

Transformational School Leadership in Enhancing Teacher Performance

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Abstract

This study aims to determine the effect of madrasah head leadership on teacher performance at MTs Nurul Iman Tanjung Morawa. The approach used is quantitative with survey method, involving 37 teachers as respondents. The instrument used was a Likert scale questionnaire, and the data were analyzed using a simple regression test. The results showed that there was a significant influence between the leadership of the madrasah head and teacher performance with a significance value of $0.006 < 0.05$ and a calculated T value of $2.971 > T \text{ table } 2.040$. However, the coefficient of determination (R Square) is only 0.216, which indicates that the effect is still relatively low. This finding indicates the need for madrasah principals to strengthen their leadership roles according to transformational leadership indicators, such as providing inspirational motivation, paying attention to teachers' individual needs, creating a shared vision, and encouraging professional development through training, seminars, and active involvement of teachers in the decision-making process.

Keywords: *Leadership; Transformational; Principal; Teacher Performance*

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala madrasah terhadap kinerja guru di MTs Nurul Iman Tanjung Morawa. Pendekatan yang digunakan adalah kuantitatif dengan metode survei, melibatkan 37 guru sebagai responden. Instrumen yang digunakan berupa angket skala Likert, dan data dianalisis menggunakan uji regresi sederhana. Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan antara kepemimpinan kepala madrasah dan kinerja guru dengan nilai signifikansi $0,006 < 0,05$ dan nilai T hitung $2,971 > T \text{ tabel } 2,040$. Namun, nilai koefisien determinasi (R Square) hanya sebesar 0,216, yang menunjukkan bahwa pengaruh tersebut masih tergolong rendah. Temuan ini mengindikasikan perlunya kepala madrasah untuk memperkuat peran kepemimpinannya sesuai indikator kepemimpinan transformasional, seperti memberikan motivasi inspiratif, memperhatikan kebutuhan individual guru, menciptakan visi bersama, dan mendorong pengembangan profesional melalui pelatihan, seminar, dan keterlibatan aktif guru dalam proses pengambilan keputusan.

Kata Kunci: *Kepemimpinan; Transformasional; Kepala Sekolah; Kinerja Guru*

Introduction

School leadership is a strategic factor that is very decisive in directing the vision, culture and quality of education in the school environment. In recent decades, there has been a paradigm shift in leadership from an administrative approach to a more participatory, inspirational and transformative leadership model (Litz & Blaik-Hourani, 2020). Transformational leadership emerged as a model that is considered capable of answering the challenges of contemporary education because it emphasizes building strong relationships, sharing a common vision, and encouraging continuous innovation in the learning process (Arifin et al., 2024).

Phenomena in the field show that many schools face serious challenges in improving the quality of learning and teacher performance. Lack of motivation, lack of continuous training, and authoritative leadership style are obstacles to achieving optimal learning outcomes. In this context, transformational school principals are considered to have an important role in creating a supportive work environment, empowering teachers, and encouraging them to develop professionally and personally. This inspiring leadership is key in building an adaptive and collaborative school culture (Lamm et al., 2021).

The problem that is the focus of this study is the low performance of teachers which is often rooted in weak support from school management. Many teachers feel that they do not receive enough attention in terms of self-development, performance rewards, and involvement in decision-making (Basri et al., 2024). Transactional or administrative leadership is no longer adequate to answer the complexity of teachers' duties in facing the dynamics of 21st century education. Therefore, it is important to examine how the implementation of transformational leadership by school principals can be a strategic solution to improve teacher performance across the board (Lo et al., 2020).

Several previous studies have explored the relationship between leadership style and teacher performance at various levels of education. However, research that specifically highlights the context of madrasahs, especially Madrasah Tsanawiyah as a medium-level Islamic educational institution, is still limited. In fact, madrasahs have distinctive institutional characteristics, where the principal plays the role of not only a manager, but also a moral and spiritual role model. This makes the application of transformational leadership in madrasahs have a more complex and interesting dimension to be researched. This study aims to analyze the extent to which transformational leadership practices carried out by the principal at MTs Nurul Iman, Tanjung Morawa have an effect on improving teacher performance.

Method

This study uses a quantitative approach with a descriptive survey method. The purpose of this approach is to find out the extent of the

influence of the variables studied in a measured manner through data collected using a questionnaire instrument based on the Likert scale. This scale is designed to measure respondents' perceptions, attitudes, and responses to the variables studied in the form of statements with five answer choices, from strongly agree to strongly disagree.

The population in this study is all teachers at MTs Nurul Iman Tanjung Morawa. The sampling technique was carried out in total sampling, because the number of teachers was no more than 50 people. The research sample was 37 teachers, representing the population as a whole. Data collection was carried out by distributing a closed questionnaire to respondents. The questionnaire instrument was tested first to determine its validity and reliability using the Pearson Product Moment validity test and the Cronbach's Alpha reliability test.

Next, the data was analyzed using SPSS software version 25. Data analysis includes:

1. Normality test with the Kolmogorov-Smirnov method to determine the distribution of data,
2. Homogeneity Test to ensure variance similarity,
3. Linearity test to ensure a linear relationship between variables,
4. Pearson Correlation test to measure the strength and direction of relationships between variables,
5. Simple Linear Regression Test to determine the influence of independent variables on dependent variables,
6. The t-test to determine the significance of the influence partially, and
7. Coefficient of Determination (R^2) test to see the contribution of free variables to bound variables.

All tests were performed with a significance level of $\alpha = 0.05$. The results of this test are used to answer hypotheses and draw conclusions objectively based on empirical data obtained in the field.

Results and Discussion

The leadership variables of madrasah heads were measured from the results of a questionnaire distributed to 34 respondents, including madrasah heads and teachers at MTS. Nurul Iman Tanjung Morawa. The results of the questionnaire that have been filled out are then collected, processed, scored and finally analyzed. To determine the frequency to make it easier to calculate the percentage by using the formula: $P = F/N \times 100\%$.

From the results obtained, the magnitude of the correlation between the x and y variables is 0.465. If interpreted using the r table at a significance of 5% and $n=34$, then the magnitude of the r table is 0.339. The measuring tool is declared valid if r is calculated $> r$ table. This shows that $0.465 > 0.339$. The level of relationship between variables X and Y which produced a value of 0.465 was in the medium category.

Instrument Reliability Test

Testing Criteria		
Reference value	Nilai <i>Cronbach's Alpha</i>	Conclusion
0,60	0,873	Reliabel

Results of Teacher Performance Reliability Test

Testing Criteria		
Reference value	Nilai <i>Cronbach's Alpha</i>	Conclusion
0,60	0,868	Reliabel

Normality Test

		Unstandardized Residual
N		34
Normal Parameters ^{a,b}	Mean	,0000000
	Hours of deviation	2,99731859
Most Extreme Differences	Absolute	,125
	Positive	,095
	Negative	-,125
Test Statistic		,125
Asymp. Sig. (2-tailed) ^c		,196
Monte Carlo Sig. (2-tailed) ^d	Itself.	,191
	99% Confidence Lower Bound	,181
	Interval Upper Bound	,201

Results of the Linearity Test

ANOVA Table

		Sum of Squares	df	Mean Square	F	Itself.
Performance Between Groups	(Combined)	199,398	8	24,925	3,484	,008
	Linearity	81,795	1	81,795	11,432	,002
	Deviation from Linearity	117,603	7	16,800	2,348	,055
	Within Groups	178,867	25	7,155		
Total		378,265	33			

Homogeneity Test

Levene Statistic					
			df1	df2	Itself.
QuestionnaireBased on Mean Results		,768	1	66	,384
	Based on Median	,842	1	66	,362
	Based on Median and with adjusted df	,842	1	64,998	,362
	Based on trimmed mean	,813	1	66	,370

Partial Test (T-Test)

Coefficients^a

Unstandardized Coefficients			Standardized Coefficients		
Model	B	Std. Error	Beta	t	Itself.
1 (Constant)	17,601	6,165		2,855	,007
Leadership	,498	,168	,465	2,971	,006

Results of the Summary Model Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,465 ^a	,216	,192	3,044

1. Predictors: (Constant), Leadership of madrasah heads
2. Dependent Variable: Kinerja Guru

Discussion

The Leadership of Madrasah Heads on Teacher Performance at MTS. Nurul Iman Tanjung Morawa

Based on the exposure of the results of the research that has been explained, it shows the influence of the leadership of the head of the madrasah on the performance of teachers at MTS. Nurul Iman Tanjung Morawa. This is evidenced by testing the hypothesis in the form of a partial test (T-test) through two ways, namely, First, comparing the calculated T value with the T table. Second, compare the significance value with 0.05. The first way shows the result of T calculating $2.971 > T \text{ table } 2.040$, then H_0 is rejected and H_a is accepted, meaning that there is an influence between variable X (Leadership of madrasah heads) and variable Y (Teacher performance). The second method shows the result of a significance value of 0.006. This shows $0.006 < 0.05$, then H_0 is rejected and H_a is accepted, meaning that there is an influence between variable X (Leadership of madrasah heads) and variable Y (Teacher performance). Then to find out the magnitude of the influence of the leadership of the head of the madrasah on the performance of teachers at MTS. Nurul Iman Tanjung Morawa through the determination coefficient. The result of the

R Square value (determination coefficient) is 0.216 which means that the influence of variable X (Leadership of madrasah heads) on variable Y (Teacher performance) is 21.6%.

Madrasah Head's Strategy to Improve Teacher Performance in Leadership at MTS. Nurul Iman Tanjung Morawa

To deepen the findings of the questionnaire, the researcher conducted interviews with madrasah heads and teachers. The following is a summary of the results of the interview: The results of the interview with the head of the madrasah, Mr. Syakir Naim Siregar "Every time I enter the new school year, a week before the learning process takes place, the strategy I do in improving teacher performance is to make workshops or training for teachers. The goal is for teachers to better understand and be able to develop themselves in following the development of the current educational process. Then in making a decision, I held a teacher council meeting. In this case, I provide opportunities for teachers to provide ideas, suggestions and criticisms on how the program can be implemented properly"⁵³

The statement of the head of the madrasah is in line with the results of the interview with Mr. Muhammad Arsyad, "I feel directly the training given by the head of the madrasah. Like me in the field of Fiqh or teachers in other fields. In addition, madrasah heads often provide motivation to teachers. Sometimes, there are times when teachers experience a decline in their performance, so with this motivation, the teacher's performance will increase again."

The above statements are in line with the findings of the questionnaire which indicated that 79.4% answered strongly in agreement and 20.6% answered in agreement with the statement of the questionnaire variable X number 6, namely "the head of the madrasah supports teachers to take part in training and seminars". Then 50% of respondents strongly agreed and 50% agreed with the statement of the questionnaire variable X number 1, namely "the head of the madrasah always involves the teacher in the decision-making process". This shows that it is true that the leadership of the madrasah head has a positive impact, namely the madrasah head succeeds in creating a conducive work environment and affects the performance of teachers at MTS. Nurul Iman Tanjung Morawa.

Conclusions

The results of the T test show that the leadership of the madrasah head has a significant effect on teacher performance at MTs Nurul Iman Tanjung Morawa ($T \text{ count} = 2.971 > T \text{ table} = 2.040$; $\text{sig.} = 0.006 < 0.05$). The magnitude of the effect is 21.6%, including in the low category. However, the madrasah head has demonstrated a transformational role by supporting the improvement of teacher performance through training, seminars, and active involvement of teachers in decision making, which is an important step in strengthening teacher professionalism.

This finding indicates that although the quantitative magnitude of influence is still relatively low, the leadership approach applied has great potential to be improved through more systematic and sustainable managerial strategies. Therefore, madrasah principals need to continue to strengthen the dimensions of transformational leadership, such as motivational inspiration, intellectual stimulation, idealized influence, and individualized attention, so that the influence on teacher performance can increase significantly and have an impact on the quality of education in the madrasah environment.

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