

Analysis of Transformational Leadership and Competence on Education Quality

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Abstract

The problem in this research is how to describe the quality of education, transformational leadership and teacher competence. Data were collected from 34 teachers as respondents. The data were then processed and analyzed using descriptive statistics. The results of the descriptive analysis of the respondents assessed five research variables, namely the total score of the school principal's transformational leadership variable of 69.98% included in the good category, the total teacher competency variable score of 79.56% included in the good category. Thus, it can be concluded that these four independent variables are really needed in Cluster I Elementary Schools, North Insana District, North Central Timor Regency in order to improve the quality of education.

Keywords: *Education Quality, Transformational Leadership and Competence*

Introduction

Wibowo (2014: 55), states that transformational leadership is a leadership style that prioritizes providing opportunities and encouraging all elements in the school to work on a value system. If all elements in the school, both teachers, employees, students, and parents are given the opportunity to participate optimally in the school, they will achieve a common goal. Teacher competence is the ability to carry out tasks based on knowledge, skills, and work attitudes to complete certain jobs. Competence is knowledge, skills and basic values that are reflected in habits of thinking and action. The National Standard is a benchmark for the quality of national education as a prerequisite for educational institutions in Indonesia.

There are eight national quality standards, namely content standards, process standards, graduate competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and education standards. The National Standard is a benchmark for the quality of national education as a prerequisite for educational institutions in Indonesia (Hasan, 2021). If national standards are imposed on the education quality of Cluster I Elementary Schools, North Insana District, North Central Timor Regency, the facts found are still far from expectations. This can be seen in the range of student scores starting from the highest, lowest and average student grades in the last three years, namely from

2013 to 2015. In the research that will be carried out at the Cluster I Elementary School, Insana Utara District, many things need to be improved for the development and improving the quality of education. The facts show that the influence of the principal's transformational leadership, teacher competence, the role of school committees and the school environment, are the main obstacles to improving the quality of education.

Literature Review

Burn In Wibowo (2014:64), transformational leadership is a leadership style that prioritizes providing opportunities and encouraging all elements in schools to work on the basis of a noble value system, so that all elements in schools such as teachers, employees Students, parents of students and the community without coercion participate optimally to achieve school goals, namely quality schools. Furthermore, in Berlian (2012:2), Covey (1989) and Peters (1992), a transformational leader has a clear vision, has a holistic picture of how the organization will be in the future when all its goals and objectives have been achieved. This is what confirms that transformational leaders are leaders who base themselves on future ideals. The magnitude of the influence of the principal's transformational leadership on the quality of schools at an A-accredited public elementary school in Cianjur district was obtained at 0.700 (strong correlation), while the effect was 49%. Based on the research findings, it can be concluded that the research hypothesis which states that the principal's transformational leadership has a significant effect on the quality of education. In line with Agustina's opinion (2016) the leadership of the principal has a direct effect on the quality of education.

Mulyasa (2011:26), competence is defined and interpreted as a device of effective behavior related to exploring, investigating, analyzing, thinking, and giving direction to someone to find ways to achieve certain goals effectively and efficiently. In Law No. 14 of 2005 concerning teachers and lecturers, teachers are defined as professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Meanwhile, based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, it is explained that the Teacher Competency Standards are developed as a whole from 4 (four) main competencies, namely: (1) pedagogy, (2) personality, (3) social and (4) professional (Hasan et al., 2021).

There is a clear relationship between teacher pedagogic competence and the evaluation of student learning outcomes which is an indicator of the quality of education. This means that teachers who have pedagogical competence can certainly have a good influence in improving the quality of education in schools. Marinković et al (2012) who say that the quality of a school as an educational institution is strongly influenced by pedagogy and Febrina (2013) which states that the pedagogic competence of teachers has a significant effect on the variable learning outcomes (quality of education). Jumia Elvita, Sumarno and Rusdi (2019)

Principal Transformational Leadership, Pedagogic Competence and Teacher Work Motivation together have a significant effect on the quality of education.

Methods

The type of research used in this research is Explanatory Research. With descriptive analysis. The research location is the Elementary School Cluster I, North Insana sub-district, North Central Timor Regency, East Nusa Tenggara Province, which consists of four schools. The study period was five months from January to May 2016. The population in this study were teachers at four schools in the Cluster I area of North Insana District, with a total of 34 people. The sample is part of the number and characteristics possessed by the population (Sugiyono 2004:91). Furthermore, Riduwan (2012:70), states that the sample is part of the population taken from some data sources and can represent the population. If the subject is less than 100 then the whole is used as a respondent, so the research is a population study. Based on this statement, because the total population spread over four elementary schools in Cluster I, North Insana sub-district was 34 people, all of them were used as research subjects. The data collection in this study was carried out by using the Documentation Study technique and distributing questionnaires. Data collection was carried out using a questionnaire or questionnaire, namely a list of statements given to respondents to collect the required data in accordance with the objectives of this study.

Results and Discussion

Cluster I Elementary School Insana District is a combination of four schools located in the Humusu C Village area, North Insana District, North Timor Tengan Regency. Of the four schools in Cluster I, there are three public schools and one private school. The results of the validity test of the principal's transformational leadership variable research questionnaire (X1) from 5 indicators and 10 statement items were all declared valid because they had a correlation coefficient (r) greater than 0.3. It means that the data obtained from the statement items can be used for this research. The results of the validity test of the teacher competency variable research questionnaire (X2) from 6 indicators and 12 statement items are all declared valid because they have a correlation coefficient (r) greater than 0.3. It means that the data obtained from the statement items can be used for this research. The results of the validity test of the research questionnaire on the education quality variable (Y) of, 8 indicators and 10 statement items were all declared valid because they had a correlation coefficient (r) greater than 0.3. It means that the data obtained from the statement items can be used for this research.

The results of the reliability test in Table 4.7, show that all variables have Cronbach's Alpha values > 0.60 , namely 0.823 for the principal transformational leadership variable (X1), 0.654 for the teacher competency variable (X2) and 0.684 for the variable quality of education (Y).. Thus, all statements regarding the principal's transformational leadership, teacher competence, and quality of

education are reliable, which means that the questionnaire used in this study is a reliable questionnaire and the statement items can be used many times at different times.

The results of the descriptive analysis illustrate that the average respondent at the Elementary School Cluster I, North Insana District, North Central Timor Regency has a good category with a value of 69.98% on the measurement of the principal's transformational leadership variable. This shows that the school principal's transformational leadership in understanding the vision and mission, being able to provide motivation, pleasant working relationships, setting an example and giving trust to teachers is good. Respondents' perceptions of each indicator of the principal's transformational leadership variable indicate that the respondent views the principal's transformational leadership as good. This can be seen in the statements given by the respondents. Of all respondents' responses, indicator 4 is the lowest respondent's perception of 68.14%, namely the indicator of setting an example, while the highest respondent's perception is found in indicator 2 of 71.76% which is found in the indicator of giving motivation.

The results of the statistical analysis of the t-test for the principal's transformational leadership variable (X1) showed the tcount value of 2.255 with a significant value of 0.032 which was smaller than the alpha level used, which was 0.05 (5%), then the decision taken was to reject the null hypothesis (H0). This means that partially the transformational leadership variable of the principal has a positive and significant influence on the variable quality of education at the elementary school Cluster I, North Insana District, North Central Timor Regency. If the principal's transformational leadership is good, the quality of education will increase. Vice versa, if the principal's transformational leadership is poor, the quality of education is low.

The results of the descriptive analysis illustrate that the average respondent at the Elementary School Cluster I, North Insana District, North Central Timor Regency has a good category with a value of 79.56% on the measurement of the teacher competency variable. Of the total 6 indicators and 12 statements submitted, in general, the responses given by the respondents were in the good category. Respondents' perceptions of each indicator of the teacher competency variable indicate that the respondent assesses the teacher's competence as good. This can be seen in the statements given by the respondents. Of the overall respondents' responses, indicator 3 is the lowest respondent's perception of 68.24%, namely the indicator of mastering technology, while the highest respondent's perception is found in indicator 2 of 82.55%, namely designing fun learning. The results of the statistical analysis of the t-test for the teacher competency variable (X2) showed the tcount value of 2.245 with a significant value of 0.033 which was smaller than the alpha level used, which was 0.05 (5%). So the decision taken is to reject the null hypothesis (H0). This means that partially the teacher competence variable has a positive and significant influence on the variable quality of education in the elementary school Cluster I, North Insana District, North Central Timor Regency. If the teacher's competence is good, the

quality of education at the Cluster I Elementary School, North Insana District, North Central Timor Regency will also increase. Vice versa, if the competence of teachers is poor, the quality of education is low.

Conclusions

Based on the results of the previous analysis, it can be concluded that several main things related to this research, the results of the descriptive analysis of the respondents assessed the five research variables, namely the total score of the principal transformational leadership variable (X1) of 69.98% included in the good category and the total score of the teacher competency variable (X2) of 79.56% included in the good category. Thus, it can be concluded that these two independent variables are really needed in Cluster I Elementary Schools, North Insana District, North Central Timor Regency in order to improve the quality of education. The two independent variables of principal transformational leadership and teacher competence have a positive and significant effect on the quality of education. Thus it can be concluded that the four independent variables are important factors for improving the quality of education.

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