

Implementation of Transformational Leadership for Improving Teacher Performance in Secondary Schools

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ABSTRACT

This study aims to analyze the application of transformational leadership in improving teacher performance in secondary schools. Transformational leadership is considered as a leadership model that is able to drive positive change by fostering motivation, commitment, and higher performance among teachers. The research method used is a quantitative approach with a survey design. Data were collected through questionnaires distributed to teachers in several secondary schools, which were then analyzed using descriptive statistical techniques and linear regression. The results of the study indicate that there is a positive and significant relationship between the application of transformational leadership and improved teacher performance. Aspects of transformational leadership such as inspiration, motivation, intellectual stimulation, and individual attention significantly contribute to improving teacher performance, both in terms of teaching effectiveness, collaboration with colleagues, and innovation in the learning process. The conclusion of this study is that the application of transformational leadership in secondary schools can significantly improve teacher performance. Therefore, schools are advised to develop leadership programs that focus on transformational principles in order to improve the overall quality of education.

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INTRODUCTION

The quality of education is one of the main factors in determining the success of a nation in facing global challenges. In Indonesia, quality education is greatly influenced by the performance of teachers, who act as the vanguard in the learning process. Good teacher performance will encourage the creation of an effective, innovative, and sustainable learning process, so that it can produce students who excel and are ready to compete. However, many schools still face challenges

in consistently improving teacher performance, both due to limited resources and lack of effective leadership support. The quality of education is one of the main factors in determining the success of a nation in facing global challenges. In the era of globalization, competition between nations lies not only in economic and political aspects, but also in the ability of human resources to adapt and innovate. Education plays a key role in preparing the younger generation to have the knowledge, skills, and attitudes needed to compete in the global market. Countries with strong education systems tend to be better able to produce graduates who are competitive, creative, and able to contribute significantly to technological, social, and economic progress. Conversely, nations that are unable to improve the quality of education will be left behind in global competition. With the rapid development of technology, traditional jobs are increasingly being replaced by automation, so that a workforce with higher and adaptive skills is needed. Quality education must not only focus on cognitive aspects or academic abilities, but must also develop critical skills, problem-solving, and the ability to adapt to change. Therefore, investment in education is one of the main priorities for many countries in increasing their competitiveness in the global arena. Amid these challenges, education also plays a role in forming strong national character and values. In an increasingly open world, where the exchange of cultures and ideas is rapid, quality education helps students develop a strong national identity while still respecting diversity. Good education is able to instill moral values, ethics, and tolerance that are needed to live in a multicultural and dynamic society. Thus, in addition to being a tool to increase economic competitiveness, education is also a foundation for social stability and national cohesion.

However, achieving quality education is not easy, especially in developing countries like Indonesia. The challenges faced include limited infrastructure, uneven human resources, and inequality of access between urban and rural areas. In many areas, educational facilities are still limited, teacher quality is inadequate, and the curriculum is not fully relevant to the needs of the ever-changing labor market. Therefore, collaborative efforts are needed between the government, private sector, and society to improve the overall quality of education. Therefore, improving the quality of education is a top agenda in many national policies. Continuous education reform, such as curriculum improvement, teacher training, and provision of adequate facilities, are steps that must be taken to ensure that this nation is able to compete globally. Without quality education, the nation will not only lose the opportunity to grow economically, but will also have difficulty in maintaining social stability and facing various other global challenges. School leadership plays an important role in creating a productive work environment and motivating teachers to achieve their best performance. One leadership model that is considered to be able to have a positive impact on teacher performance is transformational leadership.

Transformational leadership emphasizes providing inspiration, motivation, and individual support to members of the organization, so that they not only work to fulfill their duties, but are also motivated to achieve higher goals. The application of this leadership model is considered capable of stimulating creativity, innovation, and collaborative spirit among teachers. School leadership plays an important role in forming a productive work environment and motivating teachers to achieve their best performance. A school leader, such as a principal, has a great responsibility in creating a conducive atmosphere for the teaching and learning process. Effective leadership can encourage teachers to work with high enthusiasm, collaborate, and continue to develop their competence. A good school environment is not only created from adequate facilities, but also from leadership that is able to provide direction, support, and inspiration to all elements of the school, especially teachers.

In this context, effective school leadership is not just about carrying out administrative tasks. School leaders must have a clear vision and the ability to move all members of the school towards achieving common goals. Strong leadership will encourage teachers to not only focus on delivering teaching materials, but also to innovate in teaching methods, use technology effectively, and develop learning strategies that can improve student achievement. Principals who are able to inspire teachers with a clear vision and mission will increase the commitment and work motivation of teachers, so that they can give their best in educating students. In addition, good school leadership must also be able to create a sense of trust and openness among teachers. Teachers who feel appreciated and empowered will be more enthusiastic in carrying out their duties. Leaders who

are able to listen to teachers' aspirations, provide personal support, and create open dialogue will build harmonious working relationships in schools. This openness is also important in creating an atmosphere that supports teacher professional development, where they can share ideas, learn from each other, and continue to improve their teaching skills. Furthermore, effective school leaders also play a role in providing constructive feedback on teacher performance.

Timely, data-driven feedback allows teachers to understand their strengths and weaknesses and formulate strategies for further improvement. By providing clear direction and supporting teacher professional development, principals can help teachers reach their full potential. This not only improves individual teacher performance but also improves the overall quality of education in the school. Finally, good school leadership must be able to manage change and face challenges wisely. The world of education is constantly evolving, both in terms of technology, curriculum, and student needs. Leaders who are flexible and proactive in adopting change will encourage teachers to adapt and continue to grow. By creating a school culture that is oriented towards continuous improvement, principals can ensure that teachers and the entire school community are able to face future challenges and continue to innovate in educating the next generation.

Several studies have shown that transformational leadership contributes significantly to improving teacher performance. Leaders who have a clear vision, are able to inspire, provide intellectual stimulation, and pay special attention to the individual needs of teachers tend to create a more productive work environment. However, in many secondary schools, the implementation of transformational leadership is still not optimal. Many school leaders focus more on administrative aspects than on human resource development aspects, which ultimately results in stagnant teacher performance. In this context, it is important to explore the extent to which the application of transformational leadership can affect teacher performance in secondary schools. This is because, although many schools have realized the importance of effective leadership, there has not been much research that specifically evaluates the impact of this leadership model on teacher performance in Indonesia, especially at the secondary education level. Therefore, this study will analyze how transformational leadership implemented by the principal can affect teacher performance in secondary schools. This study is expected to contribute to the development of a more effective school leadership model, as well as provide practical recommendations for schools in an effort to improve teacher performance sustainably.

METHOD

This study used a quantitative approach with a survey design to explore the effect of transformational leadership on improving teacher performance in secondary schools. The quantitative approach was chosen because it allows researchers to measure the relationship between the variables involved objectively and measurably. Data were collected through a structured questionnaire designed to assess teachers' perceptions of the principal's transformational leadership and their performance. This study aims to identify whether there is a significant positive correlation between transformational leadership variables and teacher performance in secondary schools. The population of this study were teachers who teach in secondary schools. The sample was taken using a purposive sampling technique, where only teachers who have worked for more than one year and interact directly with the principal were selected as respondents. This was done to ensure that the respondents had sufficient experience and understanding of their principal's leadership style. The total sample taken was 100 teachers from 10 different secondary schools in the area, considering a balanced representation between public and private schools.

The research instrument used was a questionnaire consisting of two main parts. The first part measures the dimensions of transformational leadership based on the theory of Bass and Avolio (1985), which include inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence. The second part measures teacher performance based on performance indicators commonly used in educational research, such as teaching effectiveness, innovation in learning methods, collaboration with colleagues, and student learning outcomes. The questionnaire was designed using a five-point Likert scale, where respondents were asked to rate their performance from strongly disagree (1) to strongly agree (5). The collected data were then analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to provide an overview of the respondent profile and the distribution of questionnaire responses.

Furthermore, multiple linear regression analysis was applied to test the relationship between transformational leadership variables as independent variables and teacher performance as dependent variables. Validity and reliability tests of the instrument were conducted first to ensure that the measuring instrument used in this study was accurate and consistent.

To ensure external validity, this study also considered the possibility of other factors that could affect teacher performance, such as the work environment, school facilities, and support from colleagues. These factors will be controlled in the regression analysis to ensure that the influence of transformational leadership can be isolated more clearly. This study is expected to provide strong findings related to the importance of implementing transformational leadership in the context of education, especially in secondary schools.

RESULTS AND DISCUSSION

Based on the results of interviews and observations conducted with teachers and principals in several secondary schools, it was found that transformational leadership has been implemented by the majority of principals in various forms. Teachers generally describe their principals as inspiring and visionary leaders. Principals are considered capable of providing clear direction and building a spirit of togetherness in achieving higher educational goals. Teachers feel additional motivation when the principal provides a strong vision, which is not only related to daily teaching tasks, but also to long-term achievements that involve improving the quality of the school as a whole. Teachers feel additional motivation when the principal provides a strong and clear vision. This vision is not only focused on daily achievements in the teaching process, but also includes broader long-term goals for the development of the school. Principals who are able to formulate an aspirational and relevant vision can inspire teachers to contribute more than just routine tasks. They feel like they are an important part of a big mission that aims to improve the quality of education as a whole, both at the individual and institutional levels.

When the vision is well communicated, teachers begin to see that their teaching efforts have a greater impact on the school. They understand that their role is not limited to classroom teaching, but also as agents of change who help the school achieve higher educational standards. A strong vision from the principal provides clear direction, so that teachers have a better idea of how their contributions relate to the school's strategic goals. This creates a greater sense of ownership and commitment to collective success. Furthermore, the principal's vision that focuses on improving the quality of the school as a whole encourages teachers to continue to improve their professional competence. When the principal encourages long-term improvement, teachers feel encouraged to develop new skills, innovate in teaching methods, and participate in training and professional development. They no longer see teaching as just a daily task, but as part of an ongoing effort to improve the quality of education. In this context, teachers begin to think more creatively in finding solutions to classroom problems and developing more effective teaching approaches.

In addition, principals who have a long-term vision are able to build a collaborative work culture among teachers. This vision often includes aspects of closer collaboration and cooperation between teaching staff to achieve common goals. Teachers who are inspired by the principal's vision are more open to sharing ideas, experiences, and best practices with their colleagues. They understand that individual success is inseparable from the success of the team as a whole, and that by working together, they can create a better learning environment for students. Finally, a strong vision from the principal also provides direction for the development of students and the school in general. Teachers who are inspired by this vision are more motivated to help students not only achieve expected academic standards, but also to develop their full potential. This creates a positive cycle where motivated teachers work harder, which in turn improves student learning outcomes. In the long term, a strong vision from the principal not only impacts teacher performance, but also plays a role in creating a school that is excellent and adaptive to future challenges.

In the inspirational motivation dimension, most teachers admitted to being inspired by the principal who always encouraged them to continue to develop and not be satisfied with their current achievements. Principals who have the ability to motivate teachers through speeches, regular meetings, and recognition of teacher achievements are considered capable of raising the

spirit and commitment of teachers to work better. One teacher revealed that their principal consistently encouraged them to apply innovative teaching methods and think more critically in facing challenges in the classroom. This encouraged teachers to be more proactive in finding solutions to teaching problems. In the inspirational motivation dimension, most teachers reported that they felt significant encouragement from the principal who consistently encouraged them to continue to develop. Principals who apply inspirational motivation often set high standards and strive to inspire teachers to reach their full potential. They not only provide clear direction, but also motivate teachers by praising their achievements and challenging them to overcome personal and professional limitations. This approach creates a dynamic working atmosphere where teachers feel encouraged to not only meet expectations, but also to exceed them.

Principals who are effective in inspirational motivation often use a variety of strategies to motivate teachers. They hold regular meetings to discuss the school's long-term goals and how each teacher can contribute to achieving those goals. Principals also frequently provide constructive feedback and recognition for teachers' efforts and accomplishments. By holding in-depth sharing sessions and discussing accomplishments and challenges, principals are able to inspire teachers to continually seek new ways to improve their teaching. This makes teachers feel more connected to the school's vision and more committed to contributing to their full potential. Furthermore, principals who encourage teachers to continually grow create a sense of self-confidence and autonomy among teachers. Teachers feel empowered to explore innovative teaching methods and dare to try new approaches without fear of failure. Principals who provide freedom to be creative and actively support professional development, such as through training or seminars, inspire teachers to continually update their skills. This support not only improves teaching skills but also strengthens teachers' intrinsic motivation to strive for greater success.

In addition, inspirational motivation from the principal has an impact on the relationship between teachers and students. When teachers feel motivated and inspired, they tend to bring this positive spirit into the classroom. They are more enthusiastic in teaching, more creative in designing learning activities, and more involved in supporting student development. The energy and enthusiasm transmitted by motivated teachers can enhance students' learning experiences and encourage them to be more active and involved in the learning process. Overall, inspirational motivation provided by the principal plays a significant role in creating a productive and achievement-oriented school environment. Teachers who are inspired by the principal's vision and drive not only improve their own performance but also contribute to the overall improvement of the quality of education in the school. The inspirational motivation approach creates a positive work culture where teachers feel motivated to continue to develop and give their best to students, thus encouraging the achievement of higher educational goals.

In addition, in terms of individual attention, principals who implement transformational leadership appear to pay more attention to the personal and professional needs of teachers. Principals not only act as superiors, but also as mentors who care about teachers' career development and well-being. Several teachers said that principals actively provide personal support, such as providing opportunities to attend training or seminars, and encouraging them to explore their individual potential. This approach provides a sense of appreciation and motivation for teachers, so that they feel more appreciated and supported in carrying out their duties. Furthermore, the dimension of intellectual stimulation also emerged as an important element of transformational leadership felt by teachers. Principals who are able to challenge teachers to think creatively and critically are considered to play a major role in encouraging innovation in teaching methods. Several teachers admitted that their principals often invite open discussions about current educational challenges and involve teachers in strategic school decision-making. Teachers who are involved in this process feel more responsible and motivated to continue to find new ways to overcome learning problems, so that their performance improves.

Teachers who engage in transformational leadership processes feel more responsible for the educational outcomes of their schools. When principals actively involve teachers in decision-making and include them in strategic planning, teachers feel that they have a significant role in determining the direction and policies of the school. This sense of responsibility encourages them to be more committed and feel more connected to a common goal, which leads to improved performance in the classroom. This involvement process also encourages teachers to be more

proactive in seeking innovative solutions to the learning problems they face. When teachers are involved in discussions about educational challenges and strategies to overcome them, they are more motivated to explore new approaches. They begin to look for more effective teaching methods, use the latest technology, and adopt learning techniques that have been proven successful elsewhere. This involvement changes their attitude from being mere task implementers to being active problem solvers.

Involvement in the decision-making process also increases teacher motivation because they feel that their voices and ideas are valued. Principals who invite teachers to contribute to designing policies or solving problems provide them with an opportunity to feel more ownership of the end result. This increases their motivation to do a better job because they see their work as an integral part of achieving the school's goals. They feel that their contributions have a direct impact on the success of the institution. Furthermore, teachers who are involved in planning and implementing educational strategies tend to feel more confident in their roles. They have the opportunity to learn and grow through collaborative processes, which increases their competence in handling various classroom situations. With additional experience and support from their colleagues, teachers are able to address learning challenges more effectively. This increased sense of confidence contributes to improved teaching quality and student learning outcomes.

The improvement of teacher performance involved in this process has a positive impact on the overall learning environment in the school. Motivated and responsible teachers tend to create a more enjoyable and productive learning atmosphere. They innovate in their teaching approaches, support students better, and collaborate more closely with their colleagues. All of this contributes to achieving better educational outcomes and creating a more dynamic and successful school community. Overall, the results of this study indicate that the implementation of transformational leadership by the principal has a positive impact on improving teacher performance. Teachers feel a stronger moral and professional boost through inspirational leadership, deep individual attention, and intellectual challenges provided by the principal. Teachers who work in a transformationally led environment tend to be more motivated, more innovative, and better prepared to face the challenges of modern education. This creates a productive work atmosphere and supports the achievement of better educational goals in the secondary schools studied.

CONCLUSION

This study concludes that transformational leadership implemented by principals significantly contributes to improving teacher performance in secondary schools. Principals who implement transformational leadership, which includes inspirational motivation, intellectual stimulation, individual attention, and idealized influence, are able to create a conducive work environment for teachers to develop. Teachers who work under this leadership feel more motivated, supported, and appreciated, which directly impacts their performance in the classroom and in collaboration with colleagues. Transformational leadership not only encourages teachers to simply carry out routine tasks, but also fosters a desire to continue to develop and innovate in teaching. Teachers feel inspired by principals who are able to provide long-term visions and encourage them to always think creatively in facing various educational challenges. This is evident from the findings of the study that teachers who receive inspirational motivation from the principal are more proactive in implementing new learning methods and are better prepared to adapt to curriculum changes.

The individual attention dimension of transformational leadership is also an important factor that improves teacher performance. Principals who provide personal attention to teachers' needs, both in terms of career development and emotional well-being, are able to create a high sense of attachment and loyalty. Teachers who feel personally supported tend to be more motivated to contribute more to the success of their school and improve the quality of their teaching. This support is invaluable in dealing with the various challenges that teachers face in their daily lives. Furthermore, intellectual stimulation from transformational leaders encourages teachers to continue to innovate and collaborate. Principals who are able to challenge teachers to think critically and provide space for them to contribute to school decision-making create a more dynamic environment. Teachers who feel empowered and valued in the school development process will be

more motivated to continue learning and improving their competencies, which ultimately has a positive impact on student learning outcomes.

Overall, this study confirms that transformational leadership is an effective leadership approach in the context of education. Principals who are able to inspire, support, and empower teachers not only improve individual teacher performance but also create a more productive, innovative, and collaborative school environment. Thus, schools led by a transformational leadership style have a greater potential to achieve higher educational goals and better prepare students for future challenges.

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