



Effect of transformational leadership style and work climate on teacher performance at elementary schools in Talawaan district

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Abstract

This study aims to obtain the results of analysis and clear interpretation of (1) Positive influence of transformational leadership on the performance of elementary school teachers in Talawaan District. (2) The positive influence of the work climate on the performance of elementary school teachers in Talawaan District. (3) The positive influence of transformational leadership and a work climate simultaneously on the performance of elementary school teachers in Talawaan District. The sampling technique uses simple random sampling and data testing techniques used validity test by calculating between scores in each statement with a total score, using the Correl formula in Microsoft Excel and reliability testing using the Cronbach Alpha method in the SPSS application. Testing the analysis requirements used the normality test and linearity test. To prove the research hypothesis on each independent variable with the dependent variable using simple regression analysis. Whereas for the effect of jointly between independent variables and dependent variables using multiple regression analysis. The results of the analysis show that: (1) there is a positive influence on transformational leadership on teacher performance, (2) there is a positive influence on the work climate on teacher performance, (3) there is a positive effect of transformational leadership and a work climate simultaneously on teacher performance. Based on the results of the study it can be concluded that the performance of elementary school teachers in Talawaan District can be improved through improving the quality of transformational leadership and the function of the work climate.

Keywords: transformational leadership, work climate, teacher performance

Introduction

The teacher is an educator who has a role to teach, educate, and guide students to have knowledge and skills in accordance with educational goals. According to Republic of Indonesia Law Number 14 of 2005 Subsection 1 concerning Teachers and Lecturers, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal education, basic education, and secondary education."

Teacher performance is an important element in education, besides it also determines the high and low quality of education. Teacher performance is carried out by the teacher in carrying out the duties of a teacher as an educator. The quality of teacher performance is very decisive in the quality of educational outcomes because the teacher is the figure who most often interacts directly with students during the learning process. According to Mustofa (2013) ^[11], teacher performance is the work that can be achieved by a teacher in an educational institution or in accordance with the duties and responsibilities in achieving educational goals. The success of a teacher must meet established criteria, if the teacher has met these criteria means a teacher can be said to be successful and have good quality. Conversely, if a teacher has not met good criteria, the teacher cannot be said to be successful.

So far, teacher performance has been assessed through an assessment list for the implementation of work, by the principal and teacher competency tests to obtain an educators certificate valued by the portfolio. According to

the Republic of Indonesia Law, Number 8 of 1974 subsection 20 (Hartati Sukirman, et al., 2008), the elements in the assessment list of work implementation include loyalty, work performance, responsibility, obedience, honesty, cooperation, initiative, and leadership. In Republic of Indonesia Ministerial Regulation Number 74 of 2008 subsection 12 concerning Teachers, it was explained that the portfolio contains criteria such as academic qualifications, education and training, teaching experience, planning and implementation of learning, assessment from supervisors and supervisors, academic achievements, professional development work participation in scientific forums, organizational and educational experience in the organization, and awards relevant to the field of education. Lately, teacher performance is still considered to be unprofessional and does not meet specified standards. This is based on the testimony of a member of the House of Representatives Commission X, Ahmad Zainuddin (Hasanudin Aco, 2012), in an educational talk show with teachers in East Jakarta.

From the results of several studies so far, most of the teachers still acted as little as teaching, while the function of educating, training, giving good advice, and also as a consultant for students was neglected. Educators are still minimal in terms of the use of science and technology and are also weak in terms of learning innovations.

The quality of learning is still questionable in its relevance. This is as expressed by Winarno Surakhmad (2009) ^[26] regarding the quality of learning. According to him, learning is of very low quality when compared to the higher

aspirations of life and the progress of the world is increasingly rapid. The quality of teacher performance in the past has become irrelevant for today's needs, even to continue and maintain the level of superiority of the past will also lead to being unproductive. This means that if the teacher only reflects on the learning process as before, then the teacher cannot keep up with the rapid development of competition and the high demand for work professionalism. In terms of teacher performance that has not been maximized, the implementation plan of learning and syllabus made by some teachers is still not in accordance with the situation and conditions of the students they teach. In addition, some teachers in the implementation of learning are still using media and learning methods that are less varied. Learning carried out in the classroom is less carefully evaluated by the teacher. The teacher is required to make the right questions because the teacher needs the right data or information relating to the learning outcomes of students and the level of mastery of the material carried out by the teacher. However, the evaluation of learning is still more highlighted in the learning outcomes of students, while the teacher does not reflect on the way they teach in class.

Teacher professionals related to the teaching and learning process are still inefficient. According to Shacelford and Henack (Soekartawi, 1995) ^[18], the source of teaching inefficiency was caused by several factors, (1) Teaching materials are given in a rigid (inflexible) way. (2) Teachers provide teaching materials by reading only, without being interspersed with the use of teaching aids. (3) There is no variation in how to teach. (4) Talks often deviate from the specified syllabus. (5) Submission of contents of teaching materials is difficult, cannot be explained properly. (6) Tasks given to students are often changed from what was originally set. (7) Organizing messy teaching. (8) Little or unwilling to receive feedback from students or from peers. (9) Assessment of homework, quizzes, or unfair exams. (10) Do not like his duties as a teacher. (11) Difficult to find students who have difficulty in understanding the contents of teaching materials given. (12) Arrogant and high self-esteem (feeling that the teaching material given is the best compared to others).

This is confirmed by Jones, et al (2006) which states that teachers whose performance is unsatisfactory not only fails to improve their own performance standards but also impacts on the performance of the people associated with them such as other staff and students. Low teacher performance can have a negative impact on school reputation and rank, achievement, and progress of students. This quote confirms that low teacher performance negatively affects the performance of all school members.

According to Wahyudi (2009) ^[24], the creation of quality performance of professional teachers in schools requires the support of the role of competent principals as leaders and managers. On the one hand, the principal acts as a leader who has a clear and tangible vision for the future and is able to encourage the transformation process in school. On the other hand, principals act like managers, who have effective and efficient strategies to implement various policies and decisions that have been set.

The leadership function of the principal is an ability that must be possessed by the principal. With that leadership ability, a school principal is able to empower all existing human resources in the school to support the running of an activity program that has been established in order to realize

the school's vision and mission. On the other hand, the principal must be able to carry out managerial functions through the stages of planning, organizing, implementing, and supervising. The leadership and managerial functions are applied in the implementation of each field of duty of the principal, especially in leading and directing teachers to have a high level of performance in their professional assignments to guide students. Thus, the leadership function of the principal is an important factor that gives a certain influence on the performance of the teachers, in addition to their managerial functions.

The leadership style of the principal transformational is one of the factors that influence teacher performance that is not optimal. The ineffectiveness of teacher performance is triggered by, among other things, the unclear concept and application of integrated quality management in schools implemented by the principal. So far, school authorities often talk about the quality of education, but they do not understand the concept and exposure to integrated quality management. In accordance with one of the national education standards, namely management standards that can be used as goodwill to achieve the expected quality. As a result, the output of education produced by schools remains inadequate. This is because, principals are the driving force for school resources, especially teachers and school employees. The role of the school principal is very large in the process of achieving educational goals so that it can be said that the success or failure of school activities is largely determined by the quality of leadership of the principal itself.

The efforts of transformational leadership attitudes and behavior become an alternative to improving the performance of teachers and other education personnel. According to Sadler (Wuradji, 2009) ^[27], transformational leadership is the process of including the commitment of employees in the context of appreciation or sharing shared values and shared vision in the organization. Teachers need to be moved towards a positive, exciting and productive work atmosphere. However, the teacher is an input whose influence is very large in the learning process. All aspects relating to processing whether administrative or management and bureaucratic must be prioritized. Likewise, physical structuring needs to be fostered so that discipline and a high spirit of learning can grow and become a motivation and example for students. This all requires the implementation of the principal leadership in the administration. Principal leadership behavior greatly determines the success of the school in achieving educational goals.

According to Bass and Avolio (Usman, 2008) ^[23], the characteristics of transformational leadership can be grouped according to five components of leadership in transformational leadership theory, namely idealized influence components, inspirational motivation, intellectual stimulation, individualized consideration, and charisma.

The idealized influence component, (1) involves the staff of teachers, employees, and other stakeholders in the preparation of the vision, mission, objectives, school strategic plans, and the school annual work program. (2) Leadership that always prioritizes quality in a planned, systematic, and sustainable manner.

The components of inspirational motivation are (1) applying democratic, participatory, and collegial leadership styles, (2) emphasizing the development of a conducive, informal,

relaxed, and supported work atmosphere that has strong intrinsic motivation as the basis for increasing work productivity, (3) developing values of togetherness, group awareness and organization, respect for consensus, mutual trust, tolerance, enthusiasm for progress, and awareness to share in new creativity and ideas and strong commitment to always be more advanced, (4) caring and developing values affiliative, (5) caring and developing the values of creativity of teachers, employees, and students, (6) developing strong and compact team collaboration.

The intellectual stimulation component namely, (1) leadership that emphasizes the development of a positive work culture, work ethic, work ethics, discipline, transparency, independence, and justice, (2) empowering teachers and staff than imposing the will of the principal, (3) educating leadership, (4) competent in matters of technical work and approaches in interpersonal relations.

Individualized consideration components are, (1) responsive leadership and concerned with the needs of members, (2) oriented to the professional development of teachers and employees, (3) leadership that cares about the feelings and needs of its followers.

The charisma component is, (1) developing personal character that is commendable, honest, trustworthy, and has high integrity, (2) able to solve problems with a polite, gentle, and wise approach, (3) having a paternalistic characters that is, firm, wise in making decisions and maternalistic characters, namely, gentle, willing to sacrifice, peace, a place to pour out feelings of the heart.

Transformational leadership is one of the choices for principals to lead and develop quality schools in answering various problems faced by schools. The principal is the driver of the teachers and education staff in the school so that in carrying out transformational leadership, they must implement the five components above.

Teachers should strive to develop themselves and be given the opportunity to be of higher quality and professional performance and need to know how the work climate in which he teaches is more adaptable because each school has a different climate. The level of security and disruption that surrounds the school also needs to be considered so that the teacher feels calm in teaching. Therefore, the work climate within the school needs to be conducive to supporting this goal. This is consistent with the opinion of Martinis Yamin (2006)^[10] which states that: "A climate that is not conducive will have a negative impact on the learning process and the difficulty of achieving learning objectives, students will feel anxious, anxious, bored, and saturated. Conversely, a conducive and attractive learning climate can easily achieve learning goals, and the learning process that is carried out is fun for students".

Furthermore, Luthans (Djumadi, 2006)^[6] argues that the measure of teacher job satisfaction is that they can enjoy the work they face. Rewards are obtained from the work produced in order to get compensation received. The teacher will work wholeheartedly and not be a burden that must be borne by making them satisfied. Job satisfaction has an effect on self-actualization by showing skills and abilities to complete work. Teachers who do not feel satisfaction will be frustrated, much daydreaming, have low morale, get tired and bored quickly, are emotionally unstable, often miss work, and do other work that is different from their jobs. Teachers who are satisfied with their jobs have a record of good and outstanding attendance and turnaround.

Research Method

This research was conducted in six elementary schools in Talawaan village, Talawaan district from January to April 2019 (four months).

This study used a descriptive correlational research design. Because according to Sevila, et al (1993)^[16], a study conducted with the intention of determining the level of influence among different variables in a population is called regression research.

To analyze the level of closeness or strength of the relationship and the effect of independent variables from this study (transformational leadership style, work climate) with the dependent variable (teacher performance) used correlation techniques. Data management in this research was symbolized in the form of numbers. In accordance with the shape, object, and nature, this research was classified as quantitative research with descriptive descriptions on all variables. The independent variables are the transformational leadership style (X1) and the work climate (X2). Meanwhile, the dependent variable is teacher performance (Y).

Table 1: Data on Sample Number of Elementary School Teachers in Talawaan District

No.	School Name	Percentage	Respondent
1.	SD Negeri 1 Talawaan	$12/70 \times 60 = 10.28$	10
2.	SD Negeri 2 Talawaan	$10/70 \times 60 = 8.57$	9
3.	SD GP Talawaan	$10/70 \times 60 = 8.57$	9
4.	SD Katolik Talawaan	$13/70 \times 60 = 11.14$	11
5.	SD Adven Kolongan	$14/70 \times 60 = 12$	12
6.	SD GMIM 57 Tumbohon	$11/70 \times 60 = 9.43$	9
	Total		60

The instruments used in this study were questionnaires or questionnaires as a measure to find out the status of respondents, namely elementary school teachers in Talawaan District. In this study, measurements were made on real situations seen in the opinions of respondents, felt and experienced by teachers related to transformational leadership style and work climate with the performance of elementary school teachers in Talawaan District. Then the results data obtained were analyzed using descriptive statistical techniques and inferential statistical techniques. Descriptive statistics were used to provide an overview of data from each research variable. The description was expressed by calculating the average score, median, mode, standard deviation, and s² variance, and displaying the distribution of data in the form of frequency distribution tables and histograms (Taniredja, 2011).

Inferential statistics were used to test the research hypothesis through regression analysis techniques (Taniredja, 2011). Before testing hypotheses, the testing requirements for analysis are carried out, namely the data normality test and linearity test. For testing, using SPSS version 22 for Windows.

The influence of one independent variable with one dependent variable was tested using simple linear regression analysis techniques. The influence that has been stated in the regression model is tested for its significance and linearity using the F-test on the ANOVA table (Nugroho, 2011)^[12]. The strength of the relationship between one independent variable and one dependent variable was explained by calculating a simple correlation coefficient.

The strength of the relationship between one independent variable and one dependent variable if the other independent variables were controlled is explained by calculating the partial correlation coefficient tested using the t-test (Nugroho, 2011)^[12].

The influence of the two independent variables together with one dependent variable was tested by multiple linear regression analysis techniques. Relationships that have been stated in multiple regression models were tested for significance using the F-test on the ANOVA table. (Nugroho, 2011)^[12].

Results and Discussion

The results of this study and discussion refer to the results of testing three research hypotheses, namely:

1. A significant influence on transformational leadership on the performance of elementary school teachers in Talawaan District.
2. A significant influence on the work climate on the performance of elementary school teachers in Talawaan District.
3. A significant influence on transformational leadership and work climate on the performance of elementary school teachers in Talawaan District.

A. Interpretation of influence on transformational Leadership (X1) on Teacher Performance (Y)

The first hypothesis testing concluded that there was a significant positive effect between transformational leadership on teacher performance as indicated by $F_{\text{count}} = 23.117 > F_{\text{table}} = 3.159$ at a significant level of $\alpha = 0.05$. The relationship pattern between the two variables is expressed by the regression equation $\hat{Y} = a + bX_1 = 63.133 + 0.485X_1$. This equation provides information that each change in one leadership unit will result in a change in teacher performance of 0.485 with a constant of 63.133.

The results of simple regression analysis between transformational leadership on teacher performance obtained r_{y1} regression coefficient of 0.485 this value gives the understanding that the relationship between transformational leadership on teacher performance is quite high and positive, meaning that the better transformational leadership is expected to be the higher level of teacher performance. Conversely, the worse transformational leadership, the lower the teacher performance.

The contribution of transformational leadership variables to teacher performance can be known by squaring the acquisition of simple regression coefficients. The result of a simple correlation coefficient is 0.285. Statistically, this value gives an understanding that approximately 28.5% of teacher performance variations can be explained by transformational leadership. While 71.5% was influenced by other factors.

Teacher performance was determined by many factors and among these factors is transformational leadership. Transformational leadership in real or 28.5% can improve teacher performance. That is, the influence between transformational leadership variables on teacher performance is in accordance with the regression equation $\hat{Y} = 63.133 + 0.485X_1$.

B. Interpretation of Significant Influence on Work Climate (X2) on Teacher Performance (Y)

Testing the second hypothesis concludes that there is a

significant positive effect on the work climate on teacher performance as indicated by $F_{\text{count}} = 3.875 > F_{\text{table}} = 3.159$ at a significant level of $\alpha = 0.05$. The influence between the two variables were stated by the regression equation $\hat{Y} = a + bX_2 = 89.260 + 0.204X_2$. This equation provides information that each change in one unit of work climate will result in a change in teacher performance of 0.204 with a constant of 89.260. From the regression equation obtained $\hat{Y} = 89.260 + 0.204X_2$, then any increase in the work climate score was followed by an increase in the teacher performance score or it can be explained that the higher the work climate, the higher the teacher performance.

The results of simple regression analysis between work climates on teacher performance obtained a r_{y2} correlation coefficient of 0.204. This value gives an understanding that the relationship between work climate and teacher performance is high and positive. The results of the calculation of the simple regression coefficient are 0.063. Statistically, this value means that approximately 6.3% of teacher performance variations can be explained by the work climate. While 93.7% was influenced by other factors. Real work culture or 6.3% can improve teacher performance. That is if an assessment of the work climate on teacher performance is carried out, then approximately 6.3% of the variations in the score pairs of the two variables will be distributed and follow the pattern of relations between work climate variables on teacher performance according to the regression equation $\hat{Y} = 89.260 + 0.204X_2$.

C. Interpretation of influence on transformational leadership (X1) and work climate (X2) together on teacher performance (Y)

Hypothesis testing concludes that there is a very significant positive influence on transformational leadership and work climate together on teacher performance indicated by $F_{\text{count}} = 11.431 > F_{\text{table}} = 3.159$ at a significant level $\alpha = 0.05$. The influence between the three variables was expressed by the multiple regression equation $\hat{Y} = a + bX_1 + bX_2 = 60.398 + 0.470X_1 + 0.032X_2$. This equation provides information that each change in one unit of transformational leadership score and one unit of work climate score will result in changes in teacher performance of 0.470 and 0.032 with a constant of 60.398.

The results of multiple regression analysis between transformational leadership and the work climate together on teacher performance obtained a double regression coefficient of r_{y12} of 0.535. This value gives an understanding that the relationship between transformational leadership and the work climate together towards teacher performance is high and positive. The results of the analysis show that approximately 28.6% variation in teacher performance can be explained by transformational leadership and work climate together with the pattern of functional relationships as indicated by the regression equation above.

When evaluating transformational leadership and the work climate together on teacher performance, approximately 28.6% of the variations in the score pairs of the three variables will be distributed and follow the pattern of relationships between transformational leadership variables and work climate together on teacher performance according to the regression equation $\hat{Y} = 60.398 + 0.470X_1 + 0.032X_2$.

Conclusion

1. There is a significant effect on transformational leadership on teacher performance. That is, teacher performance can be improved through improving transformational leadership, the better leadership in a school, the better the teacher performance at the school.
2. There is a significant influence on the work climate on teacher performance. That is, teacher performance can be improved through improving the work climate, the better the work climate, the better the teacher performance at the school.
3. There is a significant effect on transformational leadership and the work climate together on teacher performance. That is, teacher performance can be improved through improved transformational leadership and work climate, the better transformational leadership and work climate, the better the teacher performance at the school.

This conclusion means that the low performance of teachers can be improved through improvements in transformational leadership and work climate.

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