

## Principal Transformational Leadership in Improving Teacher and School Staff Performance

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**Abstract:** The focus of this research aims to determine the role of the principal's transformational leadership in improving staff and teacher performance. This study uses the literature review method. The author reviewed various literature on the strategies of principals as transformational leaders in improving the performance of teachers and school staff sourced from the latest scientific journals. The results we get are that the principal's transformational leadership can change a person from the basic thoughts and behaviors that underlie the person about carrying out the assigned tasks and into an effective leadership style to produce constant performance and tends to increase.

**Keywords:** transformational leadership, principal, performance

### INTRODUCTION

The initial capital in the development of a nation is how it is related to the quality of its human resources. Education is one of the places to prepare reliable quality human resources, to create a golden generation in the future. In the educational process, it cannot be separated from the role of the principal, where the principal plays a role as a leader in an educational institution. Leaders have the right to run the wheels of the organization they lead according to the leadership style they want. There is strong empirical evidence that transformational leadership is very effective, more than any other leadership style (Deinert et al., 2015). Transformational leadership is a leadership style that influences motivating and directing subordinates to the growth and development of the organization, especially the development of the organization's vision and mission. In leading, the principal must have a strategy for improving the performance of his subordinates. Effective leadership needs to pay attention to the suitability of the superior's leadership style and the level of his subordinates to establish the quality of human resources.

The quality of human resources is measured from the performance (performance) and productivity of the teachers and school staff who play a role in it. A good principle is one who can take advantage of human resources in his educational institution so that the leadership of the principal has a role in improving the performance of teachers and their staff. The principal as a leader must have a strong personality, understand the conditions of teachers and other education personnel, have short and long-term programs, and have visionaries, be able to make correct and wise decisions, and be able to communicate well with all school members. This concurs with (Senny et al., 2018) about the problems found in

his research related to principal leadership, namely the lack of communication and trust between leaders and teachers who work in schools, lack of understanding that each individual has different needs, desires, and skills, and lack of cooperation due to the feeling that the leader has the right to give orders to his subordinates. Therefore, it is necessary to have a strategy for the principal as a leader who applies transformational leadership in improving the performance of teachers and staff in schools. The ability of the principal in utilizing existing human resources, will greatly help the principal to achieve the set goals.

The principal is someone who leads an educational institution, which is used as a place for learning activities to take place. According to Permendikbud Number: 0296 / U / 1996 concerning the Assignment of Civil Servant Teachers as School Principals in the Ministry of Education and Culture, it is stated that the principal is a teacher who is given an additional task to lead education administration and efforts to improve the quality of school education. The principal is a figure in the implementation of education, so he is required to play a role in various fields to achieve school goals. The school principal acts as an educator, manager, supervisor, leader, innovator, and motivator (Mulyasa, 2012). The principal as a leader needs to apply transformational leadership because at present there is a variety of information that should be able to be transformed properly to teachers, administrative staff, students, and parents. The term transformational leadership is built from two words, namely leadership (leadership) and transformational (transformational). According to Bass (in Hanafi, 1997) argues that transformational leadership is a leader who motivates his subordinates to do more than all expected by increasing the sense of the importance of subordinates and the value of the importance of work. In general, transformational leadership has several positive impacts on employee performance. This is because a leader with a transformational style can change and motivate his members by making members more aware of the importance of the results of a job, and encouraging members to put the interests of the organization or team ahead of personal interests and activate the needs of their members at higher levels.(Senny et al., 2018).

In practice, transformational leaders have four basic elements, namely: (1) Idealized Influence - Charisma, namely leaders can provide insight and awareness regarding missions, can generate a sense of pride, and can foster respect and trust in their subordinates, (2) Inspirational Motivation, namely leaders can become motivation for their subordinates, (3) Intellectual Stimulation, namely leaders can increase intelligence, rationality, and thorough problem-solving. (4) Individualized Consideration, namely the leader can give attention, nurture, guide, and train each person specifically and personally(Senny et al., 2018)

Performance comes from the notion of performance which means the result of work or work performance. However, performance has a broader meaning including how the work process takes place so it is not only meant as a result of work. According to Armstrong and Baron(in Wibowo, 2010)states that performance is the result of work that has a strong relationship with organizational strategy, customer satisfaction, and contributes to the economy. In the school environment, there is teacher performance that also needs attention. Teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for the students who are under his guidance by increasing the learning achievement of students. (Supardi, 2013). Teacher performance is based on all activities carried out by a teacher in developing the mandate and responsibility of educating, teaching,

guiding, directing, and guiding students in reaching maturity and maturity levels. Therefore, teacher performance can be interpreted as a situation that can show how the ability of a teacher to carry out his duties at school and can describe the actions that the teacher displays in or during learning activities at school.

School staff is another name for implementers at school, also known as school administration staff. The word staff is obtained in line with the implementation of regional autonomy, namely after the civil servants of the school administration staff who is an employee under the auspices of the Ministry of National Education are transferred to district and city governments. Staff is non-functional personnel who are referred to as education personnel, while teachers are functional personnel, which are now called educators. The category of school staff is all structural (non-functional) personnel, namely administrative staff consisting of office administration staff, laborers, gardeners, and carers, and school technical personnel consisting of laboratory technicians, computer technicians, administrative staff who are employed in the library and it's kind.

In the world of education, the problem of school principals in improving the performance of teachers and school staff is closely related to work success and productivity. The leadership behavior of the principal must be able to encourage the performance of teachers and staff by showing a sense of friendship and being close to school members and full of consideration for both individuals and groups. Positive behavior of school principals can encourage, direct, and motivate all school members to cooperate well in realizing the vision, mission, and goals of the school. Effective principal leadership, among others, can be analyzed based on the following criteria, 1) able to empower educators and education personnel as well as all other school members to realize a quality, smooth and productive learning process,

In research conducted by (Mukhtar, 2015) related to the principal's strategy in improving teacher performance resulted in the findings that The obstacles faced by school principals in improving teacher performance include the lack of assertiveness of school principals in implementing policies, lack of teacher motivation in carrying out their duties, teacher domicile that is quite far away, inadequate school facilities, low participation of residents of the school environment.

## **METHOD**

The studies in this study were identified through a search for literature reviews. The author reviewed various literature about the principal's strategy as a transformational leader in improving the performance of teachers and school staff sourced from the latest scientific journals. Writing articles go through the stages of organizing a literature review by classifying scientific sources according to the themes and topics discussed, then analyzing them using content analytics to understand principal leadership as transformational leaders in improving the performance of teachers and school staff.

## **RESULTS AND DISCUSSION**

In educational institutions, the role of the principal as a leader is very important in the progress of the school organization. Headmaster must have a strong personality, have deep sensitivity understand the psychological condition of teachers and personnel other education,

have a program short term, long term and have a clear vision, are proficient at taking appropriate and wise decisions for members of the organization, as well able to communicate with all school residents well (Mukhtar, 2015). The minimum strategy that must be considered by the foundation or the authorities in choosing a school principal for their organization is that the principal has short and long-term programs for the progress of the organization, the principal can see and analyze and make the right decisions in dealing with various problems and conflicts that occur within the organization, and has a mature charisma of performance skills that can provide a sense of security for its members. The strategy is a method or tips applied by an in this case the leader for achieving the desired goal. Strategy can also be interpreted as the process of determining a leader's plan that focuses on the long-term goals of the organization, along with the preparation of a way or effort to achieve these goals.

Transformational leadership is described as leadership that evokes or motivates members or followers to be able to increase performance achievement even higher so that they can exceed the previously expected results (*beyond expectation*) (Ghufron et al., 2020). The ideal leadership style that the principal should have a strong emphasis on a clear statement of vision and mission, the use of online communication effectively, giving stimulation intellectually, and have personal attention to problems of each member (Senny et al., 2018). Transformational leadership style the principal felt quite effective in relational relationships used to foster the trust of its members who in this case are teachers and school staff, which is the capital to grow and development of organizational performance (Helmi & Arisudana, 2015). It is not surprising that the ability or skill of the principal in leading the organization in the school determines the success of the school in achieving its goals. Transformational leaders will transform or change the basic values, beliefs, and attitudes of their members so that they are willing to work beyond the minimum level specified by the organization (Deinert et al., 2015).

Mulyasa in Mukhtar's research (2015) explains that to become a head of a professional school and have high credibility is required the principal's strategy in carrying out his leadership, namely (1) being able to create effective educational programs and processes, (2) can foster strong school leaders, (3) able to manage educators and educational staff effectively, (4) having a quality culture and entrepreneurial spirit, (5) being able to foster a teamwork culture that is compact, intelligent and dynamic, (6) independent, (7) fostering participation of school citizens and community environment, (8) transparency of education management to school members, (9) can change and adaptive, (10) have a program of evaluation and continuous improvement, (11) responsive to needs, and (12) have good accountability (Mukhtar, 2015). The principal with the strategy must be able to bring benefits to the school community and the progress of the school. The quality of school principals is at the forefront of school effectiveness and efficiency in providing educational services to the community.

In his research, Siangchokyoo, et al (2020) stated that leaders who become agents of change in the behavior and performance of their followers are very likely to be carried out by leaders who apply transformational leadership styles (Siangchokyoo et al., 2020). Research is strengthened by Deinert who states that the sub-dimensions of transformational leadership have a positive relationship with transformational personality formation and leader performance (Deinert et al., 2015). Meanwhile, another characteristic of transformational

leadership is that leaders encourage their members to proactively seek external information to improve performance and cooperation quickly and accurately. This is very easy to do in times of globalization. The role of the leader is also expected to contribute to increasing the knowledge of its members. The free flow of information indicates that there is an influence that can transform the performance of followers from other leaders. In Anderson's study, there is a negative side of transformational leaders that encourages members to join the network is that the network will have a strong negative influence to weaken their leadership. (Anderson & Sun, 2015). This is because the strong influence of social networks can shift the vision and mission of the organization. If the leadership influence of the principal is strong, it will help its members to experience improvement in a positive direction and improve the performance of members born from the initiative and without coercion, not distorting their vision and mission. However, the vision and mission of the organization must occupy the highest place in the soul of the organization's members. External intervention from networks can be both a challenge and an opportunity for transformational leaders. Similar research sees a negative gap for transformational leadership, namely knowledge sharing (Helmi & Arisudana, 2015). Knowledge from various sources of information can increase motivation in obedience to the tasks given as agreed upon or provide a decrease in motivation so that members do not do the tasks as expected. Therefore it takes a high level of skill and sensitivity from a transformational leader in dealing with this problem.

Apart from having natural talents, the principal acts as managers, leaders, and educators require special skills must be owned by someone who is occupying the post of principal. For this reason, the principal is obliged to improve his ability to become a leader, manager, and at the same time an influencer for the educators and school staff he leads because the principal is the captain who directs the ark of the school organization in achieving goals as an indicator of the success of the organization he leads. As a leader, the principal is a place to ask for advice that can provide positive input on how educators have interactive, interesting, and on-target learning strategies so that educators can produce graduates who are competent and able to compete in society because of their contribution. Educators have an important role in determining the effectiveness of the teaching and learning process and the achievement of educational goals so that educators are required to be able to display their performance optimally so that the quality of their performance increases. (Syihabuddin, 2019). As good managers, principals can also apply effective management principles in the planning, organizing, implementing, and supervising the implementation of short, medium, and long term education programs. As a supervisor, the principal supervises its members, namely educators and education personnel to carry out the tasks that have been previously set by the organization and improve the performance of its members and meet the needs of its members in making changes for the better (Mukhtar, 2015).

## **CONCLUSION**

Transformational leadership style is a way or process of influencing the leader towards the transformational motivation and performance of its members. Transformational leadership can change a person from the basic thoughts and behaviors that underlie that person about carrying out given tasks. Principal transformational leadership is an effective means of developing and achieving school goals comprehensively and comprehensively.

Although there are findings that the emergence of negative performance results from the influence of transformational leadership as mentioned, transformational leadership is still feasible to be used as an alternative to an effective leadership style, because the transformation system is deep in knowledge and more permanent, resulting in constant performance and tends to increase. By continuing to improve the ability of transformational leadership roles, the principal will be more effective and efficient in leading and having influence in transforming its members to continue to increase the motivation and performance of their members.

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