and learning at the junior high school level emphasizes laying the foundation in preparing generations to become human beings who are able to face an increasingly tough era. [1] According to Article 17 paragraph (2) of Law Number 20 of 2003 concerning the National Education System, it is stated that: Basic education is in the form of Elementary School (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms and Junior High School (SMP) and Madrasah Tsanawiyah (MTs) or other equivalent forms. If a nation wants progress in the field of education, then there must be an effort to develop the potential and talents of students. With quality education, quality human resources will be produced, and have the skills needed in their day. One of the functions of the world of education is to produce large amounts of output, be skilled and disciplined and have the competencies needed in the world of work. To improve the quality of education, it is necessary to increase various factors, one of which is improving the quality of teacher performance and teacher competence towards professional teachers. Professional teachers can work both individually and collaboratively in improving the learning process. The transformational role of the principal with the work

program he makes is able to produce professional teachers who can create an active, innovative and fun learning atmosphere. To improve the quality of learning, in addition to the teacher factor, other factors are also influenced, such as the atmosphere of the work environment, the availability of facilities and infrastructure, the availability of supporting funds, community participation, the leadership of the principal and so on. These components are very important and play a role in achieving the success of the learning process.

The principal as the person responsible for the administration of education is tasked with regulating teachers to manage the implementation of the teaching and learning process in the classroom to achieve educational goals that favor students, of course, in order to improve the quality of education. [2] In Permendikbudristek Number 40 of 2021 concerning Assignment of Teachers as Principals it is stated that "Teachers can be given the task as school principals to lead and manage schools in an effort to improve the quality of education in accordance with the transformation of learning in favor of students." Of course, the assignment of teachers who are given additional duties as principals must also meet certain requirements.

The phenomenon of the weakness of the principal's leadership in managing formal educational institutions is a failure in the application of educational management known as school-based management, where the functions in school-based management have not run effectively, [4] Mulyasa (2011:25). This is because until now there is actually no definite format on the management of school autonomy that is contextually appropriate for each school because each school is still different. On the other hand, educational autonomy continues to roll out and is looking for a format so that in terms of legislation (legal aspect), the duties and functions of schools are not yet clear in the current era of autonomy. While waiting for the "legal aspect" to continue to be enforced, gradually the school's functions that were originally carried out by the Central Government or Regional Offices will be carried out by schools professionally. The success of the school is the success of the principal. [5] Mulyasa (2003:25) suggests that "the principal is responsible for the implementation of educational activities, school administration, coaching other educational staff, and the utilization and maintenance of infrastructure facilities.

"This is becoming more important in line with the increasingly complex demands of the principal's duties who require more effective and efficient performance support. One of the problems that exist in junior high schools is the weakness of the principal's leadership role in setting educational goals for the short and long term which are summarized in the Annual Work Plan (RKT) which is part of school management. Educational management is "a process to achieve educational goals that have been set in the short term, medium term and long term" (Mulyasa, 2003:20). Short-term goals related to school operational activities, curriculum development, provision of school infrastructure, and improving the quality of students. One of the problems that exist in junior high schools is the weakness of the principal's leadership role in setting educational goals for the short and long term which are summarized in the Annual Work Plan (RKT) which is part of school management. Educational management is "a process to achieve educational goals that have been set in the short term, medium term and long term" (Mulyasa, 2003:20). Short-term goals related to school operational activities, curriculum development, provision of school infrastructure, and improving the quality of students. One of the problems that exist in junior high schools is the weakness of the principal's leadership role in setting educational goals for the short and long term which are summarized in the Annual Work Plan (RKT) which is part of school management. Educational management is "a process to achieve educational goals that have been set in the short term, medium term and long term" (Mulyasa, 2003:20). Short-term goals related to school operational activities, curriculum development, provision of school infrastructure, and improving the quality of students. Educational management is "a process to achieve educational goals that have been set in the short term, medium term and long term" (Mulyasa, 2003:20). Short-term goals related to school operational activities, curriculum development, provision of school infrastructure, and improving the quality of students. Educational management is "a process to achieve educational goals that have been set in the short term, medium term and long term" (Mulyasa, 2003:20). Short-term goals related to school operational activities, curriculum development, provision of school infrastructure, and improving the quality of students.

Considering that Junior High Schools are the leading implementing units for formal education, schools must be dynamic and creative in carrying out their roles to participate in efforts to improve the quality of education. School quality needs to be improved along with the leadership quality of the principal. This is attempted to encourage the emergence of new approaches in the management of school-based education. This approach is known as School Based Quality Management. In addition, another supporting factor that is no less important in school management is teacher performance. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. To achieve the things that have been mentioned, namely the task of teachers to educate, teach, guide, direct, train, assess, and evaluate students, the discipline of teachers is needed to support this. This teacher performance problem in the field is still happening so it is hoped that a transformational school principal can be able to change the behaviors of teachers who are considered to still have less than optimal performance through their programs so that with the role of this principal later it is also expected to be able to also increase test scores. teacher competence which is routinely implemented by the Provincial Education Office. The leadership process required by the leader is the presence of leaders, followers, vision, power, influencing techniques, situations and other resources. [6] Wirawan (2003: 19) states "the ideal type of leadership style that can change and bring about changes in the institution in accordance with the vision and mission through the programs and activities of the organization is the transformational leadership style. The presence of a transformational principal in the education unit is expected to be able to understand the current conditions of the development of the education unit he leads.

Because education continues to be dynamic so that a school principal must have good managerial competence so that it is hoped that with his charisma, individual sensitivity, intellectual stimulation ability and an inspiring spirit, it is hoped that a school principal will be able to improve the performance of teachers in his educational unit. Problems in Junior High Schools consist of several aspects including curriculum, students, facilities and infrastructure, quality of graduates, teacher performance, the use of education funds that have not been fully fulfilled because they are not inputted in the RKAS, some of these problems are expected to be overcome by the presence of a school principal. in the education unit through its work programs. The curriculum used is too heavy in the teaching and learning process, students for the curriculum are not the curriculum for students, so what happens is that the burden is too heavy, the achievement of targets and coercion, weak education management, educational success is only measured in the cognitive domain, while affective and psychomotor are still lacking. attention, the title becomes a requirement of the rules, while the quality gets less attention. Besides that, student problems are also an important thing that is still a problem at the education unit level, this is because students in public schools are quite large in number but also consist of several characters so that this complex student problem is not impossible for school principals to improve teacher performance. the education unit he leads. Thus, as a principal, it is necessary to change the leadership style that is suitable for subordinates. This is a way for the principal's leadership to be more effective so that he is able to adapt his style to the level of development of the community he leads so that with his transformational leadership style the principal can improve the performance of educators and even education personnel in the Education unit.

II. METHODS

The research approach used in this research is qualitative research while the research method used in this research is the case study method, with this method more complete, more in-depth, credible and meaningful data will be obtained so that the research objectives can be achieved. The case study method is the right method to be used in this research, because the researcher will be able to see thoroughly, deeply and completely about the implementation of the implementation of the principal's transformational leadership in improving teacher performance in junior high schools at SMPN 167 and SMPN 234 Jakarta.

III. RESULTS AND DISCUSSION

Transformational leadership with its charisma with its sensitivity with the ability to develop its intellectual stimulus and with the ability to inspire it to the people it leads is expected in its application to

lead human resources, train, assess, and evaluate the students they lead towards the growth of sensitivity in organizational development and development. developing a shared vision, distributing leadership authority, and building an educational organizational culture that should be included in the institutional restructuring scheme. This is as stated by [7] Lethwood et al in Danim, (2005: 53) that "transformational leadership is seen to be sensitive to organization building developing shared vision, distributing and building school culture necessary to current restructuring efforts in schools." [8] According to Locke, EA, (2007: 62): "Transformational leaders can successfully change the status quo in their organizations by practicing appropriate behaviors at each stage of the transformation process. If the old ways are considered no longer appropriate, then the leader will develop a new vision of the future with a strategic and motivational focus. The vision clearly states the purpose of the organization and at the same time serves as a source of inspiration and commitment. If the old ways are considered no longer appropriate, then the leader will develop a new vision of the future with a strategic and motivational focus. The vision clearly states the purpose of the organization and at the same time serves as a source of inspiration and commitment. If the old ways are considered no longer appropriate, then the leader will develop a new vision of the future with a strategic and motivational focus. The vision clearly states the purpose of the organization and at the same time serves as a source of inspiration and commitment.

The implementation of the transformational leadership style essentially aims to build motivation, build creativity, build innovation and build institutional independence. This affects the quantity of work, quality of work, effectiveness at work, efficiency at work, work methods and ability to work together. This is as stated [9] Soelton, and Yasinta (2018:21) that "transformational leadership has a direct effect on employee performance, therefore improving employee performance can start from increasing the effectiveness of transformational leadership."The principal as a person who is given additional duties as a leader in the education unit in essence must work well in accordance with his main duties and responsibilities as a school principal. In carrying out his duties, the principal who is assisted by the school management team must be able to run in accordance with the vision and mission of the education unit he leads because by running according to the school's vision and mission, the principal is expected to be able to build the progress of his school. The principal's work program at SMPN 167 and SMPN 234 is made as a reference in implementing policies in the education unit. The work programs in these two schools have the same concept because they are in the same house, namely the School Activity Plan (RKT) which is made for use once a year while the Medium Term Activity Plan (RKJM) is made every four years. This work program is made jointly by all school stakeholders at the annual work meeting and approved by the principal and school supervisor. In the Annual Activity Plan and Long-Term Activity Plan there is a school's vision and mission, a plan of school activities that will be carried out together for the next one year and four years.

The principal at SMPN 167 has been able to become a figure for educators and educators as well as their students, this can be seen in his charisma in various activities. All teachers can follow the directions given both in official meeting activities and are able to change the mind of the stakeholders they lead related to government policies related to education. The transformational leadership charisma of the Principal in Improving Teacher Performance at SMPN 234 is quite good where it can be seen that the principal can create a conducive atmosphere in the process of teaching and learning activities. character in his new environment. One of the short-term programs in this school, 90% of educators carry out the learning process using Active, Innovative, Creative, Effective, Fun, and CTL (Contextual Teaching and Learning) approaches. And 85% of school-based management is fulfilled, namely democratic management, learning by using a scientific approach for class VII, class VIII and class IX based on the 2013 Curriculum the principal Based on this the principal must be sensitive to reading this situation. Individual Sensitivity of Principal Leadership in Improving Teacher Performance can be seen in several ways, namely principals are able to observe teachers in expressing their ideas and opinions this can be seen from the process of teaching activities in schools where teachers can express their teaching abilities which are described in their teaching plans, Enhance feelings of optimism teachers towards the future where in this case the transformational principal is able to provide motivation so that teachers can continue to achieve the best results in their

performance, as evidenced by several teachers who participated in the teacher mover program that passed a teacher from SMPN 234.

Teacher performance that often appears is the low pedagogic ability of teachers in the teaching process, this can be seen from the results of teacher competency tests every year. As a school supervisor, a principal is expected to be able to build a stimulus in the environment under his guidance. The principal instills the work spirit of teachers by providing positive reinforcements in the Morning Briefing activities with all teachers on a regular basis. In the briefing, the principal describes the events and evaluates the activities that have been running. From this evaluation, the principal provides encouragement for hard work, disciplined cooperation and building a forward spirit so that teachers remain enthusiastic in carrying out their profession as teachers. Transformational leaders are required to have skills in using words that can generate innovation for teachers and institutional staff. Transformational behavior can be in the form of a leader's ability to present an exciting vision for teachers and institutional staff. That vision combined with other techniques of transformational leadership will be easier to achieve. [10] (Suryanto, 2007: 102). Michael A. West categorizes innovation into seven things that are based on creative thinking. This becomes a basic concept in the process of building and exploring one's innovativeness. The seven things are: (1) innovating in the workplace, (2) having confidence in being creative, (3) being an innovator, (4) having a vision at work (5) innovating in the organization, (6) being able to managing innovation, (7) able to reinforce innovation (Evans. 2004: 5) [12]

The principal of SMPN 234 In terms of building this inspiration, a transformational principal must be able to develop and be able to communicate high expectations to staff/teachers by providing bright ideas. achieve the main goal through a simple way that is in school. This is in accordance with what was said by [13] Bass and Avolio (1994) in Balitbang (2003:39) say that: "This leader model is willing to listen attentively to the inputs of subordinates/followers and specifically wants to pay attention to the needs of subordinates/followers for career development. A transformational leader will pay attention to the factors of subordinates/followers will pay attention to individual factors as they should not be generalized, because there are differences in interests and self-development that differ from one another. In addition, with individual sensitivity, a leader will pay attention to fostering, guiding and training each of his subordinates specifically and personally, including providing support, encouraging, and sharing experiences about self-development to his followers. In its implementation in the field of implementing transformational leadership in improving teacher performance at SMPN 167, there are several obstacles, one of which is human resources, in this case there are still some teachers who do not have the desired competencies. Teachers are felt in the field are still low in making their own teaching plans in the implementation of learning there are also still teachers who only focus on one method and in evaluation activities there are still teachers who do not make their own evaluations but prefer to copy paste. In the process of leadership, a principal at SMPN 234 in leading will inevitably experience various obstacles. Constraints are common for school principals in improving teacher performance in the field, these obstacles can be in the form of human resources where in schools there are still many human resources that are considered inadequate and infrastructure which is of course still incomplete sometimes makes obstacles occur in the field because the existing needs are sometimes not in accordance with the budget. available education

In essence, the obstacles to human resource problems at SMPN 167 can still be overcome by providing as many opportunities as possible for teachers to attend workshops and training courses held by the education office and by agencies concerned with education. Facing such obstacles, the principal should immediately improve his performance so that the process of improving teacher performance can immediately materialize. The solution that can be done is to provide opportunities for human resources in schools to take part in various training provided by the government in order to improve their pedagogical and professional competencies by take advantage of existing facilities and infrastructure in schools and by using the available budget and include programs that have not been covered by the budget, when the program entry is opened, each stakeholder can convey all their needs. The limitations of principals in applying the style, nature and type of leadership at SMPN 167 and SMPN 234 East Jakarta in identifying problems that hinder the productivity and quality of work of teachers because of their inability to identify existing problems. Teacher

management through a pattern of bureaucratization and power politics has created a considerable distance between structural and functional, so that the working relationship becomes less harmonious. Coaching and professional development of teachers through seminars, upgrading, has not been entirely able to improve teacher competence nor has it been able to increase teacher productivity and work quality. The strategy of the principals of SMPN 167 and SMPN 234 East Jakarta to carry out reforms and changes to increase teacher productivity has not been able to run effectively.

IV. CONCLUSION

In general, the implementation of the principal's transformational leadership to improve the performance of junior high school teachers at SMPN 167 Jakarta and SMPN 234 Jakarta went quite well. There are a number of certain indicators that show the characteristics of transformational leadership in the personality of the principal of SMPN 167 Jakarta and SMPN 234 Jakarta which are built on four fundamental elements in the form of the attitude of the principal who has charisma, inspiration, individually has sensitivity supported by adequate intellectual stimulation. However, to achieve the optimization of the performance of the junior high school teacher based on the application of the transformational leadership style, it is necessary to make some improvements by the principal. The level of maturity and readiness of teachers in carrying out their main tasks and functions is a note for the principal. The true transformational leadership style must also be able to reach the awareness, readiness and maturity of teachers so that the quality of work of teachers at SMPN 167 Jakarta and SMPN 234 Jakarta is more productive and effective. The application of the principal's transformational leadership in improving teacher performance should also be accompanied by an increase in the quality of teacher competence through upgrading patterns, seminars, workshops and even training.

This improvement in the ability or competence of teachers has not been considered in depth by principals at SMPN 167 Jakarta and SMPN 234 Jakarta, even though the competence of qualified teachers will create high teacher performance and quality education. readiness and maturity of teachers so that the quality of work of teachers at SMPN 167 Jakarta and SMPN 234 Jakarta is more productive and effective. The application of the principal's transformational leadership in improving teacher performance should also be accompanied by an increase in the quality of teacher competence through upgrading patterns, seminars, workshops and even training. This improvement in the ability or competence of teachers has not been considered in depth by principals at SMPN 167 Jakarta and SMPN 234 Jakarta, even though the competence of qualified teachers will create high teacher performance and quality education. readiness and maturity of teachers so that the quality of work of teachers at SMPN 167 Jakarta and SMPN 234 Jakarta is more productive and effective. The application of the principal's transformational leadership in improving teacher performance should also be accompanied by an increase in the quality of teacher competence through upgrading patterns, seminars, workshops and even training. This improvement in the ability or competence of teachers has not been considered in depth by principals at SMPN 167 Jakarta and SMPN 234 Jakarta, even though the competence of qualified teachers will create high teacher performance and quality education.

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