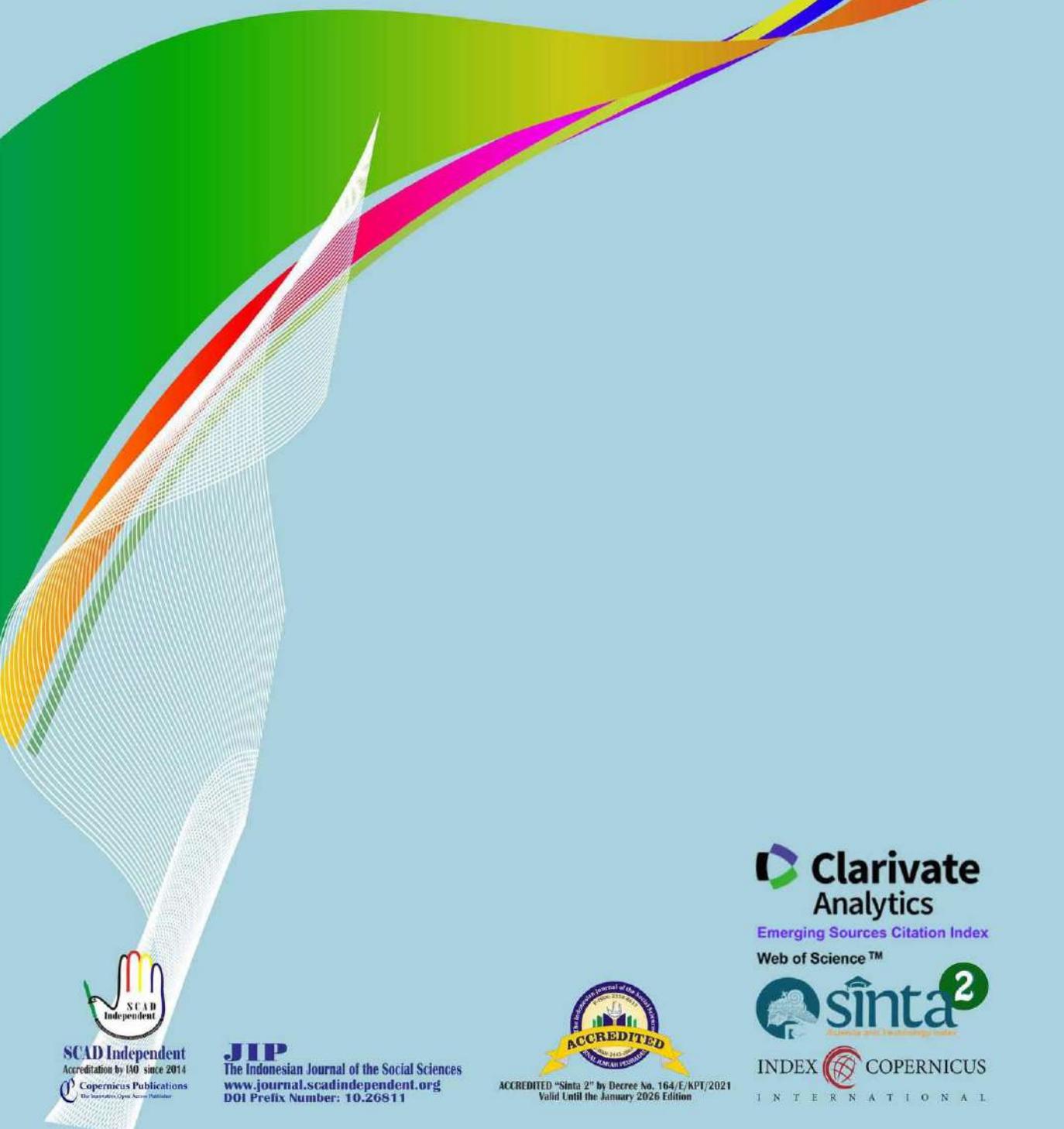


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**The Effect of Principal Transformational Leadership
on Teacher's Performance**

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THE EFFECT OF PRINCIPAL TRANSFORMATIONAL LEADERSHIP ON TEACHER'S PERFORMANCE

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Abstract

This study aimed to examine the teacher performance model built on associative causal relationships between exogenous variables and endogenous variables, namely; the effect of a principal's transformational leadership on job satisfaction, the effect of organizational culture, the effect of organizational climate, the effect of principal's transformational leadership to teacher performance, the effect of organizational culture, and the effect of organizational climate. This research was conducted at Junior High School in Banda Aceh City by involving 260 teachers as respondents. The Data collection was done using a questionnaire using a proportional random sampling method. The validity test used Product Moment correlation to test its reliability using the Alpha formula. Before testing the hypothesis, especially before the test was calculated, the analysis requirements included the normality data test and regression linearity test. Based on the analysis of the research hypothesis, it is revealed that a fixed model that describes the structure of causal relationships between principal's transformational leadership, organizational culture, organizational climate, job satisfaction, and teacher performance at Junior Highschool in Banda Aceh City.

Keywords: Teacher Performance; Leadership; Organizational; Principal.



A. Introduction

Junior high school is a formal educational institution for students graduating from elementary schools or Islamic schools to continue their studies to the next level of education. It is regulated under Government Number 17 of 2010 concerning Management of Education Implementation in Article 17, Paragraph (3) states that primary education, including Junior High School, aims to build a foundation for the development of the potential of students to become human beings (Komara, 2017). Succeeding a good quality education is based on the performance of qualified, reliable, and professional teachers, who have the dedication and responsibility for implementing the learning process that determines the quality of teaching and learning process (Huda, M., 2018).

Education in Aceh faces several problems. Indeed, when compared to education in 33 other provinces in Indonesia, indicators of the education level of Aceh's population such as gross enrollment rate (GER), literacy rate (LR), the average length of schooling (ALS), and pure enrollment rate (PER) have already much better and even above the national level. However, the quality of Aceh's education is still inferior (Muluk & Habiburrahim, 2018). In addition, the Aceh government has also not been able to realize equitable development of the education sector between districts/cities in Aceh. The low level of GER, LR, ALS, and PEM in some districts/cities in Aceh, especially recently divided districts, has caused the level of community poverty in the region to be very high, which exceeds 20% or above the national poverty rate, 14.44 (Sartiyah, Hartoyo, Syaukat, & Oktaviani, 2017).

Aceh received the third most significant allocation of development funds in Indonesia, namely IDR 11.9 trillion in 2010 and 9.6 trillion in 2011. However, a minimum allocation of 20% of the Budget of Revenue Expenditures (APBA) to advance education has not been able to enhance the quality of Aceh's education (Sulaiman, 2015). The Human Development Index (HDI) of Aceh dropped from rank 17 in 2009 to rank 27 in 2010, one of which was due to the low quality of education in Aceh (Musdiani, M., Mardhatillah, M., & Khausar, K., 2019). Based on data from the National



Education Standards Agency (NESA) of the Ministry of National Education (2012), the graduation rate of junior high school students in Aceh in 2012 reached 99.42% (21 national rankings) and MTs 99.27% (rank 26). Graduation of high school students majoring in natural sciences 99.75% (rank 23) and high school majoring in social studies 98.81% (national rank 25). The graduation rate of Islamic school students majoring in Natural Sciences is 99.78% (ranked 17), and majoring in Social Sciences is 98.21% (ranking 18). Moreover, the graduation rate at the vocational school is 98.59% (ranking 26) in 33 provinces in Indonesia (Faisal, Nurhafni, Murdiana, & Zulhilmi, 2018).

Based on the passing grade of the National Examination, Aceh's education ranking has been very encouraging. In 2015, junior high school SMP/ MTs graduation reached 99.38%, senior high school SMA / MA IPA 99.76%, and IPS SMA/ MA reached 98.89%, with 21 rankings from all provinces in Indonesia. However, if it compares these achievements with the competitiveness of graduates, there is a contradiction. Ranking grades obtained by SMA/ MA/ SMK who joined State University Entrance Selection (SMPTN) in various tertiary institutions throughout Indonesia in 2015 for Natural Sciences ranked 31 (under Papua province), and for Social Sciences ranked 25th (Ferdhiana, Amri, & Abidin, 2019).

The Low Level of Teacher Competency Test (TCT) for Aceh Province in 2016 is alarming. From the TCT results, both the Initial Competency Test (ICT) of teachers before certification and the TCT results after going through Teacher Education and Professional Training (TEPT), this data showed that the average score of the Aceh Provincial TCT was far below the national average, namely 36.1 in the ICT. Meanwhile, the national average is 42.55. The final TCT score for Aceh was deficient, at 37.62. Meanwhile, the national average is 43.84. Aceh only ranked 28th in the ICT with this value, and its ranking dropped to 32nd in the TCT (Rahmi, Fitriati, & Fachraini, 2019). The quality and performance of teachers significantly influence the quality of students. If the Teacher's performance is good, the student's results can be better (Fitriansyah, Fatinah, & Syahril, 2020).



Conversely, if the quality of teacher performance is low, the quality of students will also be below.

Various factors affect the performance of the Teacher, both internal and external. In this study, the factors that influence performance are the principal's transformational leadership, organizational culture, and organizational condition—meanwhile, the factors from internal the teacher job satisfaction. The correlation between each factor on performance will be discussed in this study.

B. Method

The method used in this research is quantitative research with ex post facto research (Kerlinger, 1979). Provides a limitation that non-experimental researchers are systematic empirical studies in which scientists cannot directly control their independent variables because their manifestations have arisen or because the nature of the variables does indeed cover the possibility of manipulation. To analyze one variable with another variable, using path analysis. The population in this study were teachers at junior high schools in Banda Aceh, which consisted of 9 districts and had 739 teachers as the population in this study. While the sampling technique uses the formula of Slovin through the formula:

$$n = \frac{N}{1 + (N \cdot d^2)}$$

n = Sample size

N = Population

d = degree of error

For the population, N = 739, and the degree of error d at 0, 05, obtained the number of samples:

$$\begin{aligned} & \frac{739}{1 + (739 \cdot (0,05)^2)} \\ & n = \frac{739}{2,8475} \\ & n = 259,52 \\ & n = 260 \end{aligned}$$



C. Result and Discussion

1. Result Normality test

The normality test compares the most significant Liliefors values as calculated Liliefors (L counts) and Liliefors table values (L tables) at the real level $\alpha = 0.05$. Based on the test results, the normality of data distribution of each variable, namely Transformational Leadership (X1), Organizational Culture (X2), Organizational Climate (X3), Job Satisfaction (X4), and Teacher Performance (X5), as shown in the table below.

Table 1. Summary of Calculation for Normality of Liliefors Test

No.	Variable	N	L Count	L Table	Note
1	X 4 over X 1	260	0.0414	0.0549	Normal
2	X 4 over X 2	260	0.0370	0.0549	Normal
3	X 4 over X 3	260	0.0543	0.0549	Normal
4	X 5 over X 1	260	0.0212	0.0549	Normal
5	X 5 above X 2	260	0.0544	0.0549	Normal
6	X 5 above X 3	260	0.0546	0.0549	Normal
7	X 5 above X 4	260	0.0422	0.0549	Normal

The result shows that the calculated variable L count < L table (5%). It means the distribution of data comes from normally distributed populations. Thus it can be determined that the distribution of variable data did not deviate from the normal distribution.

2. Linearity Test and Meaning of Regression Equations

Table 2. Summary of Linearity Test and SPSS Meaning Tests

No	Variables	Linearity Test			Significance Test of Regression		
		F h	Sig	Status	F h	Sig	Status
1	X 4 over X 1	1,155	.246	Linear	93,965	0,000	Means
2	X 4 over X 2	.873	0.670	Linear	16,186	0,000	Means
3	X 4 over X 3	1,037	0.417	Linear	43,255	0,000	Means
4	X 5 over X 1	.982	0.512	Linear	69,155	0,000	Means
5	X 5 above X 2	0.823	0.743	Linear	22,414	0,000	Means
6	X 5 above X 3	1,149	.247	Linear	46,192	0,000	Means
7	X 5 above X 4	1,321	0.091	Linear	169,903	0,000	Means



Based on the results in table 2, for the linearity test of F_h values, significance ($\text{sig.}) > 0.05$, the exogenous variable pairs with endogenous variables have a linear relationship. While the regression significance test can be seen from the F_h value of exogenous variable pairs with endogenous variables having a significance value ($\text{sig.}) < 0.05$, the regression coefficient is significant. Therefore, the results of the analysis conclude that all forms of regression are linear and significant at the significance level $\alpha = 0.05$.

3. Requirements Analysis Test

The results of the requirements analysis test showed that the data of each variable had met the requirements for the research hypothesis. Table 3 presents the correlations between variables as follows.

Table 3. Correlations between Research Variables (SPSS)

		X 1	X 2	X 3	X 4	X 5
X 1	Pearson Correlation	1	.109	.248 **	.517 **	.460 **
	Sig. (2-tailed)		.080	.000	.000	.000
	N	260	260	260	260	260
X 2	Pearson Correlation	.109	1	.178 **	.243 **	.283 **
	Sig. (2-tailed)	.080		.004	.000	.000
	N	260	260	260	260	260
X 3	Pearson Correlation	.248 **	.178 **	1	.379 **	.390 **
	Sig. (2-tailed)	.000	.004		.000	.000
	N	260	260	260	260	260
X 4	Pearson Correlation	.517 **	.243 **	.379 **	1	.630 **
	Sig. (2-tailed)	.000	.000	.000		.000
	N	260	260	260	260	260
X 5	Pearson Correlation	.460 **	.283 **	.390 **	.630 **	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	260	260	260	260	260

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation coefficient calculation between the variables above, the path coefficient can be calculated based on the sub-structure.



The correlation analysis and path analysis results between exogenous and endogenous variables are shown in table 4 below.

Table 4. Summary of Correlation Analysis Results and Path Analysis

Hypothesis Number	Correlation coefficient	Path coefficient	t count	Sig.	Note
1	r 1 4 = 0.517	p 4 1 = 0.440	8,482	0.014	Means
2	r 24 = 0.243	p 42 = 0.152	2,975	0.003	Means
3	r 34 = 0.379	p 43 = 0.243	4,636	0,000	Means
4	r 1 5 = 0.460	p 5 1 = 0.175	3,251	.001	Means
5	r 25 = 0.283	p 52 = 0.127	2,663	0.008	Means
6	r 35 = 0.390	p 53 = 0.153	3,054	0.002	Means
7	r 45 = 0.630	p 54 = 0.451	7,861	0,000	Means

* All significant correlation coefficients {t arithmetic greater than t table (5%) = 1,960}

Based on the calculation on the table, it turned out the value of the arithmetic seventh path coefficient was greater than the t table at $\alpha = 0.05$, which can be expressed seventh significant path coefficient; the path can be described as follows:

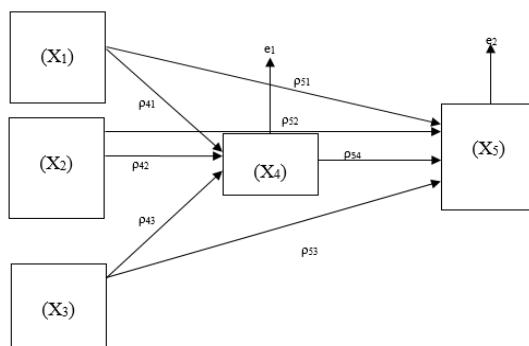


Figure 1. Research Variable Path Diagram

4. Discussion

The discussion starts with an explanation of the results of the Liliefors Test. The result shows that the calculated variable L count < L table (5%). It means the distribution of data comes from normally distributed populations. Meanwhile, the results in table 2, for the linearity test, of F_h values, significance (sig.) > 0.05, the exogenous variable pairs with endogenous variables have a linear relationship. While



the regression significance test can be seen from the F_h value of exogenous variable pairs with endogenous variables having a significance value (sig.) <0.05 , the regression coefficient is significant. In addition, the calculation of the correlation coefficient between the variables, the path coefficient can be calculated based on the sub-structure. The correlation analysis and path analysis results between exogenous and endogenous variables show that all significant correlation coefficients t arithmetic greater than t table ($5\% = 1,960$). It means that the value of the arithmetic seventh path coefficient is greater than the t table at $\alpha = 0.05$.

Based on the results of a theoretical study and the analysis of the structure of associative causal relationships between exogenous variables with endogenous variables of performance, the Teacher Performance Model is perfectly appropriate for data to be implemented adaptively at the junior high school of Banda Aceh.

This model can be used as an effective method to improve teacher performance by taking into account the dominant indicators of each of the exogenous and endogenous variables of the research results, which describe in figure 2:

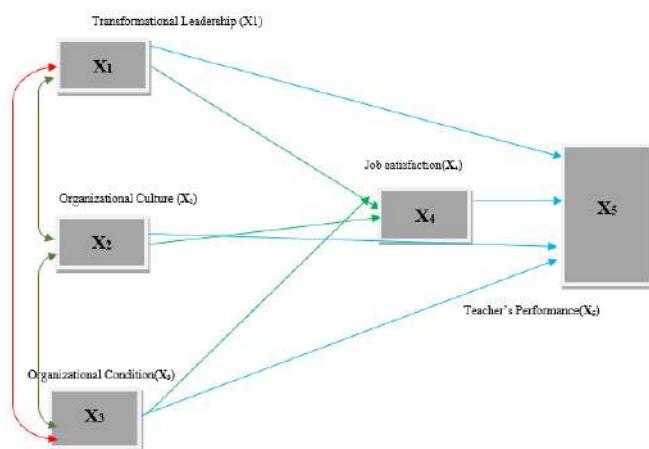


Figure 2. Teacher's Performance Development Model

The findings of the study revealed that the satisfaction with the work of teachers at junior high school in Banda Aceh is the most influential to the

improvement of the Teacher's performance; satisfaction with the work of Teachers, transformational leadership head of the school, the climate organization of the school and the cultural organization of the school. The study results also explained that the culture of the organization of the school has an effect that is relatively slight on the performance of teachers at junior high school in Banda Aceh.

D. Conclusion

The result of this study shows the variable that has been analyzed to determine the influence factor of teacher performance at junior high school of Banda Aceh city revealed a direct positive effect from the Transformational leadership, Organizational Culture, and The organizational condition on job satisfaction of Teacher in junior high school which is posed as the objective analysis of this study. The results of a theoretical study and the results of the analysis of the structure of associative causal relationships between exogenous variables with endogenous variables of performance, the Teacher Performance Model is perfectly appropriate for data to be implemented adaptively at the junior high school of Banda Aceh.

It is proven by comparing the most significant Liliefors values and Liliefors table. The result shows that the calculated variable L count < L table (5%). Meanwhile, for the linearity test, of F_h values, significance (sig.) > 0.05 , the exogenous variable pairs with endogenous variables have a linear relationship. While the regression significance test can be seen from the F_h value of exogenous variable pairs with endogenous variables having a significance value (sig.) < 0.05 , the regression coefficient is significant. Moreover, the correlation analysis and path analysis between exogenous variables and endogenous variables are shown all significant correlation coefficients t arithmetic greater than t table (5%) = 1,960. It means that the value of the arithmetic seventh path coefficient is greater than the t table at $\alpha = 0.05$.

The findings of the study revealed that the satisfaction with the work of teachers at junior high school in Banda Aceh is the variable that is



most influential to the improvement of the Teacher's performance; satisfaction with the work of Teachers, transformational leadership head of the school, the climate organization of the school and the cultural organization of the school.

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