

# THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND PRINCIPAL MANAGERIAL COMPETENCE TOWARDS TEACHERS' PERFORMANCE

Yeni Wulandari<sup>1</sup>, Bukman Lian<sup>2</sup>, Yasir arafat<sup>2</sup>

<sup>1</sup>Sekolah Dasar Negeri 62 Palembang

<sup>2</sup>Universitas PGRI Palembang

yeni.wulandari2306@gmail.com

## Abstract

This study aimed at determining the effect of transformational leadership and principal managerial competence towards teachers' performance at SD Negeri Ilir Timur II Palembang. The data in this study were collected through the distribution of questionnaires on the respondents. The results of questionnaires were analyzed by using multiple regression analysis through ttest, Ftest, and coefficient of determination test. The population in this study is all primary teachers from 20 SD Negeri in Ilir Timur II Palembang which consist of 405 teachers. The sample size of the population in this study is based on calculations using the Slovin formula and the sampling technique used is the convenience sampling technique. So, the sample in this study were 80 (eighty) respondents. The results showed that (1) transformational leadership partially have a positive and significant effect on teachers' performance; (2) partial managerial competence has a positive and significant effect on teachers' performance; and (3) transformational leadership and managerial competencies simultaneously affect teachers' performance.

**Keywords:** Transformational Leadership; Managerial Competence; Teachers' Performance

## INTRODUCTION

In order for the functions and tasks to be attached to the functional position of teachers implemented in accordance with applicable rules, it is necessary teacher performance (Teachers' Teachers) which ensures the occurrence of quality learning process at all levels of education. There are many factors that can affect the performance of teachers who are expected to improve the quality of education in its application in schools, such as transformational leadership and managerial competence Principal.

The results of interview author on March 5, 2018 with the Principal of SD Negeri 46 Palembang, Rukiah, S. Sos. stated that the current performance of teachers every year sometimes decreased. In SD Negeri 46 itself, there are teachers who have low spirit in teaching, which appears from the lack of teacher attendance in the classroom for various reasons. There are teachers who do not prepare the Lesson Plans, there are also less teachers who can create active and effective learning activities, are lazy to prepare instructional media, and use only monotonous and unattractive learning strategies for students so that students are less interested in learning. Teachers also have mastery of

learning materials that are still superficial, so that teachers have difficulties in applying that is taught with the daily life of their students.

According to Ibu Rukiah, S.Sos., The low performance of teachers is also evident from teachers who are unable to write scientific papers and consider scientific papers only as part of one of the administrative requirements of promotion, so that it can be solved by other means. Ideally, scientific writing is as part of the communication of teachers with the community, the lack of intertwined relationships of teachers and students and the community make teachers do not know the problems faced by their students, let alone the surrounding community. Principals are required to have adequate management and leadership skills to be able to take initiatives and initiatives to improve school quality. As Danim and Suparno (2009: 13) argue that: Principals are responsible for maintaining and motivating teachers, learners, and school administration staff to be willing and able to enforce school rules and regulations.

Based on the author's observation in one of the State Elementary Schools in Palembang, the principal rarely holds meetings or meetings with teachers and TU (Administration) staff to discuss the progress of the school, especially on improving teachers' performance both with regard to the program, implementation and achievement outcomes implementation of supervision. This resulted in the teachers are not enthusiastic in carrying out their duties, including in preparing the Lesson Plans (RPP), there are even teachers who do not make the RPP at all. There seems to be a distance in the relationship between the teacher and the principal in this State Element, so there are some teachers who are reluctant or lazy to deal with the principal, so when the teacher has a problem, both in terms of learning or with learners are not communicated to the principal. In terms of decision making on a problem, the principal also sometimes has difficulty in making decisions correctly and balanced, so that impressed hasty in the act. This should not happen if the principal has a leadership style favored by the teacher as well as good managerial skills in improving teacher performance.

Performance standards of teachers according to Permendiknas number 16 of 2007 teachers are required to have pedagogical, personality, social and professional skills. Kurniawan (2011: 28) believes that there is an inseparable link between the quality of education, teacher performance and principal managerial skills. The quality of education can be seen from the achievement of the students, this is strongly influenced by the performance of teachers, while the performance of teachers is strongly influenced by the principal's managerial skills.

Based on Permendiknas number 13 of 2007, principals in addition must have academic requirements, are required to have the ability of personality, managerial, entrepreneurship, supervision and social. Conceptually, the five capabilities of the principal can be discussed separately. But in practice it is a unified whole that affect each other. The principal's managerial skills are directed at planning, organizing, moving, and controlling teachers to perform well in their tasks. The description and background of the above issues attracted the author's attention to conduct research on the influence of transformational leadership and principal managerial competence on the performance of teachers of Elementary School in Kecamatan Ilir Timur II Palembang.

## **TRANSFORMATIONAL LEADERSHIP STYLE**

According to Yukl (2009: 290) transformational leadership calls for the moral values of followers in their efforts to raise their awareness of ethical issues and to mobilize their energies and resources to reform institutions. Yukl (2009: 320) also argues that transformational leaders make followers more aware of the importance and value of work and persuade followers not to put their own self-interest on behalf of the organization. Indicators of transformational leadership styles according to Yukl (2009: 305) are: 1) Ideal / charismatic influences: emotionally evocative behavior and strong identification of followers to leaders 2) Individual considerations include encouragement, support and training of followers 3) Inspirational motivation including the delivery of compelling vision, to focus subordinates, and appropriate behavioral models 4) intellectual behavioral stimulation that increases awareness of emotionally awakening followers and strong identification of followers to address problems from a new perspective.

## **MANAGERIAL COMPETENCE**

Spencer and Spencer (1993) in Sutrisno (2015: 202) declare competence as the underlying characteristic of a person and related to the effectiveness of individual performance in his work. The definition contains the meaning of competence is part of a deep personality and attached to a person and behavior that can be predicted on various circumstances and job tasks. In practice, the principal as a manager has managerial duties by carrying out management functions. In the perspective of national education policy (Depdiknas, 2006), there are seven main role of principal that is, as: (1) educator (educator); (2) managers; (3) administrators; (4) supervisor (supervisor); (5) leader (leader); (6) creator of work climate; and (7) entrepreneurs. Referring to the attachment of Minister of National Education Decree Number 13 of 2007 on Principal Competency Standards As a manager, the principal must have four main competencies and skills in organizational managerial, ie planning skills, organizing skills of resources, skills in carrying out activities, and skills in controlling and evaluation. The four principal managerial skills will be discussed in detail below.

## **TEACHERS' PERFORMANCE**

According to Bacal (2005: 3) the performance of teachers is a continuous process of communication, which carried out partnership, between a teacher and students with the occurrence of a good communication process between the principal with teachers, and teachers with students in the learning process can accelerate students' understanding of material presented by teachers, and this is a performance system that adds value to the school in order to improve the quality of students in learning. Teachers as professional educators have the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education on formal education, basic education and secondary education (Badan PSDMPK-PMP, 2012: 35). In addition to the

main task, teachers may also have other tasks relevant to the function of school / madrasah. Therefore, in teacher performance appraisal, some sub-elements that need to be assessed are as follows: (1) Performance appraisal related to learning process implementation for subject teachers or classroom teachers, including planning and implementing learning activities, evaluating and appraising, analyzing assessment results, and follow up assessment results in applying the 4 (four) domains of competence that must be owned by teachers in accordance with the Regulation of the Minister of National Education No. 16 of 2007 on Academic Qualification Standards and Teacher Competencies. The learning management requires teachers to have 24 (twenty four) competencies grouped into (1) pedagogic competence; (2) Personality competence; (3) Professional competence; (4) Social Competence (Directorate General of Quality Improvement of Teachers and Education Personnel (PMPTK), 2010: 5).

## RESEARCH METHOD

This research uses regression analysis method. According to Santoso (2010: 338), regression analysis is used primarily for the purpose of forecasting, where in the model there is a dependent variable (dependent) and independent variable (free). Transformational leadership and principal managerial competence as independent variables will be tested for influence on teacher performance as dependent variable.

In this study the population is all elementary school teachers from 20 SD Negeri in Ilir Timur II Palembang which amounted to 405 people. To determine the sample size of the population in this study is based on calculations using the Slovin formula as follows (Umar, 2005: 78):

$$n = \frac{N}{1 + Ne^2}$$

Information:

n = number of samples to be taken

N = total population

e = intolerable sampling error 10%

Based on data obtained per March 3, 2018 the number of teachers from 20 SD Negeri in Ilir Timur II Palembang consist of 405 teachers. With an intolerable sampling error of 10%, the sample size in this study was 80 respondents. Each of the 20 State Elementary Schools in East Ilir District II which is the research population will be taken as many as 4 teachers who will be used as research samples so that the total sample of research is 80 people.

The sampling technique used in this research is by non probability sampling method or non-random sampling using convenience sampling technique. Convenience sampling is a sample taken from members of the population willing to provide information for the researcher (Fraenkel, et al., 2012: 99).

The instrument used in this study is a questionnaire that contains a list of attached statements. In conducting the questionnaire, respondents were asked to choose one

answer that suited their situation. Alternative answers use an interval scale with "likert scale" (Sekaran, 2003: 197) divided into five levels as can be seen in Table 3.2.

The validity test used in this research is Pearson Product Moment correlation analysis, to calculate the correlation between each statement with total score with the help of Statistical Product and Service Solution (SPSS) version 21 software to 30 sample test outside the sample. Presentation of validity at significant level used ( $\alpha$ ) = 5%, that is if r-count is bigger than r-table then variable is declared valid, and vice versa if r-count smaller than r-table then variable is declared invalid.

To measure the reliability of the questionnaire in this study used Cronbach's Alpha technique with the help of Statistical Product and Service Solution (SPSS) version 21 software. According to Ghozali (2013: 48), a variable is said to be reliably if  $\alpha > 0.70$  and if  $\alpha$  hasil 0.70 means not reliable.

Descriptive statistical analysis in this study consists of analysis of respondent characteristics and responses of respondents. Multiple regression analysis model aims to predict the dependent variable by using data of independent variables that have been known magnitude (Santoso, 2010). Technique of multiple regression analysis done in this research is test of coefficient of determination ( $R^2$ ), partial test (t test) and simultan test (f test). While classical assumption test conducted in this research is normality test, multicollinearity test and heteroscedasticity test.

## RESULTS

### Profile of Respondents

The description of the respondent's characteristics is obtained from the self-data contained on the front of the questionnaire that is the identity of the respondent covering age, sex, education and occupation.

### Respondents Response Description

Respondents 'responses were arranged in the form of frequency distributions based on respondents' answers to each statement on the questionnaire indicator of transformational leadership variables, managerial competencies, and teacher performance.

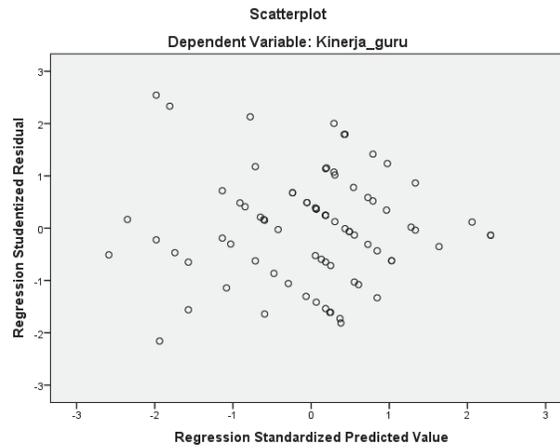
### Inferential Statistics Analysis

Normality test aims to test whether the regression model, dependent variable and independent variables both have a normal distribution or not (Ghozali, 2013: 160). Based on the analysis results, it is known that the significance value of 0.876 is greater than 0.05, so it can be concluded that the data tested normal distribution.

Multicollinearity test in the regression model in this study was done through collinearity statistic test by looking at the value of Variance Inflation Factor (VIF), and Tolerance value. Based on the analysis results, it is known that the VIF value of 2.515 (VIF <10) is smaller than 10, so it can be concluded that the data tested there are no symptoms of multicollinearity.

The heteroscedasticity test in this study is to see whether there is a particular pattern on the scatterplot chart between SRESID and ZPRED, where the Y-axis is

predicted Y and the x-axis is the studentized residual (Y-predicted Y) that has been studentized (Ghozali, 2013: 139).



(Source: data processed from SPSS, 2018)

According to Figure 1, the distribution of data is around zero on the Y-axis, and there is no apparent pattern or certain line trend in the distribution of the data. This means there is no heteroscedasticity and it can be said that the regression model is qualified to predict the effect of transformational leadership and managerial competence on teacher performance.

Table 1. Regression Test Results

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients	
	B	Std. Error
(Constant)	.234	.870
1 Transformational Leadership	.136	.041
Managerial Competence	.211	.078

a. Dependent Variable: Teachers' Performance

(Source: processed data, 2018)

Based on Table 1, the regression equation generated in this study are:

$$Y = 0,234 + 0,136 X_1 + 0,211 X_2 + e$$

Constant value shows the value of 0.234 means that if the value of independent variables (free) in this case transformational leadership and managerial competence worth

0.00 then the value of the dependent variable (bound) in this case the teacher's performance is 0.234 units.

The value of transformational leadership variable shows positive sign is assessed 0.136. That is, if transformational leadership increases one point then, teacher performance score will increase by 0.136 (assuming managerial competence variable is considered constant).

The value of managerial competence variables showed a positive sign was assessed 0.211. That is, if managerial competence increases by one point then, teacher performance score will increase by 0.211 (assuming transformational leadership variable is considered constant).

#### Partial Test (t test)

This test is conducted to determine whether independent variables, transformational leadership and managerial competence have an individual influence on teacher performance

Table 2 Partial Test Results (t test)

Coefficients<sup>a</sup>

Model	T	Sig.
(Constant)	.269	.788
1 Transformational Leadership	3.314	.001
Managerial Competence	2.718	.008

a. Dependent Variable: Teachers' Performance

(Source: processed data, 2018)

The t-test is done by comparing the sig value. and coefficients in Table 2 with a value of tTable and a probability level of 0.05. Known tTable of 1.66462 obtained from Table t with  $df = n-2$  ( $df = 80-2$ ,  $df = 78$ ) and alpha 0,05. 1) The Influence of Transformational Leadership on Teacher Performance. The result of t-test for transformational leadership (X1) on teacher performance (Y) shows sig value 0.001 mean value significance smaller than probability value 0,05 ( $0,001 < 0,05$ ) and tcount show value 3,314, meaning  $tcount > tTable$  ( $3,314 > 1.66462$ ). Then the conclusion is H01 rejected and Ha1 accepted, so it can be said that transformational leadership individually or partially have a positive and significant impact on teacher performance. 2) Effect of Managerial Competence on Teacher Performance. The result of t-test for managerial competence (X2) on teacher performance (Y) shows the value of sig 0.008 meaning the

value of significance is smaller than probability value 0,05 ( $0,008 < 0,05$ ) and tcount show value 2,718, meaning tcount > tTable ( $2,718 > 1,66462$ ). So the conclusion is H02 rejected and Ha2 accepted, so it can be said that the managerial competencies individually or partially have a positive and significant impact on teacher performance.

Table 3. Beta Value

Model	Beta Value
Transformational leadership	0,418
Managerial competence	0,343
a. Dependent Variable: Teacher Performance	

(Source: processed data, 2018)

Based on Table 3 it can be seen that the most dominant variable affecting teacher performance is transformational leadership because it has a beta value of 0.418 greater than managerial competence and has a probability of 0.000. This means that the dimensions of the transformational leadership indicator have a greater impact on teacher performance.

#### Simultaneous Test (F Test)

This test is conducted to find out whether all independent variables of transformational leadership and managerial competence have the same effect on teacher performance as dependent variable.

Table 4 Simultaneous Significance Test (F Test)

#### ANOVAa

Model		Sum of Squares	df	F	Sig.
1	Regression	103.788	2	40.691	.000b
	Residual	98.199	77		
	Total	201.988	79		

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Managerial Competencies, Transformational Leadership

(Source: processed data, 2018)

From the ANOVA or F test, Fcount is 40.691 with a significance level of 0.000. FTable 3.96. Since probability (0,000) is much less than 0.05 and Fcount > FTable, it indicates that H03 is rejected and Ha3 is accepted or in other words, transformational leadership variables and managerial competencies together have a significant positive effect on teacher performance.

## **DISCUSSION**

The results showed that H01 Hypothesis rejected and H1 hypothesis accepted or in other words, transformational Leadership variables partially affect the performance of teachers of Elementary Schools in District Ilir East II Palembang so that this means, if the transformational leadership is improved then the performance of teachers will also increase and vice versa if the level of transformational leadership declines, then teacher performance will also decrease. The results of this study show that there is a positive influence between transformational leadership on teacher performance is supported by the results of research by Azizzah, et al. (2016) who found that there is a positive and significant influence between the principal's transformational leadership style on teacher performance. Thus, one way to improve teacher performance is by maintaining and improving the principal's transformational leadership.

The results showed that H02 Hypothesis rejected and Hypothesis Ha2 accepted or in other words, variable managerial competence partially significant positive effect on the performance of teachers Elementary School in District Ilir East II Palembang so that this means, if the principal managerial competence is improved then performance teachers will also increase and vice versa if the managerial competitiveness decreases, then the performance of teachers of Elementary School in District Ilir East II Palembang also will decrease. The existence of a significant positive influence between managerial competence on teacher performance is in line with the results of research conducted by Faisal (2012) who found that there is influence of principal managerial ability on teacher performance.

The results showed that H03 Hypothesis is rejected and H3 hypothesis accepted or in other words, transformational leadership variable and managerial competence together influence to the performance of teachers of Elementary School in Kecamatan Ilir Timur II Palembang so that this matter, if transformational Leadership and Competence managerial headmaster increases then teacher performance will also increase and vice versa if transformational leadership and managerial competence decreases, then teacher performance will also decrease. Based on the determination coefficient test in this study obtained the result that 51.4% of the performance of elementary school teachers in District Ilir East II Palembang can be explained by the Transformational Leadership and Principal Managerial Competence and 48.6% teacher performance is influenced by other factors that are not analyzed in this study.

## CONCLUSIONS

Transformational leadership individually has a positive and significant effect on teachers' performance. The individual managerial competence has a positive and significant effect on teachers' performance. The transformational leadership and managerial competencies together have a positive and significant influence on teachers' performance. Based on the value of the coefficient of determination test results, 51.4% of teacher performance can be explained by transformational leadership and managerial competence.

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