

# ABS 240

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## THE EFFECT OF TRANSFORMATIONAL LEADERSHIP AND SELF LEARNING TO THE TEACHER'S PERFORMANCE OF SMP NEGERI IN DEPOK, WEST JAVA

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### ABSTRACT

The purpose of this research was to see whether there was a direct relationship between transformational leadership, work culture, independent learning, and work commitment to the performance of teachers in SMP Negeri Depok, West Java. Based on data in Depok City West Java, which was taken in January 2019 to January 2020 where the government focuses on improving teacher performance so that it becomes a government priority program that will continue to be improved. Researchers have examined randomly a sample from the state junior high school level a total of 97 teachers were sampled to collect data which was then analyzed using path analysis quantitative method. The results showed that there is something that can be done to improve teacher performance through increasing transformational leadership by the principal, namely by motivating teachers and encouraging teachers to have an attitude of love for their work, so that teachers will be more sincere in doing their work besides the teacher will also have a sense great responsibility. Improving teacher performance by making self learning efforts through efforts to increase teacher work activities through training and developing work models on an ongoing basis based on each teachers self learning. This research we can findings of the directly influenced positively of transformational leadership and self learning affect the performance of teachers.

**Keywords:** teacher's performance, transformational leadership, self learning

### INTRODUCTION

The purpose of national education is to educate the nation and develop a complete humanity of Indonesia, the man who believes and piety towards Almighty God and virtuous noble character, possessing knowledge and skills, physical and spiritual health, a stable and independent personality with sense of community responsibility and nationality. One of the most important components of educational development is the availability of adequate resources. The resources in question are teachers. They are as the forefront of development and education services to the community. The effectiveness and efficiency of student learning in schools depends heavily on the teacher's role. This means that the role of teachers in education not only as an educator, but has a very diverse role. In schools, teachers act as learning designers, learning managers, assessors of learners' learning outcomes, instructional learners and mentors. While in the family, teachers act as educators in the family (family educator). Meanwhile, in society, teachers play a role as social developer, social innovator, and social agent, and many more the role of teachers who make the profession as a teacher have a big responsibility. Therefore, the extension of the of graduate students' quality of a school, is highly dependent on the quality of his teachers. With such conditions, the teacher is required to show satisfactory performance in order to contribute optimally to the organization. Policy to improve teacher performance is the main concern of Depok Municipality Government, West Java. Teacher performance is a very important element in achieving the vision of a school. However, the teacher performance is still not as expected. This can be seen from the data from the report issued by the Ministry of Finance of the Republic of Indonesia General Directorate of Financial Balance in West Java Provincial Economic and Financial Review Book in 2012, the educational background of the entire workforce in West Java Province varies greatly from only elementary school graduates to graduates College. Overall, up to 2011 out of the total workforce of 20,155,491 people, that the dominant is the workforce with an educational background of SD / MI, which is 9,800,483 people, while the least is the workforce with academic or diploma

education background that is only about 3.04% or as many as 613,036 people. This is one indicator that illustrates how the overall face of education in West Java Province. The highest number of teachers in Bandung district is 5,549 people, while the lowest in Depok is 348.80 people. One indicator of the quality of learning that can be accepted by students / junior high school students is the ratio of students to be taught by each teacher, where in the Minister of Finance's report states the ratio of pupils / teachers in Depok is 87.20 students / teachers. To answer the challenges of education in Depok, Government set a number of educational budgets as contained in the Budget Execution Document (DPA) 2015 for Education to improve teacher competence through KKG and MGMP activities, KKPS workshops, Training and Supervision of supervisors, Management training School-Based for Headmaster and Teachers, assessor training, in addition to education facility development program. All these programs aim to improve the quality of learning and education in Depok, the main concern is improving teacher performance.

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Based on the description above, the researcher is interested in conducting dissertation research with the title of the influence of transformational leadership, work culture, self learning, and work commitment to the performance of teachers of Public Middle Schools in Depok, West Java. Conceptually, performance is defined as the total expected value of an organization from a set of actual behaviors performed by individuals over a given time standard. Borman (2003: 39) views that the performance in the context of one's work performance towards his job, a well-performing individual will show the best course of action he or she can perform. Jex and Britt (2008: 96) define performance as, "all of the behaviors employees engage in while at work." This definition confirms that performance is all the behavior of employees engaged in work. Meanwhile, according to Campbell (2008: 97), performance is the behavior of employees that involved while in the workplace which contribute to achieve organizational goals. The concept of performance that emphasizes the aspects of behavior is also put forward by Viswesvaran (2011: 113), "job performance as evaluable behavior". According to this concept, performance means behaviors that can be evaluated. Viswesvaran also stated, although he firmly uses the behavioral aspect to express performance, but there is no sharp difference between behavioral aspects and outcomes in performance concepts. Furthermore, the performance concept that emphasizes the results is explained by Bernadin and Beatty (2011: 114), performance means the output record produced in a particular function or activity over a predetermined period of time. The definition that emphasizes the results is also put forward by Bailey (2003: 402), performance is the result of the pattern of actions taken to satisfy the objectives according to the standard. It is different from behavior, which also means action that can be observed. Performance is the same as outcome, whereas behavior is action to achieve results. Campbell (2008: 97) describes the performance component as a function of three determinants, namely: (1) declarative knowledge, (2) procedural knowledge and skills, and (3) motivation.

Based on the conceptual description above, it can be concluded that performance is a person's performance in completing their tasks and responsibilities based on their abilities and skills with indicators that used to measure performance are (1) effectiveness, (2) productivity, and (3) results work.

### **Leadership Transformasional**

According to Burns dalam Given (2008:4), "transformational leadership can be seen when leader and followers make each other to advance to higher level of moral and motivation. The essence of this theory is that followers feel the trust, admiration, loyalty and respect for the leader and they are motivated to do more than they initially expected. According to Bass (2008: 321), transformational leadership is a leader who has a vision for the future and ability to identify environmental changes and capable to transform such changes into the organization; pioneering change and providing motivation and inspiration to employees' individuals to be creative and innovative, and to build a solid teamwork; bring about changes in work ethic and management performance; brave and responsible to lead and control the organization. Yukl (2003: 4002) concludes the

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essence of transformational leadership is to empower his followers to perform effectively by building commitment to new values, developing the skills and beliefs, creating a conducive climate for innovation and creativity. Bass and Avolio (2008: 321) four dimensions in the level of one's leadership with the concept of 4i, which means: (a) *Idealized influence*; (b) *Inspirational Motivation*; (c) *Intellectual stimulation*; (d) *Individual consideration*. Based on Acchua and Lussier (2010:304), "transformational leadership serves to change the status quo by articulating followers the problems in current system and a compelling vision of what new organization could be"

Transformational leadership is brave to do and responding the change when is needed and explain to all employees about the benefits of changes that made according to the organization's vision. Based on the conceptual description above, it can be synthesized that transformational leadership is the ability of leaders to influence their subordinates, so that they have the willingness to work in an effort to achieve organizational goals that can be measured by indicators (1) the influence of idealism, (2) intellectual stimulation, (3) inspirational motivation and (4) individual considerations.

### **Self Learning**

Knowles (2005:3) interprets that *self learning*, as, a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning objectives, identifying human and material resources for learning, choosing and implementing the appropriate learning strategies and evaluating learning outcomes. In connection with the process of the occurrence of self learning, Zimmerman (2008: 70) further explained that the cycle of self-regulated learning can be grouped into three stages, namely: (1) initial thinking; (2) control over implementation or will; (3) self reflection stage. Vermunt (2008: 70) suggests that the components in learning self-regulated learning consists of four, namely: (1) processing skills, also called cognitive skills; (2) self-regulation skills; (3) learning concepts; (4) learning orientation. Pintrich (2002: 453) defines self learning as a constructive process when teachers set self-learning goals while trying to monitor, organize and control motivational observations, and their behavior is limited by learning goals and environmental conditions. Furthermore, Woolfolk (2007: 335) defines self learning as a change of self that is influenced by events that occur in the work environment, personal factors, and behavior interact in the learning process. Personal factors (beliefs, expectations, attitudes, and knowledge), physical and social environment (resources, consequences of actions, others and physical settings) all influence and are influenced by the person. Regarding one's ability, Wolters (1998; 137) says that self-learning is the ability of a person to effectively manage his own learning experience in various ways so that obtain optimal learning outcomes.

Based on the conceptual descriptions above, it can be synthesized that self learning (self learning) is an individual effort which had done systematically to focus the thoughts, feelings, and behaviors on the achievement of learning objectives that is conducted self by doing improvements in himself made consciously and planned, thus encouraging themselves (motivation) to develop better by defining ways that support optimal self-development, measured by indicators: (1) self-assessment, (2) self-improvement and (3) self-reinforcement.

### **RESEARCH METODOLOGY**

Research uses a quantitative approach through path analysis or path analysis with survey methods. This type of survey research focuses on disclosing causal relationships between variables. The population in this study were 1320 teachers of Public Middle Schools in Depok, where the sample was determined from the population with random sampling of 97 people.



In this study, data collection that was used by using questionnaire-shaped instrument. The instrument was tested first before being used in research. Testing the instrument includes validity (validity) and reliability test (reliability). Data analysis used for this research is descriptive analysis and inferential analysis. Descriptive analysis is used in terms of data presentation, central size and size of deployment. Descriptive data analysis can be presented in the form of distribution tables and histograms. Inferential analysis is used to test hypotheses that use path analysis (path analysis) preceded by normality tests, estimation errors and regression analysis.

## RESEARCH RESULT

Table 1. Hypothesis Testing Results  
Coefficient of Effect Line  $X_1$  on  $X_3$

| Direct Effect       | Coefficient Line | $t_{count}$ | $t_{table}$     |                 |
|---------------------|------------------|-------------|-----------------|-----------------|
|                     |                  |             | $\alpha = 0,05$ | $\alpha = 0,01$ |
| $X_1$ againts $X_3$ | 0,328            | 3,54**      | 1,99            | 2,63            |

From the results of the calculation of the path analysis, the direct effect of Transformational Leadership on Performance, the value of the path coefficient is 0.328 and the value  $t_{count}$  amount 3,54.  $t_{table}$  value for  $\alpha = 0,01$  amount 2,63. Because the value of  $t_{count}$  is greater than the value of  $t_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted, namely that Transformational Leadership has a direct effect on Performance can be accepted. The results of the analysis of the first hypothesis provide findings that Transformational Leadership has a direct positive effect on Performance. Thus, it can be concluded that Performance is directly influenced positively by Transformational Leadership. Increasing Transformational Leadership leads to improved Performance.

### Coefficient of Effect Line $X_2$ on $X_3$

| Direct Effect       | Coefficient Line | $t_{count}$ | $t_{table}$     |                 |
|---------------------|------------------|-------------|-----------------|-----------------|
|                     |                  |             | $\alpha = 0,05$ | $\alpha = 0,01$ |
| $X_2$ againts $X_3$ | 0,317            | 3,43 **     | 1,99            | 2,63            |

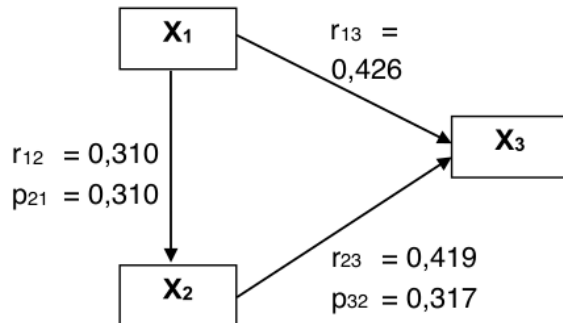
From the calculation of path analysis, the direct influence of Self Learning on Performance, the coefficient of the path value of 0.317 and the  $t_{count}$  of 3.43.  $T_{table}$  value for  $\alpha = 0.01$  of 2.63. Therefore, the value of  $t_{count}$  is greater than the value of  $t_{table}$  then  $H_0$  is rejected and  $H_1$  is accepted, thus Self Learning directly affects Performance. The results of the second hypothesis analysis resulted in the finding that Self Learning has a direct positive effect on Performance. Based on these findings, it can be concluded that Performance is directly influenced positively by Self Learning. Increasing Self Learning effects in an increasing Performance.

### Coefficient of Effect Line $X_1$ on $X_2$

| Direct Effect       | Coefficient Line | $t_{count}$ | $t_{table}$     |                 |
|---------------------|------------------|-------------|-----------------|-----------------|
|                     |                  |             | $\alpha = 0,05$ | $\alpha = 0,01$ |
| $X_1$ againts $X_2$ | 0,310            | 3,18 **     | 1,99            | 2,63            |

From the calculation of path analysis, direct influence of Transformational Leadership to Self Learning, coefficient value of path 0,310 and  $t_{count}$  equal to 3,18. The value of  $t_{table}$  for  $\alpha = 0.01$  is 2.63. Therefore, the value of  $t_{count}$  is greater than  $t_{table}$  then  $h_0$  is rejected and  $H_1$  accepted that is Transformational Leadership directly influence to Self Learning acceptable. The results of the analysis of the third hypothesis give the findings that Transformational Leadership has a direct positive effect on Self Learning. Thus, it can be

concluded that Self Learning is directly influenced positively by Transformational Leadership. Increasing Transformational Leadership affects in increasing Self Learning. The analysis of the relationship between variables as follows:



The role of leadership is not just about the direction of a strong organization where problems and solutions are widely known, but the role of leadership takes part in a context of continuous change. Self learning is seen as an activity that teachers do for themselves in a proactive way and not as events that occur as a reaction to teaching. Thus, the findings of the influence of transformational leadership and self learning affect the performance of teachers.

## DISCUSSION

From the results of testing the first hypothesis it can be concluded that there is a positive direct influence of Transformational Leadership on Performance with a correlation coefficient of 0.426 and a path coefficient value of 0.328. From the results of testing the second hypothesis it can be concluded that there is a positive direct effect of Self Learning on Performance with a correlation coefficient of 0.419 and a path coefficient value of 0.317. This gives the meaning of Self Learning directly affect Performance. From the results of testing the third hypothesis can be concluded that there is a direct positive influence of Transformational Leadership of Self Learning with correlation coefficient value of 0.310 and coefficient value of 0.310. The results of this study have given the direction that transformational leadership is closely related to the improvement of self learning. Self Learning is determined by transformational leadership factors in schools. The result of hypothesis testing shows that empirically: (1) Improvement of transformational leadership performed by a leader has an impact on performance. In this case, the principal as a leader in the school can motivate teachers' performance in school activities, the principal provides a good example of leadership in schools, and principals work with teachers to improve the quality of school teachers' learning and performance; (2) Increased self learning will have an impact on performance. The principal can analyze the needs of each teacher to create a sense of community in improving teacher performance; the principal can help the teacher to choose the study materials or learn the teaching materials; and the principal may direct to apply teacher learning outcomes during school; (3) Increased transformational leadership will have an impact on self learning. Principals motivate teachers to improve their capabilities; provide initiative to provide relevant teaching materials; select learning resources and work together with teachers to improve the quality of learning in schools;

## CONCLUSION

Based on the analysis and discussion of the influence of transformational leadership, work culture, self learning and work commitment to the performance of teachers of state junior high schools in Depok City can be summarized as follows: (1) Transformational leadership has a direct positive effect on teacher performance. This means that changes in transformational leadership will lead to increase the teachers' performance of SMP Negeri, Depok. (2) Self learning has a direct positive effect on teacher performance. This means that changes in self-learning will increase the teachers' performance in SMP Negeri, Depok. (3) Transformational leadership has direct influence on self learning. This means that changes in transformational leadership will lead to an increase in teachers' self-learning of SMP Negeri in Depok. Thus, transformational leadership and self learning must be improved and fixed, so that teacher performance can provide an optimal influence and contribution to the development and progress of education in Depok. Steps that must be taken in improving Teacher Performance include: **First**, the principal's transformational leadership must focus on open communication about regulations, work programs that are mutually agreed upon, so that teachers can plan and have a target for developing themselves creatively and innovatively, such as raising functional positions and increasing knowledge. Furthermore, leaders provide support and motivate teachers to improve their performance. **Second**, teacher self learning needs to be professionally improved including mastery of learning material as well as mastery of the structure and scientific methodology through training, seminars, and adding scientific insight. **Third**, good communication between school principals, so the performance of teachers and principals can be intertwined so that foster teacher commitment through the achievement of the school's vision and mission.

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