

The Implementation of Transformational Leadership to Improve Teacher Performance

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Abstract: This research aims to describes how transformasional leadership and its implementation in improving teacher performance. The research uses literature review research method by collecting data from various sources of literature both print and online internet that can be used as reference. The results for the implementation process of the principal's transformational leadership are idealization of influence that is to be a good example and foster pride for the school community, creating a conducive learning process and school organizational climate and having a positive perception of managing school.

Keywords: Transformational leadership, teacher performance

INTRODUCTION

Improving the quality of education to be an excellent education is still a big plan for the education authority's department in Indonesia. It must be not regardless from the role of variety parties, which one is the teaching staff. This study aimed at determine the effect of transformational leadership and work motivation on teacher's performance. The results showed that (1) transformational leadership has a positive and significant effect on the teachers performance SMK Negeri in Palembang; (2) work motivation has a positive and significant effect on the teachers performance of SMK Negeri in Palembang; and (3) transformational leadership and work motivation have a positive and significant influence on the teachers performance of SMK Negeri in Palembang Andriani et al., (2018).

Rustamaji, et all (2017) on the previous research shows that transformational leadership variables on performance and job satisfaction have a positive and significant effect. But job satisfaction with teacher performance has no significant effect. Transformational leadership towards performance mediated by job satisfaction shows significant influence. Furthermore,

transformational leadership towards work attachment has a positive and significant effect. Similarly, the variables of work attachment to performance. Furthermore, transformational leadership significantly affects the performance of employees with work attachment as mediating variables Rustamaji et al., (2017).

In recent years, Information Communication Technology (ICT) has played an essential part in the delivery of quality education. With this trend, a number of efforts have been implemented in Mongolia; however, strategic implementation is still needed to fully utilize ICT in education practice. As school leadership is one of the most influential factors for school reform, this study paid close attention to school leadership. Specifically, it looked at leadership factors related to four components of transformational leadership (Charisma or idealized influence, Inspirational motivation, Intellectual stimulation, and Individualized consideration). Correlation analysis was utilized to find how these factors are related to ICT implementation at schools in Mongolia; namely, school leaders' perceptions of ICT use in classroom teaching and funding allocation for ICT training. The data was collected from 222 school leaders from five regions in the country. The study found that the component of inspirational motivation is especially important for ICT use in classroom teaching. Teachers' collaborations which stimulate innovation is associated with both teachers' ICT use in teaching, and funding allocation for ICT training. In addition, the results support the relevance of transformational leadership for implementing ICT at the school level in the Mongolian context Yamamoto & Yamaguchi (2019).

Leadership is an important factor in the effective implementation of technology in schools. This study examines the transformational leadership role of principals to determine whether transformational leadership role of principals in ICT implementation in schools is influenced by the computer competence, level of computer use, and professional development activities of principals. This paper, based on responses from 320 principals in Iran, reports that computer use and professional development activities (on the dimension of ICT and leadership) influence the transformational leadership role of principals in implementing ICT in schools. In addition, the study results show that computer competence has a positive relationship with the level of computer use by secondary school principals and it indirectly influences the transformational leadership role of principals in implementing ICT in schools. It is suggested that ongoing professional development opportunities on dimension of leadership and technology should be provided for principals to increase their levels of proficiency in computer use which will help future research understand the importance of the use of technology in education and to learn to model the transformational leadership components of charisma

(idealized influence), inspirational motivation, intellectual stimulation and individualized consideration in their schools Afshari et al (2012).

Leadership is important in education. The headmaster's leadership determines the improvement and development of the school in the next place. Without adequate skills in implementing the leadership style, the headmaster will find various difficulties in realizing an effective school. Therefore, the headmaster must be able to implement managerial, transformational, transactional, teaching, and positive leadership styles so that the school can become an effective learning platform Gaol (2017). This article describes how transformational leadership and its implementation in improving teacher performance.

METHOD

This research uses literature review research method by collecting data from various sources of printed literature and online internet that can be used as reference such as; Scientific journals; report of research results; textbooks; scientific articles; scientific magazines; website; or papers / paper results of motivational seminars Fatihudin (2015).

Research with literature studies is also a research that is categorized as a scientific work because data collection is done with a strategy in the form of research methodology. The research method of literature studies aims to find, analyze, classify, synthesize, and infer from scientific sources to find answers to problems. Stages in data collection in this research are: 1) determining the theme of research that becomes urgent problems. 2) searching for relevant articles on Scopus, Google Scholar, Mendeley and the like with keywords. 3) classifying different types of articles according to the context of research needs. 4) analyzing relevant articles. 4) synthesizing the important points of various articles into practical concepts. 5) writing the synthesis results into a research article review library.

RESULT AND DISCUSSION

Transformational Leadership

Transformational leadership is positively related to performance across criterion types and levels of analysis. Moreover, transformational leadership has a stronger relationship with individual-level contextual performance than with individual-level task performance. Transformational leadership is also positively related to team- and organization-level performance. Finally, transformational leadership has an augmentation effect over contingent reward leadership in predicting follower individual-level contextual and team-level performance. Overall, our results support that transformational leaders lead not only their

individual followers but also their teams and organizations to achieve higher levels of performance Wang et al., (2011).

Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance Odumeru & Ifeanyi (2013).

Warrilow (2012) identified four components of transformational leadership style: 1) Charisma or idealized influence: the degree to which the leader behaves in admirable ways and displays convictions and takes stands that cause followers to identify with the leader who has a clear set of values and acts as a role model for the followers. (2) Inspirational motivation: the degree to which the leader articulates a vision that is appeals to and inspires the followers with optimism about future goals, and offers meaning for the current tasks in hand. (3) Intellectual stimulation: the degree to which the leader challenges assumptions, stimulates and encourages creativity in the followers by providing a framework for followers to see how they connect (to the leader, the organization, each other, and the goal) they can creatively overcome any obstacles in the way of the mission. (4) Personal and individual attention: the degree to which the leader attends to each individual follower's needs and acts as a mentor or coach and gives respect to and appreciation of the individual's contribution to the team. This fulfils and enhances each individual team members' need for self-fulfillment, and self-worth and in so doing inspires followers to further achievement and growth

The implementation process of the principal's five leadership styles (managerial, transformational, transactional, teaching and positive) can be done by: (1) conceptualizing each school program effectively and efficiently, (2) having a significant impact on each school citizen (teachers, education staff, and students) and stakeholder, (3) developing the professionalism of teachers and education staff, (4) creating a conducive learning process and school organizational climate , (5) have a positive perception of managing schools (Lumban Gaol, 2017).

Implementation of Transformational Leadership

Characteristics of the implementation of the headmaster's transformational leadership; (a) idealization of influence that is to be a good example and foster pride for the school community, (b) inspirational motivation that is able to raise morale, give attention, and trust to

the school residents, (c) intellectual considerations that is to reward creative teachers and give school residents the opportunity to solve the problem, (d) intellectual stimulation that includes teachers and staff in training, and supervising class visits Rahayu (2018).

Due to the confirmed leadership style's effectiveness, the existence of transformational leaders is seen as an economic benefit for companies. This is why researchers and organizational managers are increasingly interested in training and developing transformational leadership. Addressing the developmental needs of today's leaders facing a challenging and continuously changing environment, the development of transformational leadership behavior is seen as highly beneficial, exceeding the results of classic managerial development programs Abrell et al (2011).

To build confidence in teachers and employees, the headmaster provides opportunities to express opinions, provide opportunities to take part in tasks and responsibilities, and also attend trainings. By giving trust to teachers and employees, a relationship and communication are created. The relationship between the principal and the teachers and employees is not the first relationship between superiors and subordinates but rather a relationship as a friend, a friend who walks together to achieve achievements Tukiman & Jabar (2014). From Sadeghi Sadeghi & Pihie, (2012) research from the result of regression analysis demonstrated that contingent reward, idealized influence (attribute), inspirational motivation, individualized consideration, laissez-faire, intellectual stimulation, and management-by-exception active are significant predictors of leadership effectiveness. These factors accounted for 82% of the variance in leadership effectiveness. In addition, the results suggest that contingent reward has important effects on leadership effectiveness. The implications of the research findings are discussed.

CONCLUSION

From the above exposures it can be concluded that to build confidence in teachers and employees, the headmaster provides opportunities to express opinions, provide opportunities to take part in tasks and responsibilities, and also attend trainings. The implementation process of the principal's transformational leadership are idealization of influence that is to be a good example and foster pride for the school community, creating a conducive learning process and school organizational climate and having a positive perception of managing school.

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