

Transformational Leadership of School Principals with Teacher Performance at State High Schools in Ranah Pesisir District

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ARTICLE INFO

Article history:

Received April 19, 2025

Revised April 21, 2025

Accepted May 10, 2025

Available online June 30, 2025

Keywords:

Relationship, Transformational Leadership;
Teacher Performance



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ABSTRACT

This research emerged as a response to the observed insuboptimality in Teacher Performance. The main purpose of the study is to evaluate the transformational leadership of school principals in State High Schools in Ranah Pesisir District, identify the level of teacher performance in State High Schools in Ranah Pesisir District, and assess the significance of the relationship between the transformational leadership of school principals and teacher performance at the sub-district level. This study uses a correlational approach to investigate the relationship between variables. The population studied involved 106 teachers, with 52 of them selected as a sample using the stratified random sampling proportional technique based on the Cochran formula. The instrument used is a questionnaire with a Likert scale that has been tested for validity and reliability. The main findings include: 1) The transformational leadership of school principals in State High Schools in Ranah Pesisir District is rated good with a score of 3.73. 2) The performance of teachers at State High Schools in Ranah Pesisir District received a high assessment with a score of 3.82. 3) There is a significant relationship between the transformational leadership of the principal and the performance of teachers in State High Schools in Ranah Pesisir District, the significance level of 5% is shown by a correlation coefficient of 0.482, and a correlation significance test of 3.891.

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1. INTRODUCTION

Education is the process of changing the attitudes and behaviors of individuals or groups of people to mature human beings through any situation, event, or effort in education and training. Education needs to be given to individuals throughout life, starting from the beginning or understanding something to the end of life. This is because all activities in aspects of daily life require education. According to Kurniawan (2017: 26), education is transferring values, knowledge, experience and skills to the younger generation as an effort of the older generation in preparing the life functions of the next generation, both physical and spiritual. In addition, according to Yusuf (2017), schools are formal educational institutions that systematically carry out guidance, teaching, and training programs in order to help students to be able to develop their potential, both in terms of moral, spiritual, intellectual, emotional, and social.

School principals who are leaders in an educational institution at both the primary and secondary levels are one of the determining factors for the development and progress of the institution. Based on Permendikbud Number 6 of 2018, it is explained that the main task of a school principal is no longer concurrently as a teacher but a school manager who is in charge of developing and improving the quality of the school. As stated in the National Education System Law No. 20 of

2003 Chapter II Article 3 states that: "National education functions to develop abilities and shape the character and civilization of the nation which is useful in order to educate the life of the nation, aiming to develop the potential of students so that human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen". According to Robbins (2017:262) transformational leadership is leaders who can motivate followers to carry out and manage their own interests for the benefit of the organization with individualized friendliness, intellectual stimulation, and ideal influence will all result in extra effort from workers for better organizational effectiveness. Meanwhile, Suwatno's (2019:107) opinion is that transformational leadership is leadership that influences employees to make employees feel confident, proud, loyal and respectful to their leaders and that they have the motivation to do more than expected.

Teacher performance is also regulated in Government Regulation Number 19 of 2017 and Permendikbud Number 15 of 2018, which further regulates the technical aspects of performance assessment, workload, and professional development. Barnawi, et al. (2012) Teacher performance is the work achievement displayed by teachers in the educational process at school or in educational institutions. Asterina, et al. (2019) Teacher performance is the ability of a teacher to perform actions in accordance with the goals that have been implemented, which includes aspects of planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classrooms, controlling optimal learning conditions, and assessing learning outcomes. Abbas (2017) teacher performance is basically more directed towards the behavior of an educator in his work and the effectiveness of educators in carrying out their duties and responsibilities which can influence students to the desired goals.

Many research results prove why transformational leadership is very good to be applied in schools, such as research conducted by Choiria Mahmudah (2020) on the Relationship between Principal Transformational Leadership and Teacher Performance in Vocational Schools, there is a positive relationship between transformational leadership of school principals and the performance of vocational teachers. In line with this, research conducted by Irfan Rifa'i (2021) on Transformational Leadership of Principals in Vocational Schools, shows that transformational leadership carried out by school principals in vocational schools is good, because the principal has met the following characteristics: 1) ideal influence, with indicators of respect to be trusted and trust in others, 2) inspirational motivation with indicators such as: The ability to motivate and inspire through vision and clarity, 3) intellectual stimulus, by showing indicators of the leader's efforts that encourage followers to be innovative, and 4) paying attention to individuals with indicators such as: giving personal attention to all individuals and making individuals feel appreciated.

Therefore, based on the results of the author's observations at State High Schools in Ranah Pesisir District, there are several problems found in the Transformational Leadership of School Principals with Teacher Performance in State High Schools in Ranah Pesisir District. Some of the phenomena found include: 1) Lack of formal structure and processes from school principals, as those principals tend to rely on their personal influence to manage and motivate teachers. This can lead to a lack of consistency and clarity in decision-making and task execution. 2) There is still a lack of room for teacher collaboration from the principal to exchange ideas and develop new teaching strategies. 3) Principals still lack creating an inspiring and motivated environment, where students and teachers feel valued, supported and motivated to achieve their best in all aspects of school life. 4) There is still a lack of flexible policies implemented by school principals to accommodate the needs of schools. 5) There is still a lack of encouragement from principals to provide additional time and resources for teachers who want to carry out innovative projects in the classroom.

Based on the above research problems, this study generally aims to obtain information and describe the Relationship between Transformational Leadership of School Principals and Teacher Performance in State High Schools in Ranah Pesisir District reviewed from:

1. The principal can provide an ideal influence/charisma in improving the quality of the school.
2. The principal provides intellectual simulations to improve the quality of the school.
3. The principal is inspirational in improving the quality of the school.
4. The principal can consider individuals in improving the quality of the school.

2. METHOD, DATA, ANALYSIS

This type of research is correlational which aims to explore the relationship between Transformational Leadership of School Principals and Teacher Performance in State High Schools in Ranah Pesisir District. This study was carried out in all State High Schools in Ranah Pesisir District in the period from September 25, 2024 to October 25, 2024. The research involved all State High Schools in Ranah Pesisir District, including SMAN 1 Ranah Pesisir and SMAN 2 Ranah Pesisir. The population of this study is 106 teachers. The sample is 52 teachers. The sampling technique used is the proportional stratified random sampling technique. The sample was calculated with Cochran's formula. The data collection instrument of this study is the use of a closed questionnaire. The questionnaire structure consists of answer choices of Always (SL), Often (SR), Sometimes (KD), Rarely (JR), and Never (TP). The research stage begins with the creation of a questionnaire grid, which involves guidance from the supervisor to compile a statement of each indicator. The questionnaire trial was carried out by involving 20 teachers who were outside the research sample. The results of the questionnaire test are then evaluated or analyzed using SPSS 25 software to assess its validity and reliability.

After going through the trial and analysis process, the questionnaire was then distributed to the respondents, and the collected data was analyzed by calculating the average of the respondents' answers using the mean formula, the results of the research were then processed to determine the level of achievement using the classification and scale of the research category.

3. RESULT AND DISCUSSION

Result

The findings of the study on the relationship between the transformational leadership of school principals and teacher performance in State High Schools in Ranah Pesisir District show high and good results. With a significance level of 5%, a correlation coefficient of 0.482 and a correlation significance test of 3.891 were found. This result indicates that there is a close relationship between the transformational leadership of the principal and the performance of teachers in the school.

Data on the transformational leadership variables of school principals were processed by comparing the average scores, then the results were multiplied by the highest score multiplied by 5, which was 137.94 divided by 185 times 5, then a score of 3.73 was obtained. Based on the results obtained, the Principal's Transformational Leadership variable can be classified as good. Therefore, it was found that the indicators related to ideal/charismatic influence were in the good category with an average score of 3.57, indicators related to intellectual simulation were also in the good category with an achievement rate score of 3.84, while indicators related to inspirational motivation were rated good with an achievement rate of 3.70, and indicators related to individual considerations were rated good with an achievement rate of 3.73.

Table 1. Average Score of Principal's Transformational Leadership Indicator

Variable	Indicators	Item Count	Total Ideal Score	Average Score	Score Achievement Rate	Category
Transformational Leadership of the Principal (X)	Ideal Influence or Charisma	9	45	32,15	3,57	Pretty Good
	Intellectual Simulation	9	45	34,54	3,84	Good
	Inspirational Motivation	10	50	37,00	3,70	Good
	Individual Considerations	9	45	34,25	3,81	Good
Total Average Score		37	185	137,94	3,73	Good

Furthermore, the data on teacher performance variables is processed by comparing the average score, then the results are multiplied by the highest score multiplied by 5, which is 137.46 divided by 180 times 5, then a score of 3.82 is obtained. Based on the results obtained, the teacher

performance variable can be classified as high. Therefore, it was found that indicators that work quality were in the high category with an average score of 3.97, indicators related to work speed or accuracy were also included in the high category with an achievement rate of 4.00, while indicators related to work initiatives were rated quite high with an achievement rate of 3.58, indicators of employability were rated high with an achievement rate of 3.65, and indicators related to communication are considered high with an achievement rate of 3.94.

Table 2. Average Score of Teacher Performance Indicators

Variable	Indicators	Item Count	Total Ideal Score	Average Score	Score Achievement Rate	Category
Teacher Performance (Y)	Quality of Work	5	25	19,65	3,92	Tall
	Speed or Precision of Work	8	40	32,00	4,00	Tall
	Work Initiatives	7	35	25,08	3,58	Quite High
	Workability	8	40	29,21	3,65	Tall
	Communication	8	40	31,52	3,94	Tall
Total Average Score		36	180	137,46	3,82	Tall

Discussion

After the author collected data through the distribution of questionnaires to teachers at State High Schools in Ranah Pesisir District, especially at SMAN 1 Ranah Pesisir and SMAN 2 Ranah Pesisir as respondents, the next step was to conduct data analysis, which produced findings. (Nellitawati in Sulastri et al., 2022) said "leadership refers to the methods determined by a person or group that is a member of a certain system or structure, with the aim of achieving visions, missions, and goals that have been planned and set in advance. (Praptiyani, 2016) stated that "transformational leadership of a school principal is a leadership approach by making efforts to change the behavior and personal goals of organizational members by using enthusiasm and motivation to make efforts and responsibilities more than their personal interests in achieving organizational goals without feeling pressured or pressured. It can also be interpreted that the transformational leadership of the principal is a series of abilities of the principal in transforming his influence on all school residents in terms of moving, memorizing, directing and encouraging his subordinates, always building high enthusiasm and confidence in carrying out his duties in order to create excellent performance.

The results of the study with the indicator of ideal influence or charisma which is one of the indicators of transformational leadership of school principals with a score achievement rate of 3.57 with a fairly good category. (Northouse, 2013) ideal influence or charisma describes a leader who acts as a strong role model for subordinates, while according to (Setiawan, Agus, & Muhith, 2013) Ideal influence or charisma is shown by a leader who has a clear vision and mission, making his followers believe and have the same beliefs. Charismatic leaders also exhibit imitative behavior and are willing to sacrifice for the sake of the group. The results of the research were intellectual simulation indicators with a score achievement rate of 3.84 with a good category. (Buana et al., 2021) intellectual simulation is a transformational leader character who is able to encourage his subordinates to tackle problems carefully and rationally and stimulate his subordinates to always be creative and innovative, while according to (Hartiti, 2013) Through intellectual stimulation, leaders stimulate subordinates' creativity and encourage them to find new approaches to problems long-term, innovate, and develop self-skills and set challenging goals. Furthermore, the research with an inspirational motivation indicator with a score achievement rate of 3.70 in the good category. (Hartanto in Yoshi Tania 2017) Inspirational motivational behavior from leaders makes members try to realize that their work behavior is meaningful and can provide maximum benefits to themselves as well as to their groups and organizations. The results of the study were with individual consideration indicators with a score achievement rate of 3.81 with a good category. (Suwatno, and Priansa D. J, 2011) leaders must pay attention, listen to complaints, and understand the complaints of their subordinates. All of these dimensions, if implemented properly, will help in maximizing the role of leaders in an organization.

The results of the study on teacher performance related to work quality indicators with a score achievement level of 3.92 in the high category. (Jaya et.al, 2020:238) states that work quality is a result that can be measured by the effectiveness and efficiency of a job carried out by human resources or other resources in achieving goals or targets properly. The results of the study on work speed or accuracy indicators with a score achievement level of 4.00 in the high category. (Uno & Lamatenggo, 2012) said that the speed or accuracy of work includes the accuracy of teachers completing teaching programs according to the academic calendar, the accuracy of teachers implementing the learning process according to the learning implementation plan, the accuracy of teachers using learning media, and the accuracy of teachers providing teaching materials according to student characteristics. The results of the work initiative indicator study with a score achievement level of 3.58 with a fairly high category. (Yuliana in Halim et al., 2022) work initiative is one of the indicators in multitasking, which includes work discipline and the ability to take action without waiting for orders. The results of the work initiative indicator study with a score of 3.58 with a fairly high category. (Yuliana in Halim et al., 2022) work initiative is one of the indicators in multitasking, which includes work discipline and the ability to take action without waiting for orders. The results of the work ability indicator study with a score of 3.65 with a high category. (According to Robbins 2012), work ability is an individual's capacity to carry out various tasks in the job, while (According to Hasibuan, 2016) Work ability is an individual's capacity to carry out various tasks in a particular job, which is essentially composed of intellectual ability and physical ability. The results of the communication indicator study with a score of 3.94 with a high category. (Everett M. Rogers Ihsana, 2017:96) defines that communication is a process in which there is an idea sent from the source to the recipient with the aim of changing their behavior. Teachers who can communicate well can build positive emotional relationships, motivate students, and create an inclusive and harmonious learning atmosphere.

After the author conducted the research, the principal's transformational leadership score was 3.73 with results in the good category. The transformational leadership of the principal at the State High School in Ranah Pesisir District has been well implemented, but the principal of the State High School in Ranah Pesisir District has further improved his transformational leadership, especially in the indicator of ideal influence or charisma. Furthermore, the teacher performance score of 3.82 is in the high category, with such results it can be seen that the performance of teachers at State High Schools in Ranah Pesisir District has gone well and according to expectations but even though the results are high, teachers still have to continue to improve teacher performance both from work quality indicators, work speed or accuracy, work ability, communication, especially in the indicators of work initiatives that are still in the category high enough to be very high for the achievement of better educational goals.

From the results of variable correlation analysis, it was found that there was a relationship between Transformational Leadership of School Principals and Teacher Performance in State High Schools in Ranah Pesisir District. The findings of this study show that the level of transformational leadership of school principals can affect teacher performance levels. This means that the higher the transformational leadership of the principal, the higher the teacher's performance, and vice versa. This concept agrees with (Bullu in Suyitno, 2021) The success of education in schools is largely determined by the success of the principal in managing the educators available in the school. (Suyitno, 2021) School principals are one of the components of education that are influential in improving teacher performance. So, if the principal has high transformational leadership, he will always provide influence, motivation and guidance to the teachers to always give the best to the school.

4. CONCLUSION

Based on the results of the above research, it can be concluded that the Relationship between Transformational Leadership of School Principals and Teacher Performance at State High Schools in Ranah Pesisir District, can describe the aspects or indicators in the variables of transformational leadership of school principals. Ideal influence/charisma 3.57, intellectual simulation 3.84, inspirational motivation 3.70, individual consideration 3.81. In the performance variables of teachers, the quality of work was 3.92, the speed or accuracy of work was 4.00, the initiative was 3.58, the ability to work 3.65, and the communication was 3.94. This illustrates that the relationship between transformational leadership and teacher performance in State High

Schools in Ranah Pesisir District has been able to meet expectations in this aspect. However, the Principal is expected to further improve his transformational leadership and develop his transformational leadership so that the performance of teachers is more effective and efficient to achieve the desired school goals.

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