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PROCEEDINGS

**International Conference on
Educational Management and Administration
& The 4th Congress of ISMaPI**

**“THE CHALLENGES OF EDUCATIONAL MANAGEMENT AND
ADMINISTRATION IN COMPETITIVE ENVIRONMENT”**

THE
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International Conference on Educational Management and Administration & the 4th Congress of ISMAPI

“The Challenges of Educational Management And
Administration in Competitive Environment”

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THE PRINCIPAL TRANSFORMATIONAL LEADERSHIP EFFECT ON THE PERFORMANCE OF TEACHER IN PUBLIC HIGH SCHOOL IN MEDAN CITY

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Abstract: The purpose of this study is to determine the effect of principals transformational leadership on teacher performance in public high school in Medan. This type of research used in this study is explanatory research as well as the method used is the method of ex post facto basis that the research carried out relatively non-experimental. Ex post facto method used to test the hypothesis that a significant difference between the independent variables of principals transformational leadership on teacher performance as the dependent variable. The population in this study were teachers in public high school in Medan as many as 241 teachers. This research uses descriptive statistical analysis and analysis inferensial used to determine the effect of principals transformational leadership on teacher performance in public high school in Medan. Data were processed using SPSS 18 for windows. Based on the results of inferential analysis using the technique of path analysis (path analysis) using a significance level $\alpha = 0.05$ path coefficient values obtained between principals transformational leadership on teacher performance of 0.246 This shows that principals transformational leadership variable have a significant influence on the the performance of teachers performance in public high school in Medan.

Keywords: principals transformational leadership, teacher performance

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1 INTRODUCTION

Improving the quality of education is the goal of development in the field of national education and an integral part of efforts to improve the overall human quality. Undang-Undang No 20 Tahun 2003 about National Education System article 3 states that the National Education main is to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, in addition education develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable.

Human resources are the most important asset in one organization, because it is a maintaining the control organization and develop the organization in the face of global demand. Therefore, human resources must be considered, maintained, and developed. Similarly, educational institutions must consider, maintain and develop its human resources. School is one institution that organizes formal education process. In its activities the school has a great responsibility in creating young generation in accordance with the purpose of education. The components involved in improving the quality of education is supported by a variety of resources such as principals, teachers, staff, students, facilities and infrastructure, a conducive environment and guidance activities.

The success of an educational institution is highly dependent on school leadership. In this case, the principal must be able to see the changes and were able to see the future in globalization that better life. Principals should have a broad knowledge also has the perspective needed to keep directing all available resources to achieve the goal, including also empowers teachers to achieve the maximal performance. The findings of previous studies, it is clear that in order to improve the performance of teachers, it can be done by improving school leadership. This is also confirmed by Enuemel and Egwunyenga (2008; 94) which concluded that the principal is carrying out its role by

providing clear instructions to the teachers will affect the performance of teachers. Therefore, principals need to have skills in performing its duties and authorities, such as the concept of skills, human relations skills, and technical skills. With all three skills, it is expected that principals can run optimally managerial tasks that will ultimately affect the teacher performance. Thus, in order to realize the purpose, role and quality in schools, principals require leadership model that can provide a positive influence against all the aspects that are in schools and motivate teachers to be able to perform its obligations and achieve high results and further work will indirectly affect the achievement of student called transformational leadership model.

2 Method

2.1 Methods and Types Research

The method used in this research is ex post facto. Ex post facto method used to test the hypothesis that a significant difference between the independent variables of transformational leadership principals on teacher performance as a independent variable. This research type used in this study is explanatory research as well as the method used is the method of ex post facto by Considering that research carried out relatively non experiment. This research using quantitative approach.

2.2 Research Subjects

2.2.1 Population

The population in this study is subject teachers with the status of civil servants who served in SMA as the city of Medan with the following requirements:

1. Have a minimum term of work time as teacher for 5 years.
2. Have a certificate of professional teachers.

Table 1
Research Population

No	School Name	Total of Teacher
1	2	3
1.	SMA Negeri 1	107
2.	SMA Negeri 2	92
3.	SMA Negeri 3	86
4.	SMA Negeri 4	83
5.	SMA Negeri 5	89
6.	SMA Negeri 6	55
7.	SMA Negeri 7	73
8.	SMA Negeri 8	55
9.	SMA Negeri 9	41
10.	SMA Negeri 10	63
11.	SMA Negeri 11	72
12.	SMA Negeri 12	74
13.	SMA Negeri 13	63
14.	SMA Negeri 14	91
15.	SMA Negeri 15	79
1	2	3
16.	SMA Negeri 16	56
17.	SMA Negeri 17	86
18.	SMA Negeri 18	64
19.	SMA Negeri 19	43
20.	SMA Negeri 20	43
21.	SMA Negeri 21	51
	Total	1446

2.2.2 Samples

Samples were taken in proportion to the amount of attention that exist in each school. Based on the description of population characteristics described above, it can be assumed that the population is not homogeneous. To determine the sample in this study used a sampling technique proportional (proportional random sampling). The step for the sampling conducted by: (1) identifying the population groupings based on years of service and professional teachers certificate, (2) look for the proportion of each stratum and sample size, and (3) determining a subject that will be members of the sample. In detail the number of samples based on proportional can be seen in Table 2 below:

Table 2
Research Sample

No	School Name	Total of Teacher
1.	SMA Negeri 1	19
2.	SMA Negeri 2	15
3.	SMA Negeri 3	15
4.	SMA Negeri 4	14
5.	SMA Negeri 5	15
6.	SMA Negeri 6	8

No	School Name	Total of Teacher
7.	SMA Negeri 7	11
8.	SMA Negeri 8	9
9.	SMA Negeri 9	8
10.	SMA Negeri 10	5
11.	SMA Negeri 11	12
12.	SMA Negeri 12	12
13.	SMA Negeri 13	10
14.	SMA Negeri 14	15
15.	SMA Negeri 15	13
16.	SMA Negeri 16	10
17.	SMA Negeri 17	14
18.	SMA Negeri 18	11
19.	SMA Negeri 19	10
20.	SMA Negeri 20	7
21.	SMA Negeri 21	8
	Total	241

2.2.3 The Data Collection Tool

Data collection tools in this study using a questionnaire. The questionnaire is a written statement that is used to obtain information within the meaning of statements about personal or things that are known to the respondents. In collecting the data, a list of written statements given to teachers to be answered in accordance with its own circumstances. The questionnaire used by researchers is closed questionnaire where the answer to the question items have been provided, the respondents only have to choose the appropriate answers to himself. The questionnaire is based on a modified Likert scale using four possible answers. The scoring item questionnaire for each of the options determined based on the Likert scale.

3 RESULTS

3.1 Descriptive Analysis Results

Descriptive analysis discusses the average score, minimum score, maximum score, range, median, mode, and standard deviation. Besides presented descriptively, for ease in understanding the research data, the data presented in the form of a frequency distribution. The summary results of descriptive analysis are presented in Table 3 below:

Table 3
Descriptive Statistics Data Research Summary

Analyze	Variable	
	X	Y
Total (N)	241	241
Minimum Score	63	36
Maximum Score	173	64
Range	110	28
Grade Interval Class	9	8
Interval	14	5
Mean	128,56	52,95
Standart Deviation	24,98	5,52
Median	132,09	52,89
Modus	131,46	52,59
Minimum Score	Ideal 35	15
Maximum Score	Ideal 175	75
Ideal Mean	105	45
Ideal Standart Deviation	23,33	10

Explanation:

X: Transformational Leadership Principal

Y: Teacher Performance

Furthermore, based on the calculation of the mean scores and ideal standard deviations, data is then classified in three categories: high, medium and low with the regulation as follows:

If $X: \geq \text{Mean} + 1. \text{Standar deviation} = \text{high category}$

If $X: \text{Between Mean} \pm 1. \text{Standar deviation} = \text{moderate category}$

If $X: \text{Mean} - 1. \text{Standar deviation} = \text{lower category}$

3.1.1 Data Principal Transformational Leadership

Principal transformational leadership variable data (X) consisting of four indicators: 1). Ideal Influence 2). Inspirational Motivation 3). Intellectual stimulation and 4) Individuals Consideration. Here is presented the distribution of data and the tendency of the data Principals transformational leadership as follows:

1). Data Distribution and Frequency Distribution Table Scores Transformational Leadership Principal
The distribution of data and distribution of variable frequency score principals transformational leadership can be seen in Table 4 belows

Table 4
Frequency Distribution Principals Transformational Leadership Score

No	Interval Class	F	P (%)	F Cumulative (%)
1	62,5-75,5	3	1.24	1.24
2	75,5-88,5	16	6.64	7.88
3	83,5-111,5	31	12.86	20.75
4	111,5-124,5	43	17.84	38.59
5	124,5-135,5	51	21.16	59.75
6	135,5-146,5	44	18.26	78.01
7	146,5-157,5	31	12.86	90.87
8	157,5-168,5	15	6.22	97.10
9	168,5-181,5	7	2.90	100.00
		241	100,00	

Table 4 shows that the highest score is the grade interval from 168.5 to 181.5 by the number of 7 (2.90%), while the lowest score lies in the interval from 62.5 to 75.5 as class 3 (1.24%). The highest frequency of 51 (21.16%) of people lies in the class interval from 124.5 to 135.5, while the remaining 74.70% is distributed in 6 classes other interval.

2). Level of Trends

Data were netted from 35 the questions about transformational leadership principals answered by 241 respondents showed a variation on several options answer. The option respondents spread of possible answers is always, often, sometimes, rarely and neverp. Based on the selection of respondents later calculation based on the formula category classification. The results show the tendency of respondents about transformational leadership principals are as follows:

Table 5
The Trend Level Respondents Statement
About Principal Transformational Leadership
Principal

The Option Answer	Score	Frequency	Percentage (%)
High	≥154	45	18,67
Moderete	104 s.d 154	152	63,07
Low	≤104	44	18,46
Total		241	100,00

The data in Table 5 above shows that as much as 18.67% of respondents stated that principal transformational leadership high school is excellent. While 63.07% of respondents said the principal transformational leadership is being or good, while the remaining 46% stated that the principal transformational leadership is not good. Empirical distribution of scores for transformational leadership statement principals spread between terendah 63 score to highest score 173.

3.1.2 Data Teacher Performance

Teacher performance variable data (Y) consists of three indicators: 1). Learning planning, 2). Implementation of learning, and 3). Assessment of learning. Here is presented the distribution of data and the tendency of teacher performance data as follows:

1). Distribution of Data and Performance Score Frequency Distribution Table Master The distribution of data and distribution of teacher performance variable frequency scores can be seen in Table 6 belows:

Table 6
Score Frequency Distribution Principal Rate On
Teacher Performance

No	Interval Class	F	Percentage (%)	F cumulative (%)
1	35,5- 39,5	3	1.24	1.24
2	39,5- 43,5	8	3.32	4.56
3	43,5- 47,5	27	11.20	15.77
4	47,5- 51,5	56	23.24	39.00
5	51,5- 55,5	70	29.05	68.05
6	55,5- 59,5	47	19.50	87.55
7	59,5- 63,5	26	10.79	98.34
8	63,5- 67,5	4	1.66	100.00
		241	100.00	

Table 6 shows that the highest score in the class interval lies 63,5-67,5 as many as 4 (1.66%), while the lowest score is the grade interval from 35.5 to 39.5 as many as 3 people (1.24%). The highest frequency of 70 (29.05%) of people lies in the class interval from 51.5 to 55.5, while the remaining 68.05% is distributed in five classes other interval.

2). Level Trends

Data were netted from 15-point assessment of teacher performance given by the principals (assessors) to 241 teachers showed a variation on some answer options. The ratings on teacher performance spread of scores 5,4,3,2 and 1. From the answers assessment is then carried out based on a formula calculation category classification assesmnet of result tendency teacher performance are as follows.

Table 7
The Trend Level Rate Principal On Teacher
Performance

Answer Options	Skore	F	Percentage (%)
High	≥ 58	42	17,43
Moderate	47s.d 58	161	66,80
Low	≤ 47	38	15,77
Total		241	100,00

The data in Table 7, above shows that as much as 17.43% assessor stated that the performance of teachers is high or very good. While 66.80% assessor stated teacher performance is or moderete, and the remaining 15.77% said teacher performance is still considered low. Empirical distribution of scores for the assessment of teacher performance spread between the lowest 36 score to highest score 64

3.2 Results of Inferential Analysis.

The result of the calculation of the correlation between variables of transformational leadership principals with teacher performance correlates of 0.482 (significant) means that if the high school principal transformational leadership (X), the high teacher performance (Y). From the calculation results obtained by t test count

equal to 9.761 confirm the score of t table 1,97 at the level of $\alpha = 0.05$ turns count is greater than t table. It further shows that the principal transformational leadership held positive effect on teacher performance. Similarly, the path coefficient calculation results show that the direct effect of the principal transformational leadership (X) on the performance of teachers (Y) of 0.246 and it turned out great the path coefficient ≥ 0.05 , so that H_0 refused and H_1 cannot be denied. This shows that the principal transformational leadership had positive effect on teacher performance.

4 DISCUSSION

Based on research data known that there is direct positive effect of transformational leadership principals on teacher performance. The result estimates show the path coefficient between the principal transformational leadership effect on teacher performance significantly, and the magnitude of the direct contribution of 0.246 or 25%. These findings reinforce the theory put forward earlier by Enueme and Egwunyenga (2008: 94) concluded that principals perform its role by providing clear instructions to the teachers will affect the performance of teachers. Effective leadership style and can motivate teachers will be able to be the basis and foundation for improving teacher performance that will have an impact on organizational improvement. Obi (2002: 13) states that to be the principal and leader, the principal must give special attention to teacher development programs which will have an impact on increasing teacher performance. Results of research conducted Bersita Ginting (2012: 270) concerning the relationship of school leadership to teacher performance with the correlation is 0,719. The correlation result is positive, which means the increase in the index of transformational leadership principals will be followed by an increase in teacher performance. Based on previous research findings and associated with the research results, it is clear that in order to improve teacher performance SMA Medan can be

done by increasing the principals transformational leadership

5 CONCLUSION

1. Based on data found show that the implementation of transformational leadership in SMA as the city of Medan in the high category / well with an average of 2.96.
2. The findings of the research results illustrate that the teachers in SMA Negeri Se-Medan municipality has a good teacher performance.

6 SUGGESTION

1. The principal should be retaining the transformational leadership principals that have been classified as good and improve it and can see what are the variables that also participate in improving the performance of teachers in SMA in Medan.
2. The teacher in SMA in Medan should still maintaining high performance and increase and improve their knowledge, especially in the delivery of services to students with active reading quality literature and actively participated in the training and upgrading are carried out by Ministry of Religious Affairs and the Ministry of Education.

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