The Influence of School Principal Transformational Leadership on Teacher Performance at Smpn 2 Yosowilangun Lumajang East Java Province

Anna Afrianti[1] and Nurul Ummah[2]

[1]Social Education Postgraduate Program, Universitas Jember, 68121, Indonesia
annaafrianti7@gmail.com
[2]Social Education Postgraduate Program, Universitas Jember, 68121, Indonesia
annaafrianti7@gmail.com

***Abstract:** This study aims to determine the effect of principal transformational leadership on teacher performance at SMPN 2 Yosowilangun Lumajang East Java Province Jawa Timur . The type of research used in this study uses a quantitative approach with simple simple linear regression analysis techniques. The type of data used is primary data obtained through a questionnaire using SPSS for Windows version 29 and observation. Secondary data obtained from school data as well as several books and journals that can be accounted for. The sample in the study was 21 respondents using saturated sampling technique. The results of this study based on the value of R Square indicate that the principal's transformational leadership has a contribution of 33% or there is a low influence of 33% on teacher performance at SMPN 2 Yosowilangun Lumajang Province Jawa Timur. The remaining 67% is influenced by other factors not examined by the authors.*

Keywords: Principal transformational leadership, Teacher performance

1. PENDAHULUAN

Teacher performance is the result of work that can be achieved by teachers in an educational institution in accordance with the authority and responsibilities given by the school in an effort to achieve the vision and mission and goals of the school concerned legally, do not violate the law and are in accordance with morals and ethics. [1] Teachers must understand their professional duties and meet qualification and competency requirements in order to carry out their role properly. In accordance with Article (I) of RI Law No. 14 of 2005 concerning Teachers and Lecturers: "teachers are professional educators with the main task of educating, teaching and guiding, directing, training, assessing and evaluating students starting from early childhood education, basic education , and secondary education". It is explained in article (8) that: "Teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the competence to realize national education goals". Teacher competence as referred to in article (8) is explained in article (10) including pedagogic competence, personal competence, social competence and professional competence obtained through professional education. [2]

Shilphy argued that indicators are the basis for evaluating teacher performance including dimensions, namely: 1). Appearance of behavior, namely discipline, honesty, authority and friendliness 2). Work skills, namely compiling programs, managing administration, coaching and development, compiling data, coordinating cleanliness, 3). Flexibility of movement, namely creating good relations with school/madrasa residents, participating in organizational activities, 4). Expectations (hope) namely increasing awareness in the field of education.[3]

According to Sugiyar, that learning is an accumulation of teaching concepts and learning concepts. The emphasis lies on the combination of the two, namely on the growth of the activities of male and female students. [4]

Based on the theoretical study of teacher performance, it can be concluded that what is meant by teacher performance is an achievement or success of the teacher in carrying out his duties as an educator. With teacher performance indicators that can be measured based on:

1. Learning Planning
Learning planning includes the activity of formulating goals to be achieved in a learning activity, in planning learning the teacher must understand the meaning and purpose of the planning.

2. Implementation of Learning
The implementation of learning is an integral part of the teaching and learning process. To carry out their duties as a teacher according to their profession, one of them is by mastering the material or subject matter before entering class and delivering lessons professionally, this is very important for the teacher to master and is an absolute price that cannot be negotiated anymore. Mastery of teaching methods is knowledge of teaching methods used by teachers in the teaching process so that lessons can be captured, understood and used properly by students. The choice of teaching method greatly influences the good and bad conditions of students when receiving learning. Giving assignments to students aims to build or stimulate students to be more active in learning, develop student independence, and be able to determine the level of student understanding and ability related to the material that has been taught by the teacher. Giving assignments can foster a passion for learning and discipline as

well as train yourself to work together with group mates and practice independence in carrying out individual assignments.

3. Class Management

Classroom management as a process for controlling student behavior, the teacher's duty is to create and maintain an orderly classroom atmosphere in order to produce a conducive atmosphere

4. Conduct assessment and evaluation

In this case the teacher acts as an evaluator. A good evaluator must be able to make an assessment of the learning outcomes that have been implemented.

According to Kartini Kartono namely: "Leadership is a characteristic, specific, needed in a certain situation. Because in a group that carries out certain activities and has a purpose that has a variety of special equipment. The leader of a group with characteristic traits is a function of a particular situation ".[5]

According to Wahjosumidjo, the principal can be defined as a functional teacher who is tasked with leading a school where the teaching and learning process is held or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson. 27 Meanwhile, according to Nanang Fattah, the school principal is a leader who has the ability to influence others in his work by using power.[6]

Transformational leadership is leadership that includes efforts to change school organizations that inspire followers to prioritize the interests of the school, leading to superior performance in organizations that are facing renewal demands. A principal can transform his subordinates in the following four ways:

1. Idealized Influence

It is the behavior of a leader who is perceived as a role model by his followers. Transformational school principals provide examples and act as positive role models in behavior, attitudes, and commitment for teachers.

2. Inspirational Motivation

Transformational leaders motivate and inspire their employees by clearly communicating high expectations and job challenges.

3. Intellectual Stimulation

Leaders encourage followers to explore new ways of doing things and new opportunities to learn. Leaders encourage teachers to be innovative and creative.

4. Individualized Consideration

Transformational leaders keep the lines of communication open so that followers feel free to share ideas and so that the leader cancara langsung untuk mengetahui kontribusi pengikutnya. [7]

Based on Wawat's research on the transformational leadership of school principals on teacher performance at SMP Negeri 2 Susukan Lebak, it produces a regression of variable X (0.210), t test (t-count 2.924 > t-table 2.032) and has a p-value (sig.t) 0.006 <0.05%, which means that the principal's transformational leadership variable has a significant influence on teacher performance variables. [8] Because of the importance of the principal's transformational leadership and teacher performance, the authors wanted to examine the influence of the principal's transformational leadership on teacher performance at SMPN 2 Yosowilangun-Lumajang, Jember province. Researchers want to see whether the principal's transformational leadership affects teacher performance at SMPN 2 Yosowilangun.

2. METODE PENELITIAN
2.1 Place and time of research

Penelitian dilaksanakan di SMPN 2 Yosowilangun-Lumajang Provinsi Jawa Timur. Alamat SMPN 2 Yosowilangun ini yakni Jl. Akhmad Yani no 20 Yosowilangun kecamatan Yosowilangun kabupaten Lumajang Provinsi Jawa Timur pada bulan Mei- Juni tahun 2023.

2.2 Research Method

This study uses a simple regression test method with a quantitative approach, namely revealing the influence between variables and expressed in numbers and explaining it by comparing it with existing theories and using data analysis techniques that are appropriate to the variables in the study. This method is used to explain the effect of one variable on another, that is, to explain how the principal's transformational leadership influences teacher performance.

2.3 Research variable

There are two variables that will be studied in this study:

- Variable X, commonly known as the independent variable (Independent Variable), namely the Principal's Transformational Leadership. The following table is a lattice of variable X assessment instruments

Table 1 : Variable Instruments X

DIMENSIONS	INDICATORS	QUESTION ITEMS
Characteristics of Transformational Leadership	Develop a shared vision for the school	1,2,3,4
	Build consensus on the priority goals of the school	5,6,7,8,9
	Create high performance expectations	10,11
	Give support	12

Provides intellectual stimulus	13,14,15,16
Building school culture	17,18
Build collaborative structures	19,20,21

- Variable Y, commonly known as the dependent variable (Dependent Variable), namely Teacher Performance. The following table is the variable lattice Instrument Y..

Table 1 : Variable Instruments Y

DIMENSIONS	INDICATORS	QUESTION ITEMS
Planning lessons	Preparation of Learning Implementation Plans (RPP)	1,2,3
	Selection of teaching materials	4
	Selection of learning resources	5
Carry out learning	Mastery of teaching materials	6,7
	Use of media and learning resources	8
	Utilization of technology to obtain learning materials	9
	Use of learning methods	10,11,12,13,14
Mengelola kelas	Student seating arrangements	15
	Classroom arrangement	16,17
	Setting the beauty, cleanliness, safety and comfort of the class	18
	Discussion group settings	19,20
	Class discipline settings	21,22
Assessment and evaluate learning	Perform process assessments	23
	Perform outcome assessment	24
	Use the results of assessment and evaluation to determine remedial and enrichment activities	25,26,27,28,29

2.4 Population and Sample
1. Population

The population is the generalization area which consists of: objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study were all teachers at SMPN 2 Yosowilangun-Lumajang, East Java Province, totaling 21 people.

2. Sampel

Sampling in this study refers to Arikunto's opinion which states that if the object is less than 100, it is better to take all of them so that the research is a population study. So the sampling method used in this study is the saturation sampling method, namely where all members of the population are used as samples, where the total population is 21 respondents.[9]

2.5 Techniques of Analysis and Data Collection

The data analysis technique uses a simple linear regression test. To find out whether there is an influence between the two variables, the hypothesis formulation is as follows: H0 : There is no influence between the transformational leadership of the school principal on teacher performance. H1: there is an influence between the principal's transformational leadership on teacher performance. Provisions are as follows: (based on the level of significance)

a. If the t-count value$\geq$ r-table (α = 0.05), H0: rejected (no effect)

b. If the value of t-count <r-table (α = 0.05), Hi: accepted (no effect)

Data processing is a follow-up activity after data collection is carried out. To process the data in this study, the authors took the following steps:

1. Editing, yaitu proses pengecekan data yang berhasil dikumpulkan dari lapangan.
2. Codeing is the activity of assigning a specific code to each data..
3. Tabulation is the process of placing data into tables that have been coded
4. Processing data using the SPSS ver.29 program

3. RESULT AND DISCUSSION

3.1 Test Validation and Reliability

Validity test was carried out and tested on 21 respondents according to the research sample. Using a total of 21 respondents, the r-table for a significance of 0.3687. While the results of the r-count validation are above 0.3687. This means that the questions are valid. It can be seen from the table below.

Table 3 : Variable Validation Test Results X

QUESTIONS	r-COUNT	r-TABLE	VALIDATION
X1	0.78	0.3678	VALID

X2	0.84	0.3678	VALID
X3	0.73	0.3678	VALID
X4	0.77	0.3678	VALID
X5	0.52	0.3678	VALID
X6	0.62	0.3678	VALID
X7	0.56	0.3678	VALID
X8	0.44	0.3678	VALID
X9	0.80	0.3678	VALID
X10	0.46	0.3678	VALID
X11	0.70	0.3678	VALID
X12	0.84	0.3678	VALID
X13	0.73	0.3678	VALID
X14	0.82	0.3678	VALID
X15	0.68	0.3678	VALID
X16	0.60	0.3678	VALID
X17	0.72	0.3678	VALID
X18	0.76	0.3678	VALID
X19	0.39	0.3678	VALID
X20	0.66	0.3678	VALID
X21	0.45	0.3678	VALID

Table 4 : Variable Validation Test Results Y

QUESTIONS	r-COUNT	r-TABLE	VALIDATION
Y1	0.66	0.3678	VALID
Y2	0.45	0.3678	VALID
Y3	0.41	0.3678	VALID
Y4	0.70	0.3678	VALID
Y5	0.73	0.3678	VALID
Y6	0.55	0.3678	VALID
Y7	0.71	0.3678	VALID
Y8	0.54	0.3678	VALID
Y9	0.47	0.3678	VALID
Y10	0.43	0.3678	VALID
Y11	0.70	0.3678	VALID
Y12	0.72	0.3678	VALID
Y13	0.44	0.3678	VALID
Y14	0.75	0.3678	VALID
Y15	0.66	0.3678	VALID
Y16	0.71	0.3678	VALID
Y17	0.72	0.3678	VALID
Y18	0.64	0.3678	VALID
Y19	0.59	0.3678	VALID
Y20	0.70	0.3678	VALID
Y21	0.72	0.3678	VALID
Y22	0.44	0.3678	VALID
Y23	0.75	0.3678	VALID
Y24	0.66	0.3678	VALID
Y25	0.71	0.3678	VALID
Y26	0.72	0.3678	VALID
Y27	0.64	0.3678	VALID
Y28	0.59	0.3678	VALID
Y29	0.70	0.3678	VALID

Hasil dari perhitungan SPSS dalam uji reliabilitas kepemimpinan transformasional kepala sekolah (X), diperoleh data sebagai berikut :

Table 5 : Variable Reliability Test Results X

Reliability Statistics

Cronbach's Alpha	N of Items
.936	21

Based on the criteria of Cronbach's Alpha > 0.60 and the results of Cronbach's Alpha 0.936 > 0.60, the instrument variable X Transformational Leadership is said to be reliable with a significance of 5% is 0.278. The results of SPSS calculations in the teacher performance reliability test (Y), the following data are obtained :

Table 6 : Variable Reliability Test Results Y

Reliability Statistics

Cronbach's Alpha	N of Items
.981	29

Based on the criteria of Cronbach's Alpha > 0.60 and the results of Cronbach's Alpha 0.981 > 0.60, the instrument item variable Y Teacher Performance is said to be reliable with a significance % of 0.29

3.2 Normality test

The results of data processing from SPSS using Shapiro Wilk obtained data from the normalization test on variable X of 0.79 and variable Y of 0.34. This is greater than the error rate of 0.05, so it can be concluded that the data testing is normal. Can be seen in table 7 below:

Table 7 : Hasil Uji Normalitas

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kinerja Guru	.154	21	.200*	.950	21	.340
Kepemimpinan Transformasional	.161	21	.160	.918	21	.079

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

3.3 Linearity Test

The linearity test was carried out using the IBM SPSS Statistics 29 program with the deviation from linearity method, at a significant level of 0.05 or 5%. Linearity testing can be seen from the output carried out in the ANOVA table on the criteria in the test. linearity is if the significance value ≥ 0.05, it can be said that the transformational leadership data of the school principal on teacher performance in learning is linear, preferably a significance value < 0.05, it can be said that the transformational leadership data of the school principal on teacher performance in learning is not linear. The results of the linearity test are as follows:

Table 8 : Linearity Test Results

ANOVA Table

			Sum of Squares	df	F	Sig.
Kinerja Guru * Kepemimpinan Transformasional	Between Groups	(Combined)	1327.000	13	1.625	.265
		Linearity	583.054	1	9.283	.019
		Deviation from Linearity	743.946	12	.987	.531
	Within Groups		439.667	7		
	Total		1766.667	20		

Based on the ANOVA Table output table tested from IBM SPSS Statistics 29 the significance value of the transformational leadership table for principals with teacher performance in learning is 0.921. This means a significance value of 0.531> 0.05. So it can be concluded that it can be concluded that variable X (transformational leadership of the principal) and variable Y (teacher performance in learning) have a significant and linear relationship and the method used is the enter method.

3.3 Uji Regresi Linier Sederhana

Linear regression is a data analysis technique that predicts unknown data values by using other related and known data values. Mathematically model the unknown or dependent variable and known or independent variable as a linear equation.

Table 9 : Results Entered variable removed

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	KepemimpinanTransformasional[b]	.	Enter

a. Dependent Variable: Kinerja Guru

b. All requested variables entered.

The table above shows which variables are processed, which are the independent variables and the dependent variables. The table above describes the variables entered and the methods used. In this case the variables included are the principal's Transformational Leadership variable as the independent variable and teacher performance as the dependent variable.

Table 10 : Simple Linear Regression Test Results (Model Summary)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574[a]	.330	.295	7.89274

a. Predictors: (Constant), KepemimpinanTransformasional

Tabel di bawah menjelaskan besarnya korelasi/hubungan yaitu sebesar 0,574. Dari tabel tersebut diperoleh koefisien determinasi(R square) sebesar 0,33, yang mengandung pengertian bahwa pengaruh variable bebas terhadap variable terikat sebesar 33%.

Table 11 : Simple Linear Regression Test Results (Anova)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	583.054	1	583.054	9.4	.006[b]
	Residual	1183.613	19	62.295		
	Total	1766.667	20			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), KepemimpinanTransformasional

From the table above it is known that F count is 9.359 with a significance level of 0.006 <0.05, so the regression model can be used to predict the independent variable or in other words there is an influence of the school principal's leadership variable (X) on Teacher Performance variable (Y).

Table 12 : Simple Linear Regression Test Results (coefficients)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.99	17.845		2.241	.037
	Kepemimpinan Transformasional	.750	.245	.574	3.059	.006

a. Dependent Variable: Kinerja Guru

It is known from the table above that the constanta value is 39.994 while the transformational leadership value is 0.75 so that the regression equation can be written:

$$Y = a + bX \tag{1}$$
$$Y = 39,94 + 0,75X \tag{2}$$

This equation can be translated:
1. A constant of 39.994 means that the consistent value of the Teacher Performance variable is 39.994
2. The regression coefficient X of 0.75 states that for every 1% addition in the value of transformational leadership, participation increases by 0.75. The regression coefficient is positive so that it can be said that the direction of the influence of the Transformational Leadership variable on Teacher Performance is positive.

Based on the table above the significance value is 0.006. This means that the significance value of t Count < T table. So that 0.006 <0.05 so it can be concluded that transformational leadership variables affect teacher performance. Based on the t value, it is known that the t-count value is 3.059. While the large t-table is 1.729. From this we can conclude that transformational leadership variables affect teacher performance.

4. CONCLUTION

Based on the results of research on the influence of the principal's transformational leadership on teacher performance at SMP Negeri 2 Yosowilangun-Lumajang, East Java Province, the following conclusions are obtained: Principal leadership as measured using transformational leadership characteristics has an influence on teacher performance. This can be seen from the results of a simple linear regression test. Based on the t value, it is known that the t-count value is 3.059. While the large t-table is 1.729. From this we can conclude that transformational leadership variables affect teacher performance. The effect of transformational leadership on teacher performance is 33%. the coefficient of determination (R square) is 0.33, which implies that the influence of the independent variable on the dependent variable is 33%. While 67% is influenced by other factors.

5. ACKNOWLEDGMENT

6. REFERENCES

[1] Abd Madjid. (2016). Pengembangan Kinerja Guru Melalui : Kompetensi, Komitmen Dan Motivasi Kerja Yogyakarta: Samudra Biru,hlm. 11.

[2] Indonesia, Undang - Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Dan UU No. 14 Tahun 2005 Tentang Guru Dan Dosen. Hlm.64-65.

[3] Shyilpy Afiattresna Octavia. (2019). Sikap Dan Kinerja Guru Profesional, vol. 1. Yogyakarta: Deepublish, hlm. 43.

[4] Evi Fatimatur Rusydiyah et al. (2009). Perencanaan Pembelajaran. Surabaya: Amanah Pustaka hlm. 7.

[5] .Kartono Kartini Dr. (2010). Pemimpin dan Kepemimpinan. Jakarta: PT. Raja Grafindo Perkasa.

[6] Fatah Nanang. (2009). Landasan Manajemen Pendidikan, Bandung: PT Remaja Rosdakarya, h.88.

[7] .Eko Subagia. (2021). Pengaruh Gaya Kepemimpinan Tranformasional, Kecerdasan Emosional Kepala Sekolah, dan Motivasi Kerja Karyawan Terhadap Kinerja Karyawan, Vol. 17, No.1, h. 54-56.

[8] Wawat Hermawat.(2021). Pengaruh Kepemimpinan Transformasional Kepalasekolah Terhadap Kinerja Guru Di SMP Negeri 2 Susukan lebak. Cirebon: Jurnal Manajemen, Vol. 15. No.1. Juni 2021

[9] Arikunto, Suharsini. (2006). Prosedur penelitian; suatu pendekatan praktik. Semarang : Rineka Cipta.