



The Effect of Principal's Transformational Leadership on Increasing Teacher Professionalism

Rusnita Hainun; Muslih Hasibuan; Amnah Qurniati

Pancasila and Civic Education, Muhammadiyah University of Bengkulu, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v9i1.3265>

Abstract

Transformational leadership is a process to change and transform someone to change and improve professionalism for the future. The purpose of this research is to find out: 1). Components of transformational leadership in transformational improvement, 2). The urgency of transformational leadership in increasing teacher professionalism, 3). Supporting and inhibiting factors of the principal's transformational leadership in improving teacher professionalism. The methodology of this research is descriptive with a qualitative approach. The results of the study are as follows: 1). The implementation of the principal's leadership component in improving teacher professionalism is carried out by giving influence, motivation, guidance to teachers, 2). The urgency of the principal's transformational leadership in improving teacher professionalism is to carry out coaching activities to improve teacher professionalism, 3). Factors that support the transformational leadership of madrasah principals in increasing teacher professionalism are the existence of adequate facilities and giving awards or rewards to teachers, and 4). The factor that hinders transformational leadership in improving teacher professionalism is that there are still teachers who do not take the time to attend teacher training or coaching.

Keywords: *Transformational Leadership; Principals; Teacher Professionalism*

Introduction

The leader is one of the most important elements in an organization in order to improve the performance or professionalism where he works according to his leadership style (Efendi, 2020). Leadership is a leader's ability to influence, motivate others to contribute to the effectiveness and efficiency of one's performance success (Rifa et al, 2019). Leadership is needed by all social sectors such as companies or in the education sector.

In the education sector, especially in schools, leadership is usually led and must be owned by the principal. A good leader can make his subordinates achieve the desired goal of making teachers more professional. One of the leadership styles possessed by the principal is transformational, transformational leadership where the leader can change the situation and has the values of freedom, equality, and justice as well as noble speech (Diaz-Saenz, 2011).

This transformational leadership must be owned by school principals and teachers, especially in the current Covid-19 era. In the Covid-19 era, every line of education must be able to transform with all the circumstances that are happening, especially in the online learning process (Milla et al, 2021). In its application, transformational leadership has a positive and significant influence on teacher performance (Werang, 2014). Adzkiya (2021) also found that the transformational leadership of school principals had a positive and significant influence on teacher performance.

Based on the phenomena that occur and several research results, it can be seen that the principal's transformational leadership contributes to teacher performance. So the purpose of this study is to determine the effect of the principal's transformational leadership on increasing teacher professionalism. So that in the future it can contribute to the decision-making policies of a leader in order to achieve professional performance.

Transformational leadership

Transformational leadership integrates creative views, perseverance, and energy, intuition, and sensitivity or sensitivity to the needs of others to integrate other cultural strategies into the organization (Bass, 1985). In transformational leaders, there is a constructive to a contributive relationship with subordinates, even transformational leaders motivate their subordinates to do good with what they really hope to do. to a better level (Rivai & Mulyadi, 2008).

The indicators in transformational leadership include 1). Idealized influence, 2). Inspirational motivation, 3). Intellectual stimulation, 4). Individualized consideration. Transformational leadership to achieve good and professional results there are three processes that must be passed, namely; 1). Transformational leaders increase the awareness of their subordinates about the value of urgency and the goals that have been set and the means to achieve them, 2). Transformational leaders encourage their subordinates to go beyond their self-interest for the good of the group and goals, and 3). Transformational leaders meet high-level subordinates (Rahmi & Bayurah, 2021).

Teacher Professionalism

Someone will work professionally if that person has the professional ability, high ability, and also high work motivation (Glickman, 1985). According to Sudjana (2006) work that is professional in nature is work that can only be done by those who are specially prepared for it and not work that is done by those who cannot because of other work. Professionalism is a skill that a person has, both for himself and for others (Sadirman, 2020). The professionalism referred to here is a process that moves from ignorance to knowledge, from immaturity to maturity.

The teacher is someone who has the responsibility to guide students in the development of cognitive, affective, psychomotor aspects. Teachers must have expertise and awareness about the tasks they have so that they can be said to be professional teachers. A teacher who wants to become a professional must increase his academic and practical knowledge through education or upgrading and training, where the development and improvement of the quality of teacher professionalism will determine the success of learning objectives.

According to KEMENPAN-RB Regulation No. 16 of 2009, the elements of activities for sustainable professional development include 1). Self-development, 2). Scientific Publications, 3). Innovative work. There are several models of teacher professional development, namely as follows: 1). Participation in conferences, 2). Workshops and seminars, 3). Reading group, 4). Colleague observations, 5). Journal writing, 6). Project work, 7). Classroom action research, 8). Teaching portfolio, 9). Mentoring (Richard & Lockhart, 2000).

Research Framework and Hypothesis

The Effect of Job Expectations on Interest in Continuing Masters Studies

Research conducted by Werang (2014) found that the principal's transformational leadership has a positive and significant influence on teacher performance. Research conducted by Riski et al (2021) found that the principal's transformational leadership supports activities for teacher professionalism. Adzkiya (2021) also found the same thing that the principal's transformational leadership had a positive and significant influence on teacher performance. However, different things were found in the research conducted by Suhada (2021) that the transformational leadership of the headmaster had an insignificant effect on teacher performance.

H₁: The principal's transformational leadership has a significant influence on teacher professionalism.

Based on various theoretical explanations, research findings, and developing hypotheses regarding the effect of principal transformational leadership on increasing teacher professionalism. Then the research framework in (Figure 1) is as follows:



Figure 1. Research Framework

Methodology

This research uses a descriptive type of research with a qualitative approach. According to Nazir (1988), descriptive qualitative is research conducted to examine a condition, thought or an event at the present time, which aims to make a descriptive picture or painting in a systematic, factual, and accurate manner regarding the facts, characteristics, and the relationship between the phenomena under investigation. The data analysis technique uses the Miles and Huberman model. The location in this research is the Bengkulu City Pembangunan Senior High School, the sampling in this research used a total sampling technique or the entire population was used as a research sample which involved the principal and teachers (Efendi et al, 2020).

Findings and Discussion

The research results found from observations, interviews, are as follows:

Observation Results

Based on the observations of the principal's transformational leadership in improving the professionalism of teacher performance, namely: 1). The principal always provides a role model to the teacher, 2). The principal implements the applicable rules, 3). The principal provides motivation, 4). Giving rewards, 5). The principal makes training for teachers, 6). The principal makes a family relationship with the teacher, not a superior and subordinate relationship, 7). The principal does not make a decision on his own, 8). The principal motivates teachers to attend performance training

Interview result

Based on the results of interviews conducted in this research, the results obtained are as follows:

A. Supporting factors

- Support from external and internal parties
- There are teachers who attend training
- Existence of presenters from external and internal

A. Inhibiting Factors

- There are teachers who do not prioritize training
- Old teachers find it difficult to follow the online system

Based on the results of the research that has been analyzed, it is known that the implementation of transformational leadership carried out by school principals to increase the professionalism of teacher performance is influenced by various indicators, namely; 1). Idealized influence, 2). Inspirational motivation, 3). Intellectual stimulation, 4). Individualized consideration. Where in the successful application of principals using transformational leadership found there are supporting and inhibiting factors.

With transformational leadership, school principals can improve teacher professionalism as shown by better teacher performance. The results of this research are also in line with those of Werang (2014) who found that the principal's transformational leadership had a positive and significant influence on teacher performance. Research conducted by Riski et al (2021) found that the principal's transformational leadership supports activities for teacher professionalism. Adzkiya (2021) also found the same thing that the principal's transformational leadership had a positive and significant influence on teacher performance.

Conclusion

Based on the results and discussion in the research, we can conclude that: 1). The principal's transformational leadership in improving teacher professionalism has worked well, which is indicated by the improving teacher performance. 2). The urgency of the principal's transformational leadership in improving teacher professionalism is to carry out coaching activities to improve teacher professionalism, 3). Factors that support the principal's transformational leadership in improving teacher professionalism are the existence of adequate facilities and giving awards or rewards to teachers, and 4). The factor that hinders transformational leadership in improving teacher professionalism is that there are still teachers who do not take the time to attend teacher training or coaching. Together with the limitations in this research, it can be used as reference material for further research in the future.

References

- Adzkiya, A. (2021). Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah, Iklim Sekolah Dan Komitmen Profesional Guru Terhadap Kinerja Guru (Studi Kasus Di Mts Ma'arif Nu Kabupaten Banyumas). *Jurnal Ekonomi, Bisnis, dan Akuntansi*, 22(4), 492-500.
- Bass, B. M. (1985). Leadership: Good, better, best. *Organizational dynamics*, 13(3), 26-40.
- Diaz-Saenz, H. R. (2011). Transformational leadership. *The SAGE handbook of leadership*, 5(1), 299-310.

- Efendi, R. (2020). Pengaruh Gaya Kepemimpinan Terhadap Kinerja Karyawan. *Jurnal Economic Edu*, 1(1).
- Efendi, R., Rifa'i, M. N., Bahrin, K., Milla, H., & Suharmi, S. (2020). The mediation of work motivation on the effects of work discipline and compensation on performance batik msme employees in yogyakarta city, indonesia. *International Journal of Multicultural and Multireligious Understanding*, 7(1), 689-703.
- Glickman, C. D. (1985). *Supervision of instruction: A developmental approach*. Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H84684, \$33.95; quantity discounts).
- Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi (KEMENPAN-RB). (2009). Pengembangan profesional berkelanjutan No 6 tahun 2009. Diakses dari <https://www.menpan.go.id/site/> pada 20 Nov 2021
- Milla, H., Yusuf, E., Suharmi, S., Zufiyardi, Z., Efendi, R., & Annisa, A. (2021). Analysis of the Implementation of Online Learning During Covid-19. *International Journal of Multicultural and Multireligious Understanding*, 8(4), 538-544.
- Nazir, M. (1988). Metode Penelitian. *Jakarta: Ghalia Indonesia*.
- Rahmi, S., & Bayurah, B. (2021). Kepemimpinan Kepala Sekolah Dalam Pengambilan Kebijakan Akademik Di Sman 3 Banda Aceh. *Intelektualita*, 6(01).
- Richard, C. J., & Lockhart, C. (2000). Exploring Reflective Teaching in Second Language Classroom.
- Rifa, M. N., Sukidjo, S., & Efendi, R. (2019). The Performance of Employees Influenced by Leadership Styles and Compensation. *International Journal of Multicultural and Multireligious Understanding*, 6(6), 581-587.
- Riski, H., Rusdinal, R., & Gistituti, N. (2021). Kepemimpinan Kepala Sekolah di Sekolah Menengah Pertama. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 3531-3537.
- Rivai, V., & Mulyadi, D. (2008). Kepemimpinan dan Perilaku Organisasi (edisi ke-4). Jakarta: Rajawali pers.
- Sardiman, A. M. (2020). Interaksi & motivasi belajar mengajar. *Jakarta: Raja Grafindo Persada*.
- Sudjana, N. (2006). Dasar-dasar Proses Belajar Mengajar, Bandung: Sinar Baru. *Algesindo Offset*.
- Suhada, M. M. (2021). Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Budaya Sekolah, Dan Lingkungan Sekolah Terhadap Kinerja Guru Di Mi Islamiyah Wareng, Butuh, Purworejo, Jawa Tengah. *IBTIDA-Jurnal Kajian Pendidikan Dasar*, 1(1), 67-89
- Werang, B. R. (2014). Pengaruh kepemimpinan transformasional kepala sekolah, moral kerja guru, dan kepuasan kerja terhadap kinerja guru SDN di Kota Merauke. *Jurnal Cakrawala Pendidikan*, 33(1).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).