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⁸ THE EFFECTS OF TRANSFORMATIONAL LEADERSHIP ON THE TEACHER PERFORMANCE AT SENIOR HIGH SCHOOL, MAROS REGENCY

Didin¹, Muhammad Basri², Muhammad Rusdi³, Sulaeman Samad⁴

⁷ Doctoral Student of Public Administration, the State University of Makassar,

² Professor of Public Administration, State University LAN of Makassar,

³ Doctor of Public Administration, Hasanuddin University,

⁴ Doctorate Degree of Education Management State University of Makassar (INDONESIA)

E-mails: didinpascaunm@gmail.com, prof.Mbasri@yahoo.com,

rusdi.uh@yahoo.com, essamad2011@gmail.com

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ABSTRACT

This research was to analyze the influence of the ideal characteristics, ¹⁶ inspirational motivation, intellectual stimulation and individual consideration by the Principal and its influence toward increased ability, motivation and opportunity for teachers in carrying out their duties at the school. The objects of the research were principal and teacher on the level of senior high school, Maros Regency. Researchers conducted a Survey on 13 schools, consisting of 13 principals, and 454 teachers. The sampling technique was simple random sampling. The numbers of samples were 137 people. Researchers obtained data through the questionnaire instrument. They further analyzed the data using Structural Equation Modeling (SEM). The results showed that transformational leadership portrayed by the principal as the ideal effect is capable of delivering ¹⁴ inspirational motivation, intellectual stimulation, and individualized consideration. It has a significant influence on the performance of teachers. The ideal influence is poor supports toward increasing teacher performance in changing the system of work and job satisfaction of teachers in the school. Influence of individualized consideration, intellectual stimulation and inspirational motivation gives strong supports toward the teachers' performance such as increased their ability, motivation and chance in doing their job properly, which is responsible and has high dedication in the learning process in schools. The implication of this research is that the teacher's performance is increased because of the commitment and empowerment of teachers in accomplishing their job. It became an important factor in shaping performance in addition to the ability, motivation and opportunity in order to achieve the vision and mission of the school.

Key words: Transformational Leadership, professional attitude, teacher performance

1. INTRODUCTION

Reinventing Government movement suggests that the performance be no longer measured by the magnitude of the input, and the procedure to achieve the output as it embraced all this time. However, it is giving priority to the result that is felt in society.[1]. The success of public administration services, including the educational organization is directed at democratic values for every element of personnel, including teachers in providing education services in order to meet the public interest and enhance the quality of the organization.

The educational development being performed should be touching the paradigm of universal education system. An education system that is always based on the paradigm of politics has proven to produce human resources which are just mechanical and less creative. National education development policy is currently not comprehensive and integrated between consumer and investor dimension. Therefore, every effort is not anticipatory and insightful updates far ahead [2]. Policy in the development of the management system reform of national education which should touch the dimension of social, economic, cultural and political, are more dependent on the governmental system embraced in the current administration [3].

The description of the leadership quality of principals and teachers as a key element of success education in schools shows a low quality. Consideration about the selection of the title of this article is based on the ³ fact that can be observed and happens in contributing to improved performance of teachers. Thus, researchers examined the effects of transformational leadership on performance teacher at Senior High school, Maros Regency.

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The Concept of Transformational Leadership

The term and the concept of transformational leadership are started by Burns (1979). He formulated that the leaders and staffs have shared objectives that describe the values, motivations, desires, needs, aspirations and their expectations. Leaders see these goals and act on their own name and behalf of their staffs [4]. Transformational leadership is a leader who can persuade his staffs to act in pursuit of specific objectives that describe the values and motivations, desires, needs, aspirations and expectations of leaders and staffs [5].

Bass states that transformational leadership is a leader in the effort to transform the hope for the success of staffs, as well as values in developing organizational culture in order to achieve the goal. Through transformational leadership, staffs can achieve performance beyond expectations [6].

Transformational leadership as a model of leadership that takes action motivate the staffs to be willing to work in order to realize the right targets, which is considered beyond his interests. Transformational leaders have high ethical and moral standards [7]. Transformational leaders are leaders who have a deep insight into the future and strive to improve and develop the organization. Therefore, transformational leaders are visionary leaders.

Conceptual frameworks in this study are based on the model of transformational leadership from Bass (1985). Transformational leadership behaviors are characterized by some aspects. They are the influence of the ideal charismatic, the ideal behavior, intellectual stimulation and inspirational motivation. Transformational leadership changes belief, value, and the vision of the staffs. Leaders who have the influence of ideal characters will communicate the vision and values that are contained in that vision effectively. Individual consideration to staff will improve the ability of the staff, and stimulating staff to change his mindset to build shared goals and a vision. The intellectual stimulation and inspirational motivation are used in building staff capability, encouraging them to complete their planned task, with attention to their operations in detail and continuously [8].

Model of transformational leadership in education can encourage the creation of effective institutions. The concept of leadership offers a perspective on the overall change in educational institutions. Therefore, the teacher can realize its existence to build institutions that are ready to meet the changes and can create changes in the Organization of the school.

Leadership styles in relation to performance can be divided into two categories namely leadership style of humanistic and mechanistic. Zehir and Muceldili state that the leadership of the mechanistic is influenced by traditional management thought in handling and managing staff in the organization. It is practiced on a stable organization that focuses on the internal environment of the Organization and gives emphasis on the commitment of human resources. Humanistic principle is leadership based on factors of quality relationships among staffs, such as mutual trust, participatory decision-making oriented interaction, consultation, democratic and caring with people. [9] Yukl suggests that the leaders and staffs emphasize the importance of a leader for consistency between values and behavior. Staffs tend to pay attention and appreciate to the positive and consistent behavior of a leader because it will lead to actions that are stable in reflecting the core values of a leader. [10]

The Concept of Performance

There are several factors that affect the performance, which featured Armstrong and Baron (1998: 16). Personal factors are demonstrated by the level of skill, competence, motivation and individual commitment. Leadership factors are demonstrated by the quality of encouragement, guidance and support is carried out by the Manager and team leader. Team factors are demonstrated by the quality of the support provided by co-workers. System factors are demonstrated by the existence of a system of work and facilities given to the organization. Contextual or Situational factors are demonstrated by the high level of pressure and changes in the internal and external environment [11]

Robbins gives a definition that performance as a function of the interaction between the ability or abilities (A) motivation or motivation (M) and the chance or opportunity (O), denoted the notion that performance = f (A x M x O). Performance is a function of ability, motivation and opportunity. [12]

Performance refers to the ability, skill, motivation and opportunity of everyone in carrying out the work in order to achieve optimal results. Performance is based on the ability of the aspects of knowledge, attitudes and skills, and motivation based on the role and given the opportunity to manage work based on the norms of the organization to achieve the goal.

2. RESEARCH METHODS

This research used in this study was a survey. The survey was conducted in 13 schools, which consisted of 13 principals and 454 teachers. Simple random sampling does the sampling technique. With a sample size of 137 people. The data obtained through the questionnaire instruments were then analyzed using the Structural Equation Modeling (SEM).

3. RESULTS AND DISCUSSION

The principal transformational leadership is the ability and skills to influence Principal, to guide and directing teachers to achieve the vision and mission of the school be implemented in the form of everyday behavior.

Variable transformational leadership principals, based on indicators viz. Influence ideal / charismatic, consisting of an indicator (a). Symbol organizational success. (B) Convincing and sympathetic. (C) Has a dedication in carrying out its duties and responsibilities. Inspirational motivation, the indicator (a) Ability to generate optimism subordinates. (B) Allowing subordinates in developing themselves in the task. (C) Ability to

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create excitement in achieving the vision and mission of the organization. Intellectual stimulation, consisting of (a) the ability to create innovations. (B) Have integrity in building responsibility. (C) Skilled in problem-solving tasks. Individualized consideration, the indicators, include (a) an intense attention to subordinates. (B) The delegation of the task appropriately. (C) Monitoring and evaluation of each job.

Furthermore, the performance of teachers in this study is the process of achieving optimal performance in the execution of its duties and responsibilities for the management of effective and efficient learning as perceived by teachers at school. Teacher performance indicators include the following. Capability includes a). Scientific competence appropriate field assignments, b) competence in planning, implementation, program evaluation, (c) Competence in developing methods and strategies.. Motivation includes a). Awareness on professional responsibility, b). Award in the task, c). Independent in command, opportunity / opportunities, covering a). Opportunity to develop a career, b). Concern for his job, c). There are work standards / rules are clear.

The results of the evaluation criteria Goodness of fit indices can transformational leadership variables are presented in Table 1 below.

Table 1. Evaluation Criteria Goodness of fit indices Variables of Transformational Leadership

Goodness of-fit index	Cut of Value	Model Results	Description
Probability value	≥0,05	0,045	Not fulfill the Standard
NFI	≥0,90	0,981	fulfill the Standard
CMIN/DF	≤2,00	3,107	Not fulfill the Standard
IFI	≥0,90	0,987	fulfill the Standard
CFI	≥0,90	0,987	fulfill the Standard
TLI	≥0,92	0,961	fulfill the Standard
RMSEA	≤0,05	0,124	fulfill the Standard

The results of the evaluation of the models in Table 1 it is known that the measurement model of transformational leadership variables, the model shows the existing criteria of model fit or fit between the data model; there are five who meet the criteria. Concerning the principle of parsimony in the theory of the above models can be accepted in order to test the suitability of the model further. Furthermore, the values of loading factor or coefficient lambda (λ), which illustrates the magnitude of the contribution of each indicator to variable transformational leadership can be seen in Table 2 as follows:

Table 2. Loading Factor (λ) Measurement of Transformational Leadership Factor

Indikator Variabel	Loading factor (λ)	Critical Ratio (CR)	Probability (p)	Description
X1.1 < ---- Leadership Transformational	0,640	8,941	<0,001	Significant
X1.2 < ---- Leadership Transformational	0,567	7,535	<0,001	Significant
X1.3 < ---- Leadership Transformational	0,904	16,545	<0,001	Significant
X1.4 < ---- Leadership Transformational	0,976	Fix	<0,001	Significant

Table 2. It shows that the result of statistical tests on the CR on each indicator variable is significant transformational leadership, this is evidenced by the CR value greater than 2.000 or p -value < 0,05. Loading factor (λ) measurement variables transformational leadership shows test results of the measurement of each indicator variable model of transformational leadership significantly. This proves that each indicator received empirical support in the construction of theories to explain the transformational leadership so that all indicators can be included in subsequent testing. The indicators as constituent factors that affect the performance of transformational leadership teacher described as follows:

Indicators of individualized consideration contribute most strongly, with the value of a factor loading of 0.93. This means that the consideration of individual principals at high schools in Maros Regency in reflecting very strong transformational leadership. The school principal is very active in helping to provide intense attention to teachers, developing the potential of teachers, appropriately delegating tasks, monitoring and evaluation as well as principals take the time to drive or train teachers in the implementation of the main task. The individualized consideration dimensions of transformational leadership is reflected by the principal leaders in high schools, in Maros done by always listened attentively and gave special attention to the importance of the need for achievement and the needs of the teachers as subordinates.

Indicators of intellectual stimulation with factor loading value of 0.92. This means that the intellectual stimulation that is practiced in the principal's transformational leadership reflects the very strong and not much different from the individualized consideration. The school principal at high schools in Maros can create innovations, have integrity in building responsibility, skilled in problem solving, provide opportunities for teachers to be creative and able to foster commitment principals in the task. The intellectual stimulation dimensions of transformational leadership, a leader who demonstrates the leadership is constantly exploring new ideas and creative solutions from the people they lead. He also always encourages new approaches to doing the job.

Inspirational motivation indicators with factor loading value of 0.75, which means that inspirational motivation practiced principals in reflecting the very strong transformational leadership. The school principal at

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high schools in Maros able to evoke the optimism of teachers, provide an opportunity to develop themselves, to understand the needs, building cooperation harmoniously, and can create the spirit of the teacher in achieving the vision and mission of the school. An inspirational motivation dimension in transformational leadership reflected in the behavior that always provides a challenge and meaning of the work led people, including behavior that can articulate clear expectations and behaviors are able to demonstrate a commitment to the goals of the organization. The spirit is raised through the enthusiasm and optimism.

An indicator influences of ideal/charismatic value of loading factor of 0.65 ranked last out of four indicators supporting transformational leadership. It means that the influence of ideal/charismatic weak supports, in shaping transformational leadership the school principal. Weak influence of the ideal charismatic in reflect in the attitude and actions of the school principal every day at school, it is understood that it is not easy to attain a degree as a symbol of success in school, convincing and sympathetic, self-confidence, have integrity and dedication in its work. The ability of principals in showing its charismatic leader is more centered on a number of personal excesses admired by teachers. A charismatic leader who has a deep influence and unusual present on his followers. The followers/teacher feels that charismatic leaders' belief is true and honest. They are willing to comply with the order and felt the affection of a school principal.

The test results of Confirmatory factor analysis (CFA) teachers' performance variable of a model as a whole. The test results of constructs variable of teachers' performance evaluation based on goodness of fit indices as shown in table 3.

Table 3. Evaluation Criteria of Goodness of fit indices Teachers' Performance Variable

Goodness of-fit index	Cut of Value	Model Result	Description
Probability value	≥0,05	0,001	Not fulfill the Standard
NFI	≥0,90	1,000	Fulfill the Standard
CMIN/DF	≤2,00	-	Not fulfill the Standard
IFI	≥0,90	1,000	Fulfill the Standard
CFI	≥0,90	1,000	Fulfill the Standard
TLI	≥0,92	-	Not fulfill the Standard
RMSEA	≤0,05	0,539	Not fulfill the Standard

Table 3 shows that the measurement model of teachers' performance that shows the presence of model fit or alignment of the data with the model. It evidenced of the seven criteria fix existing, already there are three that have fulfilled the criteria. With reference to the principle of parsimony theory above show, the model demonstrates a good level of acceptance; it can, therefore, be inferred that the model can accept.

Table 4. Evaluation Criteria of Goodness of fit indices Overall Model

Goodness of-fit index	Cut of Value	Model Result	Description
Probability value	≥0,05	0,001	Not fulfill the Standard
NFI	≥0,90	0,901	Fulfill the Standard
CMIN/DF	≤2,00	3,718	Not fulfill the Standard
IFI	≥0,90	0,926	Fulfill the Standard
CFI	≥0,90	0,925	Fulfill the Standard
TLI	≥0,92	0,894	Not fulfill the Standard
RMSEA	≤0,05	0,144	Fulfill the Standard

Evaluation results according to table 4, shows that out of seven criteria for Goodness of fit indices, showed that it turned out there were three that do not meet the criteria, (Probability value, CMIN/DF and TLI) whereas that met the criteria namely: NFI, IFI, CFI and RMSEA. However as a whole can be said to correspond to the data and can be analyzed further. The SEM analysis showed that X1 or transformational leadership of a school principal at public senior high school in Maros influence significantly to the teachers' performance (Y). With a coefficient of 0.001 <, which suggests that transformational leadership principal style implicate increased the teachers' performance.

Based on results of output AMOS 20, obtained the following results:

Table 5. Hypothesis Testing

HIP	Independent Variable	Dependent Variable	Direct Effect		
			CR	p value	Description
H 1	Transformational Leadership (X 1)	Teachers' Performance (Y)	0,083	0,8693	<0,001 Significant

Table 5 describes that there is a hypothesis that concerns the direct relationship between the variables, namely transformational leadership toward teachers' performance. Supporting indicators of teachers' performance can explain as follows:

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Table 5 describes that there is a hypothesis that concerns the direct relationship between the variables, namely transformational leadership toward teachers' performance. Supporting indicators of teachers' performance can explain as follows:

An indicator of the ability of teachers include (academic competence appropriate field of the task, planning program, implement programs, evaluation program, analysis program, development of methods and strategies of learning and competence of using information technology), with a value of loading factor of 0.31. Indicators of teachers' motivation (awareness on the responsibility of the profession, appreciation in the task, independent, trying to advance in the task, discipline, integrity and willingness to achievement) and value of loading factors of 0,106. the opportunity indicators of Teachers' self-development (developing career, care about the job, have a standard of work, there's time to work, leaders' trust, power support environment organization) with a value of loading factor of 0.80 supporting indicators of teachers' performance.

From the variable relations can be explained through the interpretation of statistical results as follows: hypothesis that states that transformational leadership is a positive influence on performance of teachers, retrieved the value of CR (Critical Ratio) of 8,693, p value <0.001 smaller than significant level of 0.05 and loading value of 0.79, which means that transformational leadership stating a hypothesis proved to be a positive influence on teachers' performance. With the value of the coefficient of <0.001 indicates that proposed hypothesis proved true. Thus, the application of transformational leadership style of the principal provides a positive contribution toward the teachers' performance in carrying out their responsibilities and duties. Therefore, if the application of transformational leadership styles of the principal improved it will implication toward increasing the teachers' performance.

These results indicate that transformational leaders' behavior can engender a sense of pride and confidence in subordinates, inspire and motivate subordinates, stimulating creativity and innovation subordinates, treat each subordinate individually and always train and give direction to subordinates, will improve the teachers' performance. Increased teachers' performance marked by increasing their ability to take the initiative to improve behavior, motivation, and having the opportunity in actualize of duties and responsibilities. Devotion or dedication on the job and the desire to exceed the standards of achievement in every aspect as well as the responsibility to engage, participate, and care in a variety of activities organized by the school. The performance of the teachers can improve by increasing the intensity of transformational leadership application of principal.

The dimensions influence of the charismatic ideal described as behaviors that make teachers admire, respect and trust the principal. The principals regarded as a leader who can be role models, examples and symbols of success teachers in carrying out the task of learning at school. Transformational leadership is the principal indicated in any decisions making strategic and sensible in achieving the objectives of the school. Motivation inspirational dimension is a dimension of transformational leadership principals, who are capable changing the team spirit in the organization of school through the addition of enthusiasm and optimism in carrying out the task of learning at school. The principals' behavior as long as it portrayed as a leader capable of articulating a clear expectation of subordinate's achievements, and demonstrate commitment to the goals of the school. Dimensions of intellectual stimulation, the principal was able to cultivate new ideas, provide creative solutions to the problems facing teachers and provide motivation to the teacher to find a new approach in carrying out its work. The dimensions consideration of the individual/individualized consideration that the school principal shown as the leader who would listen attentively to the inputs a subordinate/master and specifically want to pay attention to the needs of subordinates will be the development of their career.

Transformational leadership style is consistent behavior patterns that a leader applied through other people's through behaviors that the leader demonstrated in influencing and changing the way people work to a better way.

The teachers' performance at school proves to be good because the teacher has shown a level of ability, motivation and opportunity in discharge of duties with full responsibility. The existence of opportunity is wider for teachers to develop themselves to meet their responsibilities and duties. Any chance of teachers in carrying out tasks in schools has many opportunities in improving its performance. The absence of pressures that are negative in carrying out tasks in teaching at school make teachers more freely to present themselves to work better.

Transformational leadership style of a principal is a major factor in affecting the teachers' performance. It is evident that transformational leadership has a strong positive contribution to the teachers' performance. The application of a consistent behavior of leaders transformational will increase the teachers' performance in moving a positive work atmosphere, exciting and productive in fulfilling tasks and responsibilities in order to achieve the vision and mission of the organization of the school.

4. CONCLUSION

Based on the results of the research and the discussion then it can be inferred that transformational leadership affect teachers' performance significantly to public high school teacher in Maros. The factors are supporting transformational leadership to contribute positively and significantly to the teachers' performance. Individual consideration dimensions of the principal are very strong. The dimensions of the intellectual stimulation of transformational leadership supporting indicator that practiced the principal in transformational leadership also reflected in the very strong category and not much different with individual considerations. Motivation inspirational dimensions Influence the ideal/charismatic portrayed by the principal weak supports, transformational leadership in shaping the school principal to improve teachers' performance. Teachers' performance shaped by the presence of commitment and empowering teachers in carrying out task became an important factor in shaping performance in addition to an ability, motivation and opportunity.

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