



RELATIONSHIP BETWEEN PRINCIPAL TRANSFORMATIONAL LEADERSHIP AND TEACHER PERFORMANCE: A META ANALYSIS

W. Banu Oka Sutresna¹ⁱ,

Wiwik Wijayanti²

¹College Student,
Education Management Study Program,
Yogyakarta State University,
Indonesia

²Post Graduate Lecturer,
Education Management Study Program,
Indonesia

Abstract:

The quality of education is determined by the quality of schools in organizing education. Whether or not the quality of education is determined by the quality standards of teacher performance. The purpose of this study was to determine the effect size of the relationship between the principal's transformational leadership and teacher performance. This type of research is quantitative research with a meta-analysis approach. Data taken from each article are the number of samples and the value of r. The results showed that there was a significant relationship between the principal's transformational leadership and teacher performance. The effect size resulting from the relationship between the two variables is in the medium category at a 95% confidence level. The resulting effect size value of 0.52 is in the interval 0.37-0.66. These results have shown the consistency of existing studies and reinforce existing theories.

Keywords: transformational leadership, leadership, teacher performance

1. Introduction

Education is a process of transformation of knowledge, technology and cultural values through the form of learning activities both at school and in society that aims to produce superior, intelligent and quality human resources. Excellent and quality human resources are the main prerequisites for realizing a superior and developed nation and country. That is because the role that is owned by human resources themselves in processing all natural resources, capital, and infrastructure that is available to achieve prosperity in a

ⁱ Correspondence: email wbanuoka.2018@student.uny.ac.id, wiwik_wijayanti@uny.ac.id

country. From this thought it was found that a nation will not make progress if without a good education system. Tokhibin in his research highlighted the low quality of human resources as reflected in the scores of the Human Development Index (HDI) and Education Development Index (EDI) which are inseparable from the quality of education in Indonesia (Tokhibin, 2013). The quality of education in a country is determined by the quality of schools in organizing education.

In okezone.com online news Thursday, November 23, 2017 there was a discussion about the quality of education in Indonesia delivered by the Minister of Finance Sri Mulyani. She highlighted the performance of teachers in Indonesia. From the data there are approximately 4 million teachers who are paid annually by the government but whose performance is inept. This is based on the quality of education in Indonesia which is inferior to Vietnam. In fact, the education budget spent by the government is quite large, namely Rp.416 trillion or 20% of the APBN. This budget amount is the same as Vietnam, but the size of the education fund does not make education in Indonesia rise in rank. Noted, Indonesia's education is ranked 53. While Vietnam ranks eighth in the world. Both the poor quality of education is largely determined by the quality standards of teachers. Therefore, teachers need to improve their competencies as stated in Law Number 14 of 2005 concerning Teachers and Lecturers. Teacher performance in Indonesia can be seen from how teachers carry out these competencies or can be said to be actualization of teacher competencies in carrying out their duties at school. The success of an educational institution, especially schools is largely determined by the leadership of the school principal (Mulyasa, 2004). The principal is one component of resources in the school that has an effect on improving teacher performance. Christifora Rahawarin's research results indicate that the leadership of high school principals in North Maluku district with transformational leadership styles can be accepted by teachers and affect teacher performance (Christifora Rahawarin, 2014).

Based on the background above, it can be formulated that the purpose of writing this research is to find out the effect size of the relationship between the transformational leadership of the principal and teacher performance.

2. Literature Review

2.1 Teacher Performance

The teacher is one component of resources in schools that have the main task of producing quality human resources, namely by educating, teaching, guiding, directing, training, evaluating, and evaluating students. The professionalism of a teacher can be seen from the teacher's performance in carrying out his work. Teacher performance is the ability of a teacher to carry out all the tasks and obligations that have been imposed by the school. Performance is the performance of someone who is shown in the appearance, deeds, and work achievements as an accumulation of knowledge, skills, values and attitudes they have (Mulyasa, 2013). Performance is the result of a person's achievements

in carrying out his work according to the applicable standards in his work (Suprihatiningrum, 2016).

According to Khine et al (Yuliejatiningsih, 2012) teacher performance is a form seen from the abilities and skills in terms of other things in the form of authority that is possessed in carrying out its main duties, namely the skills possessed when teaching. Teachers carrying out teaching assignments in the classroom are inseparable from their personal character so that they can shape a person's personal quality and how to make it happen in the form of professional responsibilities in the form of professional qualities they have, because basically according to Lavy (Suk Hwang, 2017) explained that the performance of a teacher is to build the academic results of students. Teachers are required to have good skills in teaching, such as: (1) able to plan and prepare for learning; (2) has mastery in the field of study that he / she has mastered; (3) can implement and manage learning; (4) able to interact with teacher-students; (5) evaluation and (6) class management. According to Mulyasa (2013: 103) teacher performance in learning is related to the ability of teachers to plan, implement and assess learning both related to process and results.

2.2 Transformational Leadership

Every organization certainly has a leader who is required to be able to direct and guide the organization. Schools must also have a top leader in the school organization called the principal. The influence of the principal's leadership on teacher performance in the form of creating a school climate that can improve the work effectiveness of teachers. The principal must be able to be a role model for teachers and also all other school residents. The principal must be well acquainted with each teacher and school citizen, so they can use the right approach in taking policies and actions in order to improve teacher performance.

Transformational leadership has the understanding of leadership that aims for change. The term transformational is derived from the word to transform, which means to transform or change something into another different form. Transformational leadership was first developed by James MCGorgeor Burns who implemented it in the political field and subsequently into the organizational field by Bernard Bass (Hidayat & Machali, 2012). In Burns' view, transformational leadership is a leadership style that prioritizes the provision of opportunities and encourages all elements in the school to work on the basis of a noble value system. So that all stakeholders in the school are willing, without coercion, participate optimally in achieving school goals. Bass defines transformational leadership as a leader who has the power to influence subordinates in certain ways. Through the application of transformational leadership, subordinates will feel valued, trusted, loyal, and respect their leaders. So that later subordinates will be motivated to do more than expected.

There are four dimensions in the concept of transformational leadership, namely: 1) The influence of Idealism (Idealized Influence) which means that transformational leaders behave through ways that make them appear as role models for followers. Bass

argues that the ideal influence builds trust and rewards followers. Leaders use power to move individuals or groups towards the achievement of their vision, mission, and goals, but do not prioritize personal gain. 2) Individualized Consideration. Individualized Consideration which means that the leader who reflects himself as a person who is attentive to listen and follow up on complaints, ideas, expectations, and all input given by staff or subordinates. 3) Intellectual Stimulation. Intellectual stimulation which means that transformational leaders can encourage subordinates to solve problems carefully and rationally. In addition, this character encourages subordinates to find new, more effective ways to solve problems. 4) Inspirational Motivation. Inspirational motivation which means that transformational leaders encourage by describing an attractive and optimistic future, emphasizing ambitious goals, creating an ideal vision for the organization, and expressing clearly to followers that the vision can be realized (Bass and Riggio, 2006).

Principal transformational leadership can be defined as the form or style applied by the principal in influencing his subordinates (teachers, administrative staff, students and parents of students) to achieve the desired goals. Transformational leadership is a leadership approach by making efforts to change awareness, arouse enthusiasm and inspire subordinates or members of the organization to put extra effort into achieving organizational goals, without feeling pressured or pressured.

3. Material and Methods

This type of research used in this research is quantitative research. Quantitative research is research based on the philosophy of positivism, used to examine populations or specific samples (Sugiyono, 2013). Quantitative research is research that examines a phenomenon by converting data into numbers that will be analyzed using statistics. This research uses a meta-analysis approach. Meta-analysis is a research conducted by researchers by summarizing research data, reviewing and analyzing research data from several existing research results. The meta-analysis approach is used to combine and statistically evaluate the quantitative data obtained based on research findings, namely the effect of the principal's transformational leadership on teacher performance.

Research data collection was carried out by researchers by searching for articles contained in online journals using Google Scholar. The keywords used by researchers in searching for articles are the principal transformational leadership and teacher performance. From the search results based on the principal's transformational leadership keywords and teacher performance, 16 relevant articles have been published and have been published in online journals. The components taken from the study include research years, subjects, independent and dependent variables. The data taken in each article is the number of samples and takes the value of r as an effect size. The effect size is the standard measure used by the meta-analysis, which determines the strength and direction of the relationship (Borenstein, Hedges, Higgins, & Rothstein, 2009).

4. Results and Discussion

The secondary data collection process is the result of several studies by tracing articles contained in online journals using Google Scholar. The following are some of the results of research that have characteristics determined by researchers as samples as listed in the following table 1:

Table 1: Research results

Researcher's name / year	N	R
Basilus, (2014)	69	0.326955654
Christifora et al., (2015)	140	0.706
Helfiana, (2015)	36	0.389
Tanti, (2013)	83	0.667
Said et al., (2013)	41	0.651
Octamaya et al., (2015)	83	0.434
Sugiarto et al., (2020)	81	0.316
I Wayan et al., (2019)	60	0.264
Luthfi et al., (2019)	52	0.813
Sri et al., (2017)	57	0.672
Dzakiyah, (2015)	22	0.081
Tokhibin et al., (2013)	89	0.152
Imam et al., (2018)	40	0.419
Mikael, (2016)	120	0.463
Rani, (2014)	181	0.43
Titik et al., (2019)	18	0.15

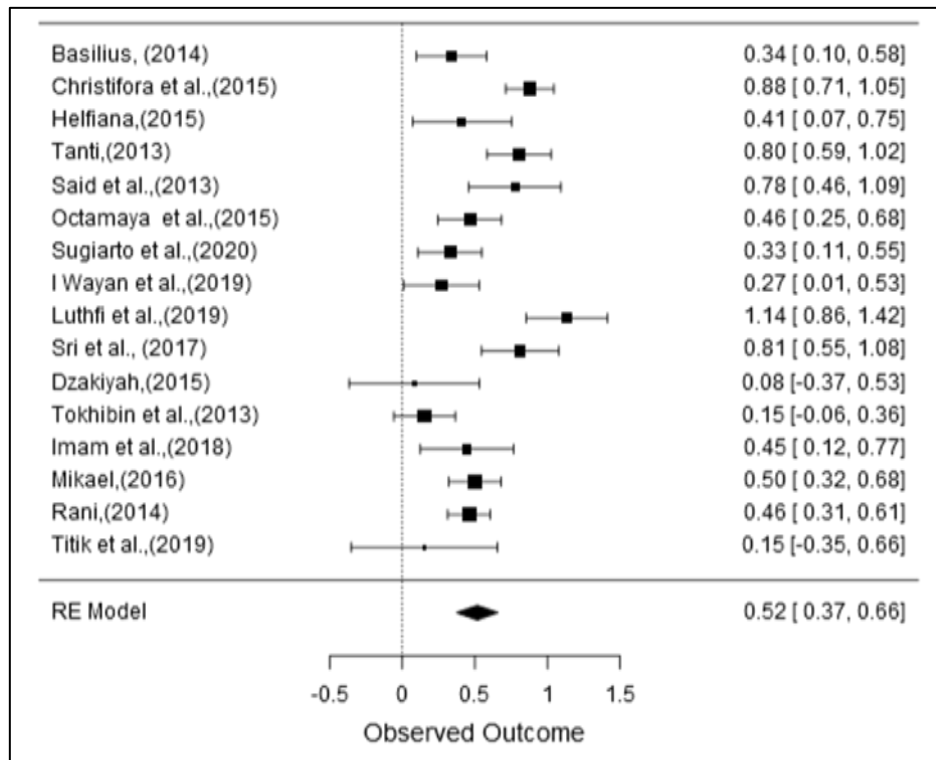


Figure 1: Results from the forest plot effect summary

Based on the calculation of the effect size obtained, the weighted average effect is 0.52 with a standard error of 0.076. For the confidence interval average (M), the weighted effect has a significant level of 95% located in the range 0.37 to 0.66. Thus, the results of summary effects can be seen in the following forest plot image on Figure 1, above.

Next, calculate the p value and z value to determine the acceptance and rejection of the null hypothesis. Based on calculations, the z value of 6,842 while the p value using Microsoft Excel with the formula = 1-NORMSDIST (6,842) obtained a p value smaller than α ($p < 0.05$), meaning that the hypothesis was accepted at a significant level of 95%, both one-sided test and test two sides. So, the principal's transformational leadership can correlate significantly with teacher performance.

Then, to find out whether there is a strong relationship or not between the principal's transformational leadership and teacher performance is to convert the weighted average effect size (M) to the correlation coefficient (r). Based on calculations, the value of r 0.52 is obtained with a confidence interval of 0.37 - 0.66, including the medium category.

The publication check can be seen in the following Trim-fill Analysis diagram output:

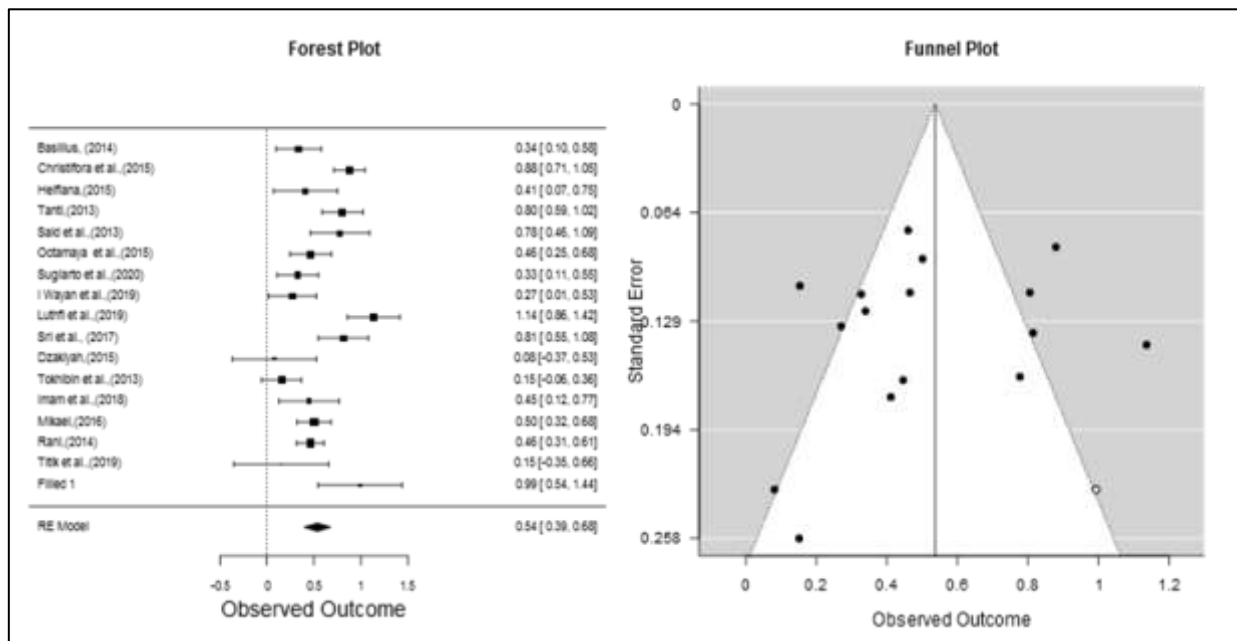


Figure 2: Forest plot and funnel plot of the summary of effects related to publication bias

Based on the forest plot there is one study that failed and needs to be added as shown in Figure 2 above and there is an open circle (not full) visible in the funnel plot, so there is a missing or unpublished research that must be added, meaning the relationship Principal transformational leadership with teacher performance indicated there was publication bias. The addition of one missing study will give a maximum effect size value of 0.54. This addition is still a contradiction among meta-analysis experts. Based on the description above, there is a significant relationship between the principal's

transformational leadership and teacher performance. This is consistent with Salma Azizah's research findings which found evidence that the principal's transformational leadership had a significant effect on teacher performance (Salma Azizah, 2019).

From the explanation of the results of the study indicate that there is a significant relationship between the principal's transformational leadership and teacher performance. The effect size resulting from the relationship between the two variables is in the medium category at a 95% confidence level. The resulting effect size value of 0.52 is in the interval 0.37-0.66. These results have shown the consistency of existing studies and reinforce existing theories.

Bass and Avolio stated that transformational leadership will be seen if leaders motivate followers to see the interests of each, so that it benefits the interests of the organization. Transformational leadership does not only rely on personal charisma, but it must be able to try to empower its staff and carry out its leadership functions (Bush & Coleman, 2000). Transformational leadership is a process in which leaders try to lead their subordinates to achieve a higher level of morality and motivation. Transformational leadership is a leadership approach by making efforts to change awareness, inspire and inspire subordinates or members of the organization to spend extra effort in achieving organizational goals, without feeling pressured or pressured. Principal transformational leadership can be interpreted as a form or style applied by the principal in influencing teachers, administrative staff, students and parents of students to achieve the desired goals. A school principal who implements transformational leadership must be able to optimally transform organizational resources in order to achieve meaningful goals in accordance with predetermined targets.

5. Conclusion

The results of a meta-analysis of sixteen articles using the principal transformational leadership variable proved to significantly affect teacher performance. From the results of the funnel plot diagram explaining sixteen articles examining the relationship between principals' transformational leadership and teacher performance indicated there is a possibility of publication bias. This can be seen by the open circle in the funnel plot. The existence of publications can be strengthened from the results of the forest plot, where by using the Trim-fill method there is one study that failed and needs to be added. Based on the results of the study above that the principal's transformational leadership model has a significant relationship with teacher performance. The resulting effect size value is 0.52 (medium) which is in the interval 0.37-0.66.

Principals who implement transformational leadership are able to assist teachers in developing and enhancing their competencies. Principals are able to motivate teachers to work hard and excel in achieving the vision and mission of the school, stimulating teachers to be innovative and creative. Principals who are respected, trusted, able to guide teachers, and always provide motivation will make teachers become enthusiastic to work and ultimately will have an impact on improving teacher performance.

References

- Akbar, L., & Imaniyati, N. (2019). Gaya Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 4(2), 176-181.
- Awaru, O. T. (2015). Pengaruh Gaya Kepemimpinan Transaksional dan Transformasional Terhadap Kinerja Guru SMA di Kabupaten Sinjai. *Jurnal Ad'ministrare*, 2(1), 27-35.
- Bass, B. M. dan Riggio, R.(2006). *Transformational Leadership* 2nd edition. London: Lawrence Elbaum Associates.
- Borenstein, M., Hedges, L. V., Higgins, J. P., & Rothstein, H. R. (2009). *Introduction to meta-analysis*. London: John Wiley & Sons.
- Buaya, R. W. Hubungan Persepsi tentang KEPEMIM Kepemimpinan Transformasional Kepala Sekolah dan Komunikasi Organisasi dengan Kinerja Guru di SMP NEGERI Kecamatan Percut Sei Tuan. *Jurnal Pendidikan dan Kepengawasan*, 2(1), 96-111.
- Bush & Coleman, 2000. *Leadership and Strategic Management in Education*. Houston: Gulf Publising.
- Hidayat, A., & Machali, I. (2012). *Pengelolaan Pendidikan : Konsep, Prinsip, dan Aplikasi dalam Mengelola Sekolah dan Madrasah* . Yogyakarta: Kaukaba.
- Hutagaol, S., & Tambunan, E. B. (2013). Hubungan Antara Kepemimpinan Transformasional Kepala Sekolah, Motivasi Berprestasi Dan Kepuasan Kerja Dengan Kinerja Guru Di Sekolah Hati Suci Jakarta. *Jurnal Manajemen Pendidikan*, 2(1), 84-99.
- Kurniawati, S., & Chiar, M. (2017). Pengaruh Kepemimpinan Transformasional Kepala Sekolah dan Iklim Organisasi Sekolah terhadap Kinerja Guru. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 6(2).
- Kurniawati, T., Bustanur, B., & Mailani, I. (2019). Pengaruh Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru (Madrasah Aliyah Bahrul Ulum Desa Air Emas Kecamatan Singingi). *JOM FTK UNIKS (Jurnal Online Mahasiswa FTK UNIKS)*, 1(1), 110-120.
- Kurnia Wati, T. A. N. T. I. (2013). Pengaruh Kepemimpinan Transformasional Kepala Sekolah dan Disiplin Kerja Kepala Sekolah terhadap Kinerja Guru di SMK Negeri ADB INVEST Se-Kota Surabaya. *Inspirasi Manajemen Pendidikan*, 1(1).
- Mulyasa, E. (2004). *Menjadi Kepala Sekolah Profesional Dalam Konteks Menyukkseskan MBS dan KBK*. Bandung: PT. Remaja Rosda Karya.
- Mulyasa. (2013). *Uji kompetensi dan Penilaian Kinerja guru*. Bandung: Remaja Rosdakarya
- Noviarista, H. (2015). Pengaruh Persepsi Guru Tentang Kepemimpinan Transformasional Kepala Sekolah Terhadap Kompetensi Profesional Dan Kinerja Guru. *Basic Education*.

- Rahawarin, C., & Arikunto, S. (2015). Pengaruh Komunikasi, Iklim Organisasi Dan Gaya Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru Sma. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 173-188.
- Salma, A. (2019). Pengaruh Kepemimpinan Transformasional Kepala Sekolah dan Budaya Organisasi terhadap Kinerja Guru Sekolah Menengah Pertama Se-Kecamatan Bantul.
- Sene, M. (2016). Pengaruh Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru Sekolah Menengah Atas di Kabupaten Sumba Barat Daya NTT. *Jurnal Ilmiah Profesi pendidikan*, 1(2).
- Soetopo, I., Kusmaningtyas, A., & Andjarwati, T. (2018). Pengaruh Gaya Kepemimpinan Transformasional, Karakteristik Individu, Lingkungan Kerja Terhadap Motivasi Kerja Dan Kinerja Guru SMK Negeri 1 Tambelangan Sampang. *JMM17: Jurnal Ilmu Ekonomi dan Manajemen*, 5(02).
- Sugiarto, S., Wahidin, W., & Soefijanto, T. A. (2020). Pengaruh Kepemimpinan Transformasional Kepala Sekolah Dan Motivasi Kerja Terhadap Kinerja Guru SMK Negeri Jakarta Utara. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 4(1), 151-160.
- Sugiono. (2013). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta.
- Sukayana, I. W., Yudana, M., & Divayana, D. G. H. (2019). Kontribusi Kepemimpinan Transformasional, Supervisi Akademik Kepala Sekolah, Kompetensi Pedagogik dan Motivasi Kerja Terhadap Kinerja Guru di SMK Kertha Wisata Denpasar. *Jurnal Administrasi Pendidikan Indonesia*, 10(2), 157-162.
- Suk Hwang, Yoon. (2017) A Systematic Review of Mindfulness Intervention for in-service Teacher: A Tool to Enhance Teacher Wellbeing and Performance. *Australian Catholic University*. Vol. 64: 26-42
- Suprihatiningrum, Jamil. 2016. *strategi pembelajaran: Teori & Aplikasi*. Ar-ruzz Media , Jogjakarta
- Tokhibin, T., & Wuradji, W. (2013). Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Kompetensi, Motivasi dan Kedisiplinan Guru terhadap Kinerja Guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 1(2), 308-320.
- 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).
- Yuliejatiningsih, Yovitha. (2012). Hubungan Iklim Sekolah, Beban Tugas, Motivasi Berprestasi, dan Kepuasan Kinerja Guru dengan Kinerja Guru SD. Tesis. Program Pascasarjana MP Universitas Negeri Malang Vol. 1 No. 3
- Yusuf, D. U. (2019). Analisis Keterampilan Manajerial dan Gaya Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru DI SMPN 2 Pattallassang Gowa (Doctoral dissertation, Universitas Negeri Makassar).

W. Banu Oka Sutresna, Wiwik Wijayanti
RELATIONSHIP BETWEEN PRINCIPAL TRANSFORMATIONAL LEADERSHIP
AND TEACHER PERFORMANCE: A META ANALYSIS

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).