

JURNAL ILMIAH

**ANALYSIS OF TRANSFORMATIONAL LEADERSHIP STYLE
OF JUNIOR HIGH SCHOOL PRINCIPALS OF 30
PEKANBARU CITIES**

**Diajukan Sebagai Salah Satu Syarat Untuk
Memperoleh Gelar Magister Sains Ilmu Administrasi Publik (M.Si)**



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**PROGRAM STUDI MAGISTER (S2) ILMU ADMINISTRASI
PROGRAM PASCASARJANA
UNIVERSITAS ISLAM RIAU
PEKANBARU
2022**

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OF JUNIOR HIGH SCHOOL PRINCIPALS OF 30 PEKANBARU
CITIES**

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OLEH**

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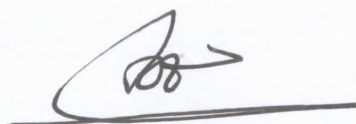
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ANALYSIS OF TRANSFORMATIONAL LEADERSHIP STYLE OF JUNIOR
HIGH SCHOOL PRINCIPALS OF 30 PEKANBARU CITIES

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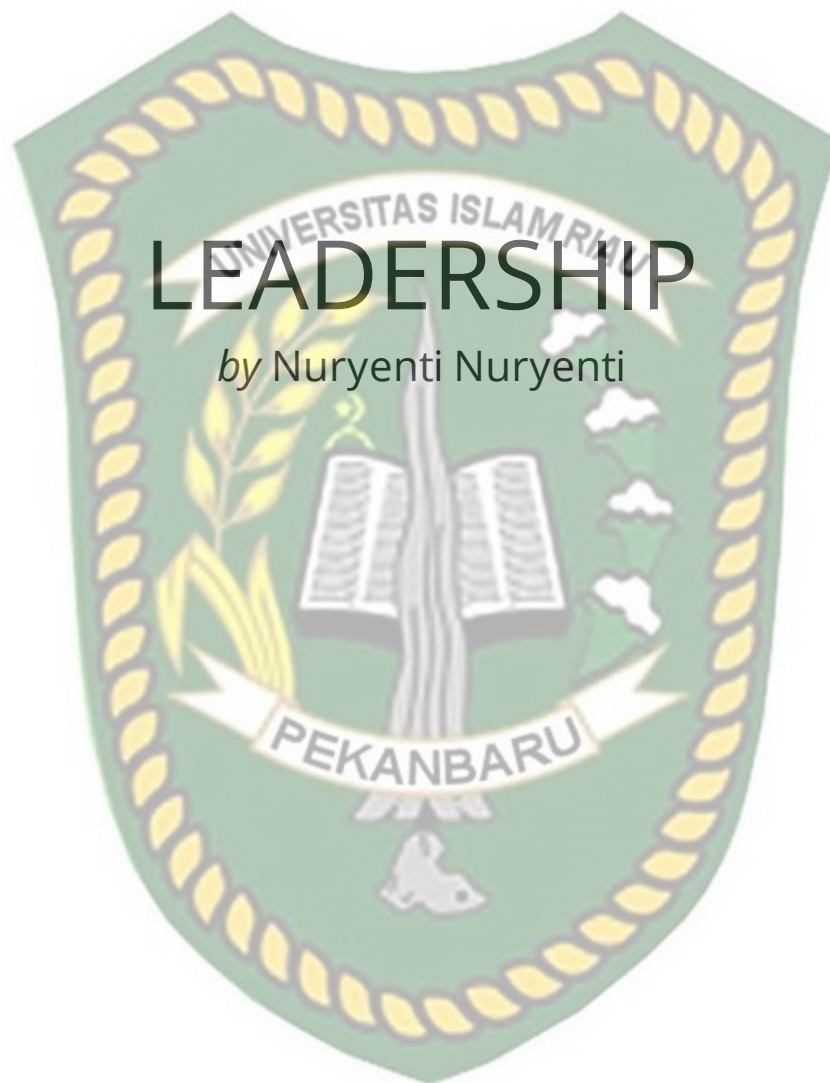
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KATA PENGANTAR

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Penulis

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ANALISIS GAYA KEPEMIMPINAN TRANSFORMASIONAL KEPALA SEKOLAH MENENGAH PERTAMA NEGERI 30 KOTA PEKANBARU

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan gaya kepemimpinan transformasional dalam bidang pendidikan kepala sekolah di SMP Negeri 30 Pekanbaru. Dewasa ini, pengembangan organisasi memasukkan aktor sebagai pola karakteristik seseorang dalam memimpin. Dapat dikatakan bahwa keberhasilan suatu organisasi ditentukan oleh kualitas pemimpinnya dan kegagalan kepemimpinan ditentukan oleh kegagalan karakter orangnya. Jadi, dalam hal ini, seseorang harus memiliki gaya kepemimpinan. Salah satu model/gaya kepemimpinan dalam dunia pendidikan yang diprediksi dapat mendorong terciptanya efektifitas lembaga/lembaga pendidikan adalah Gaya Kepemimpinan Transformasional. Penelitian ini menggunakan metode penelitian deskriptif kualitatif dengan teknik pengumpulan data dalam penelitian kepustakaan. Hasil penelitian menunjukkan bahwa gaya kepemimpinan kepala sekolah SMP Negeri 30 Pekanbaru berorientasi pada gaya kepemimpinan transformasional dilihat dari indikator Individual Consideration, Intellectual Stimulation, Inspirational motivation agar kepala sekolah dapat memberikan dampak dan meningkatkan manajemen dan kinerja sekolah.

Kata kunci: Kepemimpinan Transformasional, Kepala Sekolah dan SMP.

ANALYSIS OF TRANSFORMATIONAL LEADERSHIP STYLE OF JUNIOR HIGH SCHOOL PRINCIPALS OF 30 PEKANBARU CITIES

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Abstract

The research aims to describe the transformational leadership style in the education sector for the principals of Junior High Schools 30 Pekanbaru. Today, organizational development includes actors as a characteristic pattern of a person in leading. It can be said that the success of an organization is determined by the quality of the leader and the failure of leadership is determined by the failure of the character of the person. So, in that case, someone must have a leadership style. One of the models/leadership styles in the world of education that is predicted to encourage the creation of effectiveness of educational institutions/institutions is the Transformational Leadership Style. This research uses descriptive qualitative research methods with data collection techniques in library research. The results showed that the leadership style of the principals of Junior High Schools 30 Pekanbaru is oriented to a transformational leadership style seen from the indicators of Individual Consideration, Intellectual Stimulation, Inspirational motivation so that the principal can make an impact and improve school management and performance.

Keyword: *Transformational Leadership Style, Principals, Junior High Schools*

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Analysis of transformational leadership style of junior high school principals of 30 Pekanbaru cities

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Abstract--The research aims to describe the transformational leadership style in the education sector for the principals of Junior High Schools 30 Pekanbaru. Today, organizational development includes actors as a characteristic pattern of a person in leading. It can be said that the success of an organization is determined by the quality of the leader and the failure of leadership is determined by the failure of the character of the person. So, in that case, someone must have a leadership style. One of the models/leadership styles in the world of education that is predicted to encourage the creation of effectiveness of educational institutions/institutions is the Transformational Leadership Style. This research uses descriptive qualitative research methods with data collection techniques in library research. The results showed that the leadership style of the principals of Junior High Schools 30 Pekanbaru is oriented to a

transformational leadership style seen from the indicators of Individual Consideration, Intellectual Stimulation, Inspirational motivation so that the principal can make an impact and improve school management and performance.

Keywords---*transformational leadership style, principals, junior high schools.*

Introduction

In the current era of globalization, many human resources are trying to increase their competence, including in the education sector. Education is a fundamental sector in improving *the quality of life* (Asnal Mala, 2016). The real form of education is often related to school organization, because the structure affects the good or not of the quality of the school as at the Junior High level (junior high) which is influenced by many factors such as facilities, curriculum, management, performance and potential of students, which is the responsibility of the education workforce. (Anggayani et al., n.d.)

The achievement of the quality of professional educator performance cannot be separated from the role, duties and support of the principal as someone who holds leadership positions. Discussions related to leadership in the scope of education are considered quite urgent and have their interests. It can be said so, because leadership is one of the determinants that have a role in determining the good, and running or not of an organization. Leadership can also be understood in 2 conceptually, namely the power to move and attitudes influence a person. Leadership is the process of influencing activity about work. While the leader is in essence someone who can influence the behavior of others both in group performance and personal with the power factor. (Bustari, 2019)

Every leader has a different vision and mission, as well as performance in an organization/institution. In an institution, the achievement of success is inseparable from the intervention of a leader or can be said to be influenced by the performance of the leader by how the leader influences subordinates, provides motivation, and carries out organizational goals by moving subordinates to work in achieving agreed goals. If the institution is led by failure, then a leader as a responsibility holder must find a problem-solve to minimize failure. This is also true in the education sector, where there is a school organization that is directly held by a principal. (Shalahuddin, n.d.)

The current era of decentralization is causing significant changes in attitudes and rules that exist in the education sector. The principal who used to wait for direction and envoys from education bureaucrats now has the authority to determine his own policies regarding the issue of educator resources, financing, and management of school facilities/ facilities. Decentralization is expected that the leadership of the principal can create educational management to achieve the effectiveness of education so that it has a great opportunity in developing leadership values and norms. (Kuswaeri et al., n.d.)

Being a leader, the principal must have a leadership style that can affect all personnel activities in the school environment to obey the agreed regulations and have a disciplined attitude. A discipline is a form of awareness of the rules and norms that apply to a particular institution. (Lumban Gaol, 2017) The Principal is a central profile who serves as a leader in the scope of education. As someone who has a high position in an educational institution, the principal must certainly have a distinctive leadership style so that he can support effective activities, carry out responsibilities as a leader in his duties and have coordination skills for individual relationships in an organization. (Zuryati et al., 2015)

Leadership style is a process that will affect policy realization. Leadership style is the norm of behavior used by a person when the person tries to influence the behavior of others. Each of these styles has advantages and disadvantages. A leader will use a leadership style according to his or her abilities and personality. (Marnis, 2012)

One of the models/leadership styles in the world of education that is predicted to encourage the creation of effectiveness of educational institutions/institutions is the Transformational Leadership Style. This leadership style is a depiction of the level of ability of a leader to change the behavior and mentality of members to be better by encouraging, inspiring and motivating members to do something new and considered impossible. Leaders in leadership concepts with transformational styles offer perspectives on building institutional existence that meets change with innovations and acts as agents of change who have visionary attitudes (confident, responsive, and empathetic). (Maris et al., 2016)

Based on research through observation and documentation in SMP 30 Pekanbaru City, the effectiveness of transformational leadership of principals who tend to show patterns of coaching behavior towards staff and teachers by stimulating the growth of innovation and motivation in completing work such as using information technology-based media in the learning process to package interesting learning methods. In addition, there is a cooperation between the principal and staff, teachers and even students. Then respond to all creative responses and ideas in supporting activities that come from teachers and even students. Receiving complaints about the lack of facilities so that there is a policy to prepare these facilities to accelerate the achievement of school goals. So based on the findings of this study, the authors are interested in discussing, analyzing, and looking for information about the Transformational Leadership Style Analysis of principals, Transformational Leadership characteristics and what are the factors that affect them through this research article entitled "Analysis of Transformational Leadership Style of Principals of Junior High School 30 at Pekanbaru Cities"

Research Methods

This research uses qualitative methods with descriptive approaches where the data collection techniques used focus on processing information obtained through a literature review of an object that is expressed as a phenomenon by the actual circumstances. The implementation of descriptive research methods is not limited to the collection and preparation of data but includes analysis and interpretation

of the meaning of the data, in addition, everything collected is likely to be the key to what is studied. Referring to the purpose of this writing is to analyze the Analysis of the Transformational Leadership Style of The Principal of 30 Pekanbaru City Junior High School. In the details of this study, use data in the form of primary data and secondary data. In primary data, research uses data obtained through observation techniques and documentation to produce accurate information because it has a direct correlation with the research theme. Furthermore, secondary data is data obtained from literature *review* studies derived from various electronic media, journals, books, scientific articles and trusted websites that can support the acquisition of additional data such as the concept and leadership style of transformational headmasters and some information related to research writing.

Literature Review

Various findings from previous research that discussed the analysis of transformational leadership styles, one of which is research from Rosmala Dewi with the title "Headmaster Performance: Transformational Leadership Influence, Conflict and Self-Efficacy" This study found that transformational leadership produces contributing relationships to the performance of the principal himself, this is based on the positive influence of the personality of the principal on beliefs and to Confident that you can carry out the duties of the principal and master the conditions well. In this study, Transformational Leadership contributes to improving the performance, attitudes, and relationships of the principal so that the principal can neutralize conflict with the attitude that grows in a transformational leader. (Dewi, 2012)

The research titled *Is transformational leadership always good for employee task performance? Examining curvilinear and moderated relationships* written by Yashou Cen, Ranran Ning, Tong Yang, Shangjun Feng and Chunjian Yang (2018) explained that this study discusses transformational leadership approaches that affect employee performance. Transformational leadership, generally regarded as the desired leadership style, has a positive effect on a wide range of employee performance outcomes; However, its productivity is questionable because it relatively ignores its negative aspects. Addressing this gap, efforts to rethink the relationship between transformational leadership and employee performance are important. The paradoxical perspective suggests that conflicting positive and negative effects of transformational leadership can coexist, which provides possibility and rationality for overarching consideration of the performance of employee tasks affected by transformational leaders. (Chen et al., 2018)

Furthermore, a research entitled *"Principals Transformational Leadership in School Improvement"* written by Yingxiu Yang (2014) produced findings that showed that the transformational leadership of principals can be seen from the way they form innovation, ideas, build vision, gain trust, and divide power in the sense of explicit division of tasks to achieve established goals. This research references that transformational leadership for principals is important in improvement and practice as well as in improving employee performance. With this transformational leadership, the principal can understand the actual situation of

the attitudes of school members, different methods, solve problems and match tasks by looking from different perspectives.

Fong-Yi Lai, Hui Chuan Tang and Szu Chi Lu are titled Transformational Leadership and Job Performance: *The Mediating Role of Work Engagement*. (2020) explains that transformational leadership is a behavior that benefits the organization, because there are many styles of this transformational leadership approach such as Task-Oriented by involving the work of subordinates, meaning that employees will be inspired by leaders in focusing on work and in turn will produce performance and behavior that help the development of better tasks. The findings found that work involvement is a mediation of positive relationships between leadership and subordinates because it can encourage work performance, mutualism behavior helps each other, optimal communication and the existence of strong teamwork.

Then research by Shalahuddin with the title "Transformational Leadership Characteristics" explained that the characteristics of Transformational Leadership succeeded in transforming a vision-mission to get action to achieve the goal. Many things are related in supporting the success of an educational institution, one of which is to see how the pattern or characteristics of the principal's leadership. This leadership style will later support and the longer it makes the development of the school curriculum better. The findings in this study are that transformational leadership has the potential to change the way it improves teaching-learning processes, quality and outcomes. In the above explanation, the study concluded that the transformational leadership style of the principal is strongly influenced by the personality of the principal himself and affects performance and increases the motivation of employees or subordinates, this will facilitate in improving the process of success and quality of the school to be better in the future. (Salahuddin, n.d.)

Result and Discussion

The word transformational comes from the word to transform which means to transform or transform something into a different form than before. Transformational means traits that can change something from another or different form. According to Bass in Omar (2017), Transformational leadership is a type or style of leadership that involves a change in the organization, where leadership requires an action or behavior of a leader in motivating subordinates to be willing to cooperate in achieving goals that are outside of personal interests but the interests of the group and common goals. In line with this as research from Bustari (2019) Transformational leadership is the process by which a leader takes action to increase the motivation, awareness and passion of colleagues about what interests them and encourages them to shift personal interests into mutual interests to achieve the benefit of a group or organization.

Transformational leadership is leadership in which a leader uses charisma, authority, and high intellect in transforming or transforming a previously small goal into a much larger one by providing comprehensive direction rather than just top-down. In addition, this type of leadership makes the leader tend to position himself as a mentor who is willing to accept the aspirations of his members rather

than having to be a leader who continues to organize using coercion. Thus, based on the weight from the library review, it can be concluded that transformational leadership is a type of leadership that can provide aspirations, inspiration, able to direct and move members to achieve goals and changes through a form of empowerment and mentoring in the implementation of their duties.

Characteristics of Transformational Leadership

According to Robbins (2008) (Shalahuddin, n.d.) Transformational leadership is identified by the following characteristics:

1. *Idealized influence*, otherwise known as a type of leadership that has a charismatic, transformational leader must have an attitude and behave as a leader who provides role models, respect, and trust. *Idealized influence* has the drive to influence idealization in achieving the mission-vision of the institution. In this regard, the leader must be able to give members confidence and try to gain respect from members to establish communication to follow what the leader expects. Leaders who have these characteristics must be willing to take risks, have good morals, and be reliable. *Idealized influence*, divided into two, namely:
 - a. *Idealized influence* attributed, is the social charisma of a leader perceived as a leader who is powerful and confident, and focuses on goals. This leader is like showing pride, respect and trust for his subordinates.
 - b. *Idealized influence behavior* is a charismatic act of a leader that refers to mission, values and beliefs. Leaders have ethical and moral principles, encourage and demand high interest, and communicate organizational values and goals convincingly.
2. *Inspirational motivation*, where the leader can provide hope along with good communication in the delivery of vision with any method so that members can motivate themselves to achieve common goals. Leaders like this show enthusiasm and optimism, and create a work atmosphere that is committed to achieving the organization's goals and vision. In addition, a leader who has the characteristics of motivational inspiration is a leader who can communicate high expectations, focus on efforts/efforts and express important goals simply. The efforts that can be made by leaders with this Transformational leadership style are to increase the motivation and inspiration of their employees through providing motivation, conducting clear communication, fostering optimism, increasing creativity and increasing teamwork spirit.
3. *Intellectual stimulation* is a leader behavior that can improve the quality, innovation, rationality, problem solve and creativity of members. In this case, the leader must have far-reaching insights in the future and continue to strive to improve themselves and the organization to be developed, in addition, the leader must be able to develop all components of the organization so that the direction that has been delivered can be implemented especially in the face of problems. Cooperative is an attitude that can be done by leaders to attract all employees to participate in solving problems viewed from their respective perspectives so that it will be more road and comprehensive. This is done to foster a culture of deliberation and cooperation.

4. *Charisma* is a trait that must be owned by a leader with a personal character who has integrity, is honest, commendable and trustworthy, and
5. *Individualized consideration*, where the leader must be responsive and concerned with needs, has a high empathetic nature but rational and has a professional orientation as a leader towards the development of the performance of both teachers and other education personnel.

Factors that affect the Principal's Leadership Style

Several factors affect the Transformational Leadership Style of the Principal, namely:

1. Personality, this factor is very instrumental in influencing the leadership style of the principal, the leadership style of a leader affectionately depends on himself personally. The possibility of the cause of factors that affect leadership style is still weak or still not optimal principal in providing direction and motivation to his subordinates, the principal is required to communicate clearly. Another cause is the principal who does not have passion in generating creativity, advice and listening to guidance and delegation so that the leadership style seeks to influence the personality characteristics of the principal to continue to process and be followed by various improvements in ways of getting closer to other teachers emotionally, providing and making the organization as self-actualization by giving encouragement, facilities, strengthening and motivation to achieve goals and discovering the nature of themselves in educational organizations. Because in fact, the principal not only rules through his authority and authority but provides guidance, socialization and deployment to the organizational components of education and can identify the needs of organizational components appropriately.
2. With the expectations and behavior of superiors, the leader must take full responsibility to make that vision a reality.
3. Characteristics and behavior of subordinates, subordinate behavior is called by ability and motivation. In improving the quality of education, educational organizations must commit to teaching. These efforts must start from improving the quality of professional human resources. In educational organizations, professional teachers are reflected in the implementation of task service characterized by expertise both materially and practically/ methods. To create the nature of professionalism, motivation and inspiration are needed by the principal as a leader in educational organizations. Conditions on the ground reflect the state of the teacher who is not following expectations, so the role of the teacher has not been optimal. The motivation provided by the principal will affect the performance of the teacher.
4. Teacher Performance, Leadership style influences the performance of teachers in carrying out their duties to achieve the goals of educational organizations. The effectiveness of the leader in this case the principal will create a good working climate and encourage the improved performance of teachers and other employees.
5. The needs of the task, the leadership of the principal are one of the aspects that becomes a key value in realizing the quality of education and the

quality of the school. Without the duties of a principal, the process of improving quality cannot be done properly. The principal has a duty in moving personnel, namely employees and teaching staff to work well and empower existing resources optimally.

6. Climate and organizational policy, the influence factor of the principal's leadership style can be seen from the organizational climate or school productivity level. A poor work climate will affect the effectiveness of schools, while a good work climate will create job satisfaction created by several interrelated factors.

Transformational Leadership Style of Junior High School Principal 30 Pekanbaru

In its implementation, Pekanbaru City 30 Junior High School, the principal showed the application of delegative to teachers such as direction, so that teachers can describe the program by implementing independently the problem with educational purposes. The principal has a democratic attitude in the division of teaching duties and various teacher activities such as seminars, training, and other educational activities. As for the principal students and other stakeholders work together in adjusting the educational roster and activities that will be carried out by students in school. Principals with transformational styles seek to improve teacher performance by giving awards, attention and involving teachers in the preparation of school programs. In addition, the Head of the First 30 Secondary Schools of Pekanbaru city followed up on the facilities and infrastructure needed by the school in supporting lessons such as:

1. Improvement of electrical installations, and internet networks to facilitate teacher performance and student learning activities that use computers as a driving factor for lessons,
2. The creation of art performances, which support students' skills to further improve soft skills in the field of role art, involving individuals or groups of students who have talent in related matters.
3. Revamping the worship space to improve the quality and quality of students in carrying out spiritual school activities outside the compulsory field of subjects,
4. Implementation of Memorandum of Agreement (MoA) with Rumbai Subdistrict Police, Pekanbaru City by checking several rights and obligations such as:
 - 1) Report on the development of student circumstances in a written or unwritten form in the learning process.
 - 2) Adhere to health protocols for mutual convenience.
 - 3) Rumbai Subdistrict Police can monitor all students and teachers in the learning process activities that have been implemented.
5. The implementation of memorendum of agreement (MoA) between the Head of Junior High School (SMP) Negeri 30 Pekanbaru and Puskesmas Karya Perempuan Rumbai Subdistrict, Pekanbaru City. This MoA agreed on the implementation of health protocols in face-to-face learning during the current Covid-19 Pandemic.
6. Provision of other additional infrastructure.

The transformational leadership style implemented by the principal of 30 Pekanbaru Junior High School encourages job satisfaction, work climate, work relations, work discipline and humane activities that can be implemented by all employees/teachers and students in school because the principal must be able to open themselves to the realization of dialogue, participation and communication for educators to jointly create organizational goals. Having a responsive and innovative attitude to tasks and obligations is a support system for all stakeholders in school so that the principal of 30 Pekanbaru Junior High School tends to convince and encourage teacher performance by implementing consulates by emphasizing good interpersonal relationships.

If articulated as a transformational leadership style then, the principal of 30 Pekanbaru Junior High School is classified as a leader with the following description:

1. Individual consideration, because of the behavior of the principal who pays attention to the teacher and responds to responses and ideas given. Considering the importance of comfort by all teachers and students in teaching and learning activities. Having a full consideration of school security so that it can carry out cooperation agreement activities between the Head of Junior High School 30 Pekanbaru City with Rumbah Subdistrict Police, not only that it also conducts a cooperation agreement between the Head of Junior High School 30 Pekanbaru City with Puskesmas Karya Perempuan Rumbai Subdistrict, Pekanbaru City.
2. Intellectual Stimulation, where the principal as a role model provides coaching to participation and innovation so that all educators can solve problems. Being a mediator in terms of student activities and looking for ways to be able to empower teachers in happiness that supports soft skills and academic lessons, one of which is the implementation of the art stage. And
3. Inspirational motivation, where the principal is an example for all staff, teachers and students, especially in the discipline of tasks and obligations. This transformational leadership style in this decentralized era answers the challenges in change, as it is not only based on the need for self-esteem but rather increases awareness as a leader to be able to exert a good influence in organizational materialization. Thus, transformational leadership provides the essence of transforming members led to be brought in in the development of an even better organization.

Conclusion

Based on the description of the background above, it can be broadly concluded that transformational leadership style becomes an option that is expected to develop and advance more qualified educational institutions to answer the problems faced, because from what has been explained the principal has an obligation as a driver of educators in educational institutions. Because educational institutions become the basis of the development of dynamics, complexity and competition for the principal to show his profile as a leader who not only highlights power but also duties and functions as a leader who becomes

a role model for school education personnel. Transformational Leadership Styles are analyzed by several factors: (1) *Inspirational motivation*, (2) *Idealized influence*, (3) *intellectual stimulation*, (4) *Charisma*, and (5) *Individualized consideration*. The leadership style of the principal of 30 Pekanbaru City Junior High School has used a transformational leadership style according to the driving factors of the leadership style especially on the characteristics and personality of the principal itself.

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