

# HEADMASTER'S TRANSFORMATIVE LEADERSHIP RESULTING IN QUALITY PERFORMANCE

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**Abstrac** - This study is aimed at describing the headmaster's transformative leadership as resulted in quality performance. This is a descriptive review using descriptive data from a student's dissertation (Tumiran 2015), specifically on the variable of headmaster's transformative leadership. This study deals with the aspects of charisma, inspiration, intellectual stimuli, and individual considerations. The findings show that the headmaster's transformative leadership divides into 70.64% average and 29.36% below average categories. This implies that the headmaster's leadership of the state elementary school (SD) in the city of Medan remains at the levels of average)

**Key Words:** transformative leadership, headmaster, quality performance

## 1. INTRODUCTION

Essentially, leadership refers to efforts to achieve a goal by using other person. An effective leader is one where members of an organization feel their needs fulfilled, namely work needs, motivation, recreation, health, dress, food, housing and other needs they deserve. To be an effective leader, one is able to arrange developmental strategy for ethical behaviors as a part of the organizational strategy. An effective organization effectively under any organizational circumstances. Further the effective leader forms subordinate's high commitment and loyalties for individually or group needs, support or oppose works autonomously which affect work satisfaction and represent high quality work.

An effective leader, according to Bass (1999) is able to change and motivate followers by (1) making them realize the importance of task results; (2) persuade them to increase team or organizational abilities in comparison with individual needs; and (3) activated there higher needs. A model leader and inspirator are able to change form and motivation of the subordinate by more prioritizing the attainment of organization vision and mission rather than their own interest. Effectiveness of leadership depends on (1) leadership ability to satisfy subordinates' needs; and (2) leaders ability to guide subordinates.

An effective leader delegate tasks as chances for growth and achievement, inspire, empower the subordinate, high involvement, and teams focusing activities on qualities services efficient costs and quantity output of production. There are six characteristic wich distinguish a leader and non-leader, namely (1) spirit and ambition; (2) wish to lead and influence others; (3) honesty and integrity; (4) confidence; (5) smartness; and (6) mastery of tecnical knowledge related to the areas of his responsibility. A leader encouraging organization is a deterministic factor for ethical behavior and climates which encourages organizational members enthusiasm in conducting task and responsibilities. Hersey dan Blanchard (1992:100) states leadership is a process to influence someone's or group activities to achieve goals in certain situation by considering interrelationship between task and human beings.

Acording to Terry and Rue leadership is ability in someone to influece others to do the works. Some definitions of leadership are compiled by expert such as Yukl (2010) as (1) individual behaviors to lead group activities to achieve common goals; (2) more influential activites in guiding organization routinely; (3) someone ability to mobilize institutional resources, politics, psychology, and other sources to arouse, involve and fulfil and members motivations; (4) process to influence group activities in organizational manner to achieve goals; (5) process to achieve goals to collective efforts causing objectives achieved; (6) ability to act outside cultural terms to inisiatie evolution of process changes to gain adaptive situation; (7) process to make others understan benefits of working together with others, understanding and willing to do activities; (8) ways of articulating visons, representing values and creating circumstances to attain something; and (9) individual ability to influence, motivate and make others able to give contribution for the effectiveness and success of organization.

Yukl statement succintly indicates indicate three dimentions, namely (1) ability to infulence others; (2) attainment of works objectives; (3) goal to built organization. It would seem that the role of

the leader is to give effect to explain to his subordinates how to earn rewards (individual goal) as well as the organization's objectives effectively and efficiently using strategies that benefit the organization. It seems that the role of the leader is to influence his subordinates by explaining to them how to earn rewards (individual goal) as well as the organization's objectives effectively and efficiently by using strategies that gives benefits to the organization. Leaders who become an example and inspiration make subordinates aware of the importance of the tasks and be more creative, innovative and productive.

Leadership that is able to change and motivate followers, according to Bass is a candidate for transformational leadership who is able to instill trust, provide job satisfaction, and build organizational commitment. Bass (1999: 9) indicates that transformational leaders have subordinates who gain more satisfaction than non-transformational leaders do as they work in inspiring, stimulating intelektual and pay attention to them individually, the higher the level of maturity and ideal subordinates and achievement of organizational problems. In line with Bass' findings, transformational leadership by Robbins (2008) inspire followers to go beyond their personal interests and are able to bring profound and extraordinary impacts on followers.

Selanjutnya, Goleman, *etc, al.* penelitian terhadap 3.871 eksekutif global ternyata tidak tergantung suasana hati yang senang, tetapi juga dipengaruhi gaya kepemimpinan repertoar (*repertoire leadership*) ada enam, yaitu (1) visioner; (2) pelatih; (3) afiatif; (4) demokratis; (5) ketepatan; dan (6) komando. Furthermore, Goleman, *etc, al* study of 3,871 global executives apparently appear not to be dependent on happy mood, but also to be influenced by six leadership style repertory (*repertoire leadership*), namely (1) visionary; (2) coaches; (3) affiliative; (4) democratic; (5) accuracy; and (6) command.

Griffin's (2004) study on transformational leadership surpasses usual expectations by instilling a sense of mission, stimulating learning experience, inspiring a new mindset in building the organization effectively, has the attributes contextually such changes, dare to take risks, have a culture , a strategy move the organization uses seven key to success (1) trust in subordinates; (2) establish the vision; (3) remain calm; (4) ready to risk-taking; (5) acting as an expert; (6) invite dissent; and (7) simplifies everything

Transformational leadership according to Wick (2006: 591) motivates subordinates', trust, admiration, loyalty, and respect for the leadership. Transformational leaders who are effective according Yukl (2010) has the following attribute of (1) themselves as agents of change; (2) risk-takers who take care; (3) able to articulate a number of core values weigh conduct; (4) flexible and open to the lessons and experience; (5) have cognitive skills; (6) believe the disciplined thinking and problem analysis needs careful; and (7) has a vision that mepercayai their intuition.

Bass, Griffin, Yukl, Bono and Judge share common thoughts, namely to build teams, the growth of empathy, loyalty, character subordinates to leaders individually and in groups effect on job satisfaction and performance. Transformational leaders have a self-concept (1) through the provision of understanding the direction (vision) and expressed high expectations and confidence in the ability bawahan; (2) add a subordinate social identification with their group; (3) affects subordinates through the internalization of values and the involvement of self-employment.

Studies on leadership conducted by experts produce a new leadership theory, but as a social science (immature science) theories often differs from and is even against other theory. Goddess (2014) reveals that transformational leadership contributes significantly to the high level of performance in the educational unit in this case the teacher performance. Dewihis research holds that the positive transformational leadership directly affects the performance of teachers, the higher the transformational leadership proving increasingly higher levels of performance

Transformational leaders indicate behavioral consciousness, sportsmanship, courtesy, generosity and inspire subordinates by values and improve motivation and performance of followers. Furthermore, Surianta (2015) states that transformational leadership and significant effect on teachers' performance, which means that the stronger the transformational leadership the better the performance of the school head teacher. Transformative leader increases contribution of transformational leadership principals, so expectations were high impact on the development of the school. Research Burns stated transformational leaders raise morale, and morale of their subordinates.

Givens (2008) states transformational leadership affects certain characters associated with followers such as empowerment, commitment, efficacy, confidence, job satisfaction, trust, and moitivation. Factors influencing leadership by Yukl (2010) includes (1) criteria for success; (2) the properties of the leader; (3) The power of a leader; (4) the organizational climate; and (5) the

commitment of followers. A transformational leader by Bono and Judge show (1) motivation; (2) job satisfaction; (3) organizational commitment; and (4) increased job performance.

Various views of experts indicate that transformational leadership behaviors inspire others, admiration, able to maintain relationships trust, empowerment, show empathy, friendly with colleagues, caring for the welfare of others, self-actualization, to convince subordinates competency, dramatizes the mission of the organization, demonstrating initiative, beefs up image, projects, insurance, and provides an opportunity to experience success.

Researches and experts' thoughts have demonstrated that transformational leadership affect the members of the organization as a means, expectation fulfillment of quality performance, stimulate subordinates to changes quickly, build competencies subordinate create a working atmosphere have comfortable surroundings, terinspirasi, is satisfied in each individual that improve organizational performance employment and enhance the commitment of subordinates. The influence of transformational leadership contributes greatly to job satisfaction and performance at every level. In transformational leadership these experts have the same build quality into individual subordinate produce a high work output. Referring to this conceptual background of this article examines the "Headmaster's transformative leadership in the resulting quality performance"

## **2. METHOD**

The study applies descriptive reviews with descriptive data end result dissertation study conducted by Tumiran (2015) specifically on the variable transformational leadership principals titled "Influence of Transformational Leadership Principal, Organizational Culture, Organizational Climate and Job Satisfaction Performance Against Teachers SD Negeri Medan ". Research conducted by Tumiran proposed as a condition of obtaining Doctoral education science (dissertation) at the Graduate University of Medan in 2015 where the author as a promoter. The number of samples in this study were 361 respondents, teacher Elementary School (SDN) in Medan.

The research data were obtained by using questionnaires filled by teachers with dimensions of (1) charisma with indicators to (a) provide a vision and a sense of the mission, (b) instill pride, (c) earn respect and trust, dimensions: (2) inspired by the indicators (a) communicate high expectations, (b) use the symbol to focus on the business, (c) illustrates the critical points are simple, the dimension (3) stimulation intelektual with indicator (a) encourage intelligence, (b) rationality, (c) solving the problem carefully, and dimensions (4) consideration of individual indicators: (a) providing personal attention, (b) serves the employee personally, (c) training, (d) advising.

Data analysis developed was elaborated by the present research by using the references and combined with existing data in Tumiran's. Referring to the dimensions and indicators of this study, the focus of the study reviewed research conducted Tumiran transformational leadership is discussing charisma, inspiration, intelektual stimulation and individualized consideration were reviewed and were reviewed descriptively

## **3. RESULTS AND DISCUSSION**

### **3.1. Result**

Data on transformational leadership of headmaster includes charisma, inspiration, intelektual stimulation and individualized consideration. Based on data of the present study, the data (n) on the principal transformational leadership covers 361 with a maximum score of 133, a minimum score of 87, range 46, 110.14 mean and standard deviation of 10.87. The results also showed that the average head of transformational leadership Medan City Elementary School at 110.14 is above the average ideal is 105. Data transformational leadership principals are categorized using Sturges rule consists of 9 classes with as many as five wide interval as described in Table 1 below.

The Mean score of the transformational leadership of the SD headmaster Negeri Medan is 110.14 with a score interval of 111-116 with 79 people (21.88%). The sample with highest frequency is ones in the interval of 111-116 still above average as many as 79 people (21.88%). The frequency of observations are above the Mean to 101 votes (27.98%) categories are more effective and which are under the average amounted to 181 people (50.14%) showed less effective category

By providing guidance for the tendencies as shown in Appendix 6 indicates tendency of transformational leadership variable principals as shown in Table 2 below.

In summary the tendency of the transformational leadership headmaster in this research is based on Table 2 above as there are no respondents who expressed high category of transformational leadership. There are 255 people (70.64%) with transformational leadership principals in Enough

categories, which means under the high category. Then there were 106 people (29.36%) stated that transformational leadership principals in the category of poor or inadequate is not showing leadership ideal.

Table 1. Frequency Distribution Transformational Leadership Principal

No	Class Interval	Frequency Observation	Percentage (%)	Category
1	87 – 92	27	7,48	Extremely Poor
2	93 – 98	35	9,70	Very Poor
3	99 – 104	44	12,19	Poor
4	105 – 110	75	20,78	Low
5	111 – 116	79	21,88	Average
6	117 – 122	47	13,02	Sufficient
7	123 – 128	43	11,91	High enough
8	129 – 134	11	3,05	High
9	135 – 140	0	0	Very High
	Total	361	100	100

Table 2 Level of Transformational Leadership Trends Principal (X1) 3

Class	Interval Grade	Frequency Observation	Percent (%)	Category
1	140 – 175	-	-	High
2	105 – 139	255	70,64	Enough
3	71 – 104	106	29,36	Less
4	35 – 70	-	-	Low
	Total	361	100	

The findings showed that the transformational leadership primary school headmaster of Medan city as a whole belongs to the category of Enough (70.64%) This means that the field of research data shows the transformational leadership primary school headmaster of Medan city in terms of charisma, inspiration, intelektual stimulation and individualized consideration apparently not as ideal conditions expected, or the application of leadership still below ideal standards.

### 3.2. Discussion

The data show the transformational leadership primary school headmaster of Medan city belong to the category of high. the transformational leadership primary school headmaster of Medan city is still in sufficient quality or being mediocre. The school principal has not been able to maintain relations of trust, has not been able to empower the potential of the school, has not been able to convince subordinates will be the competence of educators.

The school principal has not been able to dramatize the school's mission through programs and activities that contribute to the achievement of the goals effectively. They have not yet shown a good ability to demonstrate initiative, beefs up image, and provides the chances to experience success as a leader bercharisma, inspiration, intelektual stimulation and individualized consideration in managing and controlling the organization of the school

#### a. Charisma,

This study demonstrates the ability of the headmaster of the SD Negeri Medan is beyond subordinate self-interest through the influence Realized (charisma) has not shown a high quality, only in the category enough or being mediocre

#### b. Inspiration

The ability of primary school principals in Medan in this study in leading the change responds to the organization's vision, strategy and culture, promote innovation in products and technology will bring a real member of the organization to make changes to achieve the vision of the organization including the category and not high enough. They are not inspiring leaders also called transformational leadership (transformational leadership) that are currently only in regard to the relationship between human tasks.

### c. Intellectual Stimulation

Intellectual stimulation refers behaviors that increase awareness of the problems and the follower will affect followers to look at the problem from a new perspective. Ideal influence is behavior that evokes emotions and a strong identification of the followers of the leader. This study shows that the head of the primary school in Medan have not been able to stimulate intellectual the teachers, or still do not show well how the headmaster gave consideration terindividualisasikan directive or participative, more on less authoritarian or democratic.

### d. Individual consideration

Conceptually transformational leaders are capable of encouraging team members to care for and capable of stimulating intellectual each other, inspire each other, and identifies with the team goal is always high achievers. This research shows the need followers situasional variable, task structure, the position of strength, honesty leader-follower, the limitations of the group include the category enough. Conceptually transformational leadership behaviors seeks to instill into themselves followers of subordinate performance capabilities beyond what would occur, the performance of work at the level of individuals and groups, have a positive relationship between leadership and subordinate attitudes, and behaviors that are contributing significantly to the school culture. Basically everyone will follow someone who can provide inspiration, have a clear vision, style and good energy to achieve a goal.

## 4. CONCLUSIONS AND RECOMMENDATIONS

### 4.1. Conclusion

This study shows the principal transformational leadership behaviors of the headmaster with the category charisma, inspiration, intellectual stimulation and individual consideration.

### 4.2. Recommendation

It is important for the head of the regional area through the head of the Office of the Department of Education to raise awareness on the problem and the teacher who will influence them to be able to look at the matters sensitively and resolve problems that arise from perspectives

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