

Transformation Leadership of Headmaster to Improving Teacher Learning Performance in SMP Islam Al-Azhar Makassar City

Ansar
Administration of Education Department
Faculty of Science Education of Makassar State University Makassar, Indonesia
Email: ansarfip@yahoo.com

Kartini Marzuki
Administration of Education Department
Faculty of Science Education of Makassar State University Makassar, Indonesia

Ismail Tolla
Administration of Education Department
Faculty of Science Education of Makassar State University Makassar, Indonesia

Abstract—The general objective of this study is to reveal the extent to which transformational leadership is implemented in SMP Islam Al-Azhar in Makassar City. This leadership model is a type of leadership that many education experts recommend in improving teacher performance in achieving school goals. This research is a qualitative research that examines in depth how transformational leadership is applied, teacher performance in learning and how interactions are built by the principal as a leader. Informants in this study were principals, teachers. To test the validity of the data, triangulation techniques are used. The results of the study indicate that principals have applied transformational leadership in carrying out their leadership. In the dimension of inspirational motivation in the eyes of the teacher has managed to direct the teacher to the achievement of goals. Teacher learning performance in aspects of planning and implementation includes good categories, and implementation is monitored continuously from the principal, but the assessment aspect is more universal so that teacher performance is not monitored objectively. Principal interactions are built through interpersonal communication.

Keywords—transformational leadership, learning performance, interpersonal communication.

I. INTRODUCTION

Educational institutions need a reliable leader. Because reliable leaders must not only be good at developing strategies and innovations, but also can run effective strategies and create changes in a planned and systematic manner. Because leaders will give birth to strategies and innovations and strive to realize these strategies and innovations. Sutisna (AP Lecturer Team, 2013) provides an understanding of leadership as a process of influencing the activities of a person or group in an effort towards achieving goals in certain situations. Thus to be able to run this thing a leader must have a model or style in his leadership.

The form of leadership that is implemented must be able to create change to be more creative and innovative in order to realize the vision and mission of the madrasah. Giving changes that produce positive energy by creating, communicating, and inspiring subordinates. Carrying out the duties of the principal, able to carry out his duties and carry out his duties properly. Therefore a leader must be

able to play his leadership role in order to provide an attractive vision, the ability to influence others with an ideal personality as a characteristic of his leadership, inspiring and motivating his subordinates, stimulating his subordinates to be creative and innovative, and strengthening commitment between leaders and subordinates.

Principal leadership in improving and creating conditions allows teachers to carry out teaching tasks effectively and with a conducive situation. The principal must be able to encourage the performance behavior of the teachers by showing a sense of friendliness, close and full of consideration for the teachers, both as individuals and as groups. With positive leader behavior can encourage groups in directing and motivating individuals to work together in groups in order to realize the goals of educational institutions.

The principal is a leader who is directly related to the school. The principal is the commander of the education guard who carries out the task of controlling various patterns of teaching and education activities in it. the success of a school depends on the extent to which the mission is imposed on his shoulders, his personality, and his ability to get along with the elements of society. Therefore, the principal must strive to realize the social conditions that support the school activities he leads.

Teacher teaching performance greatly influences students' learning motivation in the classroom. The current level of student learning motivation has important implications for educators and other professionals who want to shape behavior [8]. Thus the teacher plays an important role in influencing motivation and shaping student behavior. The teacher establishes clearer expectations for students by explaining the goals, distinctiveness and superiority of each learning context [5].

Revealing the transformational form of leadership of the principal is an effort to find best practice that can be used as a model for other principals in their efforts to improve teacher performance in learning. The results of this study will provide a large contribution to school principals and prospective school principals as a reference in carrying

out their duties and duties in managing an educational institution.

The leader is essentially a person who has the ability to influence the behavior of others in his work by using power. In its activities that the leader has the power to direct and influence his subordinates in connection with the tasks that must be carried out. At the stage of giving the task the leader must provide a clear direction and guidance, so that the subordinates in carrying out their assignments easily and the results achieved are in accordance with the objectives set.

Thus leadership includes the distribution of power that is not the same among leaders and members. Leaders have the authority to direct members and also can influence, in other words leaders can not only govern subordinates what must be done, but also can influence how subordinates carry out their orders. So that intertwined a social relationship that interacts between leaders and subordinates, which eventually happens a reciprocal relationship.

The extent to which a leader is called transformational is primarily measured in relation to the leader's effect on followers. The followers of a transformational leader feel that there is trust, admiration, loyalty, and respect for these leaders, and they are motivated to do more than they initially expected them to.

Transformational leadership based on its characteristics which include conceptual wealth through charismatic, inspirational motivation, intellectual stimulation, and attention to individuals is believed to be able to bring forth far-reaching thoughts, principles of democracy and transparency, which therefore need to be adopted into the leadership of principals.

Transformational leadership has an emphasis in terms of clear vision and mission statements, the effective use of communication, the provision of intellectual stimuli, and personal attention to individual personal problems of members of the organization. With the emphasis on these matters, it is expected that the principal can improve the performance of his teaching staff in order to develop school quality.

Transformational leadership is one of several leadership styles proposed[1]. Transformational leadership can be interpreted as a leadership style that focuses on the impact on how leaders strengthen mutual cooperation and trust, collective self-efficacy, and team learning. Transformational leaders make their followers more aware of the importance and value of work and persuade followers not to put personal interests first above the interests of the organization.

When viewed from the extent of using lead style, transformational leadership style has a leader or leader with a persuasive style, where leaders are able to invite their subordinates to participate in achieving organizational goals.

Jung said that transformational leaders pay attention to the developmental needs of each follower and problems by helping them view old problems in new ways, and they are able to excite, arouse, and inspire followers to spend extra effort to achieve group target.

Referring to the above opinion, in Al-Azhar Islamic schools, it always triggers teacher performance, especially

in teacher teaching performance. The school is well aware that the success of the teacher as indicated by the performance of the teacher in the learning process will greatly affect the quality of the school. According to the head of the SMP Islam Al-Azhar, the efforts made to improve the quality of learning have had a very large impact, the output of Al-Azhar Middle School has been able to compete to be accepted into favorite secondary schools in Makassar. Likewise, the achievements shown by students during their studies at SMP Islam Al-Azhar. Based on the background above, the problems in this research are as follows: (1) What is the transformational leadership style applied by the principal at SMP Islam Al-Azhar in Makassar ? (2) What is the teacher's learning performance at SMP Islam Al-Azhar in Makassar ? (3) What is the interaction of the principal as a transformational leader in fostering teachers to improve learning performance ?

II. METHOD

This study uses a qualitative method with an expansive analysis approach. According to the author's belief that qualitative methods that emphasize this interpretive strategy will be able to explain the principal's transformational leadership in improving teacher learning performance. Through this approach will be revealed the form of transformational leadership carried out by principals in improving teacher learning performance which ultimately can improve the quality of education in schools.

This constructivism paradigm will be combined with the selection of case study methods to focus on the form of transformational leadership of principals in improving teacher learning performance.

As a case that seeks to reveal the form of leadership in schools, the data sources / informants in this study are the principal and teacher as key informants and key stakeholders, as secondary informants.

Data collection was carried out through document study, direct observation and in-depth interview techniques based on taking informants purposively through key informant sampling techniques, namely informants with specific retrieval that were considered to master problems, especially two key figures of school principals and teachers who would dialogue. . The number of respondents followed the purposive sampling principle. Observation technique is also one of the main techniques in this study. While the documentation technique is one of the supporting techniques in collecting data, especially those related to teacher learning performance data.

Data analysis was carried out qualitatively through the stages of data reduction process, data display and conclusion. To ensure the validity of the data, the reliability of the data is carried out with four standards based on the principles of credibility, transferability, dependability and confirmation. While the data validity is done by triangulation techniques, namely source triangulation and method triangulation.

III. RESULTS AND DISCUSSION

A. Transformational Leadership of Principals at SMP Islam Al-Azhar in Makassar City

The results showed that principals in SMP Islam Al-Azhar were able to carry out transformational leadership because the principal's figure was considered ideal by teachers and school staff. The intelligence and discipline shown by the principal make it an acceptable leader for the academic community as a charismatic leader. The acceptance makes the principal also able to do more effectively in fostering his subordinates.

The application of transformational leadership shows that principals have transformative leadership traits. This can be seen from the ability of the principal to change the potential into real energy. The principal has been able to turn the potential of his institution into energy to improve the quality of the process and student learning outcomes. This is supported by research conducted by Salpuddin which shows the influence of the principal's transformational leadership on the quality of education is very high.

The principal's transformational leadership is seen from the charismatic dimension, intellectual stimulation, attention to the individual and inspiration motivation. The four dimensions have been carried out properly by the principal. In the dimension of inspirational motivation of the principal in the eyes of the teacher has succeeded in directing the teacher to the achievement of goals. To be an effective leader, the principal is influenced not only by his self-motivating factors, but also by his ability, both intellectual ability and ability to manage and manage school organization (the ability of the field of schooling), in the management (internal) or outgoing management (external). [6] argues that leadership is the ability to influence a group towards achieving goals.

The principal as a leader needs to have excellent leadership skills for the organization he leads[9]. For this reason, a school principal needs to have a leadership model called transformational education that has various perspectives, namely: (1) the existence of vision and symbols, (2) management by walking about, (3) for the kids (close to customers), (4) the existence of autonomy and innovation, (5) building a sense of kinship in the community, and (6) the existence of strong desires, intensity and enthusiasm.

School leadership as a school leader has a strategic mind in efforts to improve the learning edge of the end will improve the quality of graduates who have competitive skills and competitive properties in global competition. The principal has the authority to formally be able to lead the leader of the charismatic school. The success of the school in carrying out its duties is inseparable from the ability of the principal as the leader in implementing the function and role as the head of the school. Theoretically, leadership, transformational leadership is one of the newest approaches in leadership. This leadership tries to simplify the complexity of theoritis that has been made easy to understand and implement.

B. Teacher Learning Performance at SMP Islam Al-Azhar

In measuring teacher learning performance, researchers refer to simple stages in the learning process, namely planning, implementation and evaluation.

In the professional competence of teachers the performance of learning planning is one of the things that supports the teacher before starting learning. Learning planning is a process indicator that can be objectively used as an indicator to measure teacher performance.

The results of observations and documentation indicate that all teachers in SMP Islam Al-Azhar have a Learning Plan (RPP). All study teachers have designed learning plans during semester vacations. So that when the academic calendar for the implementation of learning begins, all the teachers have prepared their learning designs. To help the teacher in preparing the learning design the principal starts activating MGMP activities as a forum for developing teacher professionalism through training, workshops and group discussions conducted every week.

Good teacher performance can create effectiveness and efficiency of learning and can shape the discipline of students, schools and teachers themselves. Regarding teacher performance, the intended form of behavior is the teacher's activities in the learning process, namely how a teacher is able to choose a learning strategy, choose learning media and apply it in achieving learning goals.

The results of the observation indicate that almost all teachers have been able to deliver learning material with various strategies, each class has a projector that has been utilized in the learning process. Learning material is not only carried out by the lecture method without variation. However, from the results of the observation, the activities of students in the lesson are more varied, so that there is learning delivered outside the classroom if the subject matter demands it.

The teacher's performance on the evaluation aspect, shown in the observations, shows that in conducting learning evaluations, the teacher has carried out a formative and summative evaluation in a timely manner. Periodically the teacher has carried out formative evaluations after completing one topic of learning material. The form of evaluation is generally carried out in writing. The rest for the achievement of skills competencies teacher students carry out evaluations through test performance.

C. Interaction of Principals as Transformational Leaders in Fostering Teachers for Improving Learning Performance

Analyzing the interaction of the principal as a transformational leader, the researcher will reveal in terms of the principal's ability to establish effective communication with the ranks of school teachers and staff. The documentation results show that intense and scheduled interactions carried out by the principal are briefings every morning with the teachers and school staff starting from the Koranic activities and praying together. Each teacher takes turns to lead the recitation or prayer in the morning. Other scheduled interactions are at the end of the week meetings are held between teachers and school staff to share experiences and submit problems faced both in the learning process and in the administration and behavior of students.

According to teachers and school staff, in carrying out communication with teachers and school staff, the principal held two forms of communication namely written communication and oral communication. Written communication is carried out through announcements posted on the bulletin board. This can be seen from the existence of an academic schedule in which there is information about effective learning days, daily tests, holiday celebrations, national holidays, semester examinations, writing schedules and distribution of student report cards.

While for oral communication, school principals always use intrapersonal communication techniques, this can be seen from the way principals communicate with teachers and staff, which shows that the form of communication always involves teachers and school staff actively in communication to consider and think about what will next spoken in communication, in intrapersonal communication is intended to dialogue with yourself to be able to put himself in the situation of communicating with the teacher. The principal does not dominate communication, but gives more opportunities to the teacher to convey what is felt for the next principal helps solve the problem.

Quality schools need a school principal with effective leadership, that is by applying transformational leadership patterns that are able to empower teachers to carry out the process of learning well, fluently, and productively, can carry out tasks and work in accordance with the time set, be able to establish harmonious relations with the community, so that they can actively engage in the realization of school and education goals, successfully implement matching principles at the level of teacher maturity, able to work with school management teams as well as succeed in achieving school goals productively.

IV. CONCLUSION

Principal transformational leadership can be seen from the charismatic dimension, intellectual stimulation, attention to the individual and inspiration motivation. The four dimensions have been well implemented by the principal. In the dimension of inspirational motivation of the principal in the eyes of the teacher has succeeded in directing the teacher to the achievement of goals. To be an effective leader, the principal is influenced by his self-motivating factors, influenced by his ability, both intellectual ability and ability to manage / manage school organization (the ability of the field of schooling), in the form of management (internal) or outgoing management (external)

Learning Performance of teachers in Al Azhar Islamic Middle School on aspects of planning and implementation are included in the good category because the RPPs are jointly compiled involving MGMP and implementation which is monitored continuously from school principals, but assessment aspects are more universal so teacher performance is not monitored objectively .

Principal interactions are built through intrapersonal communication with school teachers and staff through briefings, recitation and prayer together every morning, every weekend meeting and supervision every month.

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