

Performance Reviewed from Transformational Leadership in SLB Teachers in Medan City

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Abstract

Researchers conducted a study entitled *Performance in Terms of Transformational Leadership on SLB Teachers in Medan City* with a sample of 135 SLB teachers in Medan City. This study used purposive sampling techniques. In this study, were 30 items on the performance scale and 32 on the transformational leadership scale. Researchers used the Pearson Product Moment correlation method. This study says that both variables have a positive correlation. Performance and Transformational Leadership performed normality and linearity testing using IBM SPSS Statistics 25. These two variables get a correlation coefficient 0.209 with a significant value of 0.015 ($P < 0.05$). The higher the performance, the higher the Transformational Leadership, and vice versa, the lower the performance, the lower the Transformational Leadership of a person.

Keywords: Performance, Transformational Leadership, Teacher.

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Introduction

As a result of the current development of globalization and people's expectations and demands, many things have changed in the era of globalization (Dacholfany, 2015). A country with talented individuals is sure to excel in science, technology, and skills, thus giving them an edge in any competition. One of Indonesia's national goals is to increase the country's intelligence level. This can be achieved through various educational institutions, including schools and colleges.

According to (Triyanto, 2014), education is an effort to arouse public interest in seeking knowledge by providing structured learning experiences, both inside and outside the classroom, to maximize everyone's potential. To ensure they can fulfill their life goals in the coming years. To improve education for its citizens, the government continues providing supporting facilities to achieve effective teaching and learning efforts for students; of course, this must be separated from the role of educators.

In early childhood education, formal education, primary education, and secondary schools, educators are responsible for providing teaching, guidance, direction, training, assessment, and evaluation of students per the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers. A professional is someone who offers his services or services following

protocols and regulations in the field he undertakes and receives remuneration for his services, and teachers are part of it.

In the implementation of education, teachers have a considerable influence on the success of these efforts because they show their performance in the competence and professionalism of their profession. A professional educator is fully and collectively aware of his role as a teacher.

Realizing that one's role as a teacher is more than just carrying out administrative duties in front of a class of students is essential to being an effective educator (Hamid, 2020). However, it is undeniable that there are also teachers who do not have professionalism in educating and teaching their students, such as the following case examples: This incident of teacher unprofessionalism was reported by one of the websites at www.frame.nasional.com where the SLB teacher who makes his students as jokes or ridicule for the sake of content and makes the community uncomfortable. In the content, a teacher shows how an SLB student feels scared when the teacher shows an octopus-shaped toy. Finally, the teacher gets criticism from *netizens*. Another case related to the above problem occurred in one of the SLBs in Medan, which happened to be the place of research conducted by researchers and other SLBs in the city of Medan.

From observations and interviews conducted by researchers on several teachers who teach there, the problem occurs is that some teachers teach not following the field of knowledge they have, the results that occur are that the learning provided is less effective, students are not able to understand the material given, there is no increase in understanding in students, finally many parents complain about how to teach teachers, And it is a big question for parents where the professionalism of teachers lies in educating and teaching their students.

From some of the case descriptions above, it can be concluded that a professional teacher is a teacher who can manage and teach according to the applicable curriculum (Faridah et al., 2020), then able to be personally responsible, obey all applicable regulations in existing laws, love his profession as a teacher and have a high willingness to develop himself as an educator. So if all the criteria above are understood by a teacher well, then the problems that occurred before will not recur.

One definition of performance, according to (Suherman, 2018), is the result of an employee's work within a specific time compared to agreed benchmarks, objectives, or specifications, and according to (Jumirah, 2020), Work performance, implementation, results, or performance are also included. Thus, the work of a teacher, the way they conduct the learning process, the quality of the assessment of learning outcomes, and the amount of time they spend following up on the evaluation are all indicators of their effectiveness. Performance traits are quality, quantity, timeliness, cost-effectiveness, and the need for a *supervisor* (Saputro, 2020).

Leadership is one of the elements that affect performance. The English word for leadership is "*Leadership*," but the term can also mean a strong bond between an individual and a team. (Bk, 2019) defines a transformational leader as a leader who is goal-oriented and motivates his followers to work toward a common goal. When leaders exhibit transformational behavior, they can steer their organization toward greater effectiveness and productivity. Consistent with (Iqbal, 2021), he defines transformational leadership as the capacity of a leader to collaborate with subordinates to maximize the use of organizational resources to achieve significant goals, all by predefined goals and targets. Transformational leadership is influenced by charisma, motivation, intellectual stimulation, and individual attention (Indrayanto, 2018).

Results of research conducted by (Wote & Patalatu, 2019), 52 teachers in eight Central Tobelo sub-district schools explained a positive and significant relationship between transformational leadership and performance. The same previous research was also found in research conducted by Hasan *et al.* (2023), where the results show that transformational leadership has a significant relationship with teacher performance with $r = 0.798$; it is assumed that the higher

the transformational leadership that teachers get, the higher the teacher's performance. Good transformational leadership can bring or influence teacher performance well (Akbar & Imaniyati, 2019). This is evident in this study, where the better the transformational leadership, the better the teacher's performance, and vice versa, the worse the transformational leadership, the lower the performance of the teacher.

Based on the description and phenomenon of the experts above, the researchers are interested in investigating "Performance in Review of Transformational Leadership in SLB Teachers in Medan City."

The study's premise is that effective transformational leadership can be attributed to high levels of student achievement in the classroom. The underlying premise is that there is a strong relationship between the principal's leadership and teacher performance. The formulation of the study is "Is there a relationship between transformational leadership and teacher performance in SLB?" The study aimed to determine the relationship between leadership and performance in SLB teachers. Research has theoretical and practical features that benefit the overall investigation. The benefit of theory in this study is that it can contribute references to psychology, in general, the science of industrial psychology organizations. In this research, there are 2 practical benefits, namely, (a) For SLB teachers, this research is expected to provide benefits to teachers to be able to continue to develop their performance, such as the ability to master teaching and learning programs and improve the ability to carry out professional missions. (b) For school principals, this research is expected to provide input to principals as leaders in SLB schools so that they can consider teacher welfare and ensure that the institution develops well and continues to hone its ability to provide the best service to its members.

Based on the description and phenomenon of the experts above, the success of a person's performance is undoubtedly influenced by the leadership of his superiors. Therefore, researchers are interested in examining the title "Performance Reviewed from Transformational Leadership in SLB Teachers in Medan City."

Research Methods

The variables in this study are Transformational Leadership as the independent variable and performance as the dependent variable. The population in this study consisted of 170 SLB teachers in the city of Medan. The sample of this study amounted to 135 SLB teachers in the city of Medan, which was taken based on the formula of Isaac and Michael (Sugiyono, 2019) with an error rate of 1%. The sampling technique in this study used *purposive sampling*.

This study used quantitative methods. According to Sugiyono (2009), the quantitative approach is research based on the philosophy of positivism to examine specific populations or samples and *random* sampling by collecting data using instruments and analyzing data in nature. The data collection method used is the scale method, namely the performance scale and transformational leadership scale.

The performance scale is arranged based on the dimensions proposed by Bernadin and Russell (2021): quality, quantity, timeliness, cost-effectiveness, and the need for supervisors. The statement items can be seen in Table 1 below:

Table 1. Performance Scale Blueprint

No	Performance Dimensions	Statement Points		Sum
		Favorable	Unfavorable	
1.	Quality	1,15,24	5,14,30	6
2.	Quantity	7,11,29	8,17,25	6
3.	Timeliness	4,18,27	2,19,23	6

4.	Cost Effectiveness	9,13,22,	6,12,28	6
5.	The need for Supervisor	3,16,26	10,20,21	6
Total		15	15	30

The scale of transformational leadership is arranged based on the aspects proposed by Bass (2006), namely charisma, motivation, intellectual stimulation, and individual attention. The statement items can be seen in Table 2 below:

Table 2. Transformational Leadership Scale Blueprint

No	Aspects of Transformational Leadership	Statement Points		Sum
		Favorable	Unfavorable	
1.	Charisma	1, 12, 20, 29	4, 15,19, 28	8
2.	Motivation	5, 14, 18, 30	2, 16, 24, 26	8
3.	Intellectual Stimulation	3, 13, 23, 27	8, 9, 22, 31	8
4.	Individual Attention	7, 10, 21, 25	6, 11, 17, 32	8
Total		16	16	32

The scale of the previous research will be tested first to see its validity and reliability. The validity test is used to test whether the instrument used is valid, while the reliability test is used to test whether the instrument used is reliable and if there is a similarity in data at different times. The data analysis technique used in this study is the correlational technique *Pearson Product Moment*, which is a data analysis technique used to measure the relationship between dependent variables and independent variables with the help of *SPSS Statistics 25*.

Before conducting data analysis, it is necessary to test assumptions, namely normality tests and linearity tests. The normality test is used to determine whether, in a regression model, the dependent variable, the independent variable, or both have a normal distribution or, if $P > 0.05$, then the data is usually distributed, and if $P < 0.05$, then the data is abnormally distributed (Ghozali, 2018). The linearity test determines whether the relationship between the dependent variable and the independent variable has a significant linear relationship. If $P < 0.05$, then both variables are linear; otherwise, if $P > 0.05$, then both variables are said to be not variables (Ghozali, 2018).

Results and Discussion

A. Trial Implementation

This study used a tryout due to the limited number of subjects who were respondents. According to (Sipayung, 2018), outused is a research method whose data collection process uses the same sample. After that, data is collected and tabulated into the *Microsoft Excel* program. Validity and reliability testing is conducted with the help of *IBM SPSS Statistics 25* by *Pearson Product Moment technique*.

Data collection will be carried out from October 23, 2023, to January 23, 2024, at 3 extraordinary schools in Medan, namely SLB Negeri Pembina, SLB-A Karya Murni, and SLB YPAC Medan, with a sample of 135 teachers through the distribution of questionnaire books. There are 2 scales used in this study, namely, the Performance scale and the Transformational Leadership scale.

1. Performance Scale

The number of items used on this scale is 30 items. The results of the validity test found

that all items were declared valid. Through tables *Corrected Item Total Correlation* With a minimum r value of 0.30, the validity of the data and results found the r value moves from 0.514 to 0.729. The decision-making process is based on the theory (Azwar, 2014) that if the coefficient (r) ≥ 0.30 , then the item is declared satisfactory. In reliability testing techniques, *Alpha Cronbach* has a value of 0.958. This shows that this scale can be used as a research collection tool.

Table 3. Breakdown of valid Performance Scale Items

No	Performance Aspect	Statement Points				Valid Amount
		Favorable		Unfavorable		
		Valid	Fall	Valid	Fall	
1	Quality	1, 15, 24	-	5, 14, 30	-	6
2	Quantity	7,11,29	-	8,17,25	-	6
3	Timeliness	4,18,27	-	2,19,23	-	6
4	Cost-effectiveness	9,13,22	-	6,12,28	-	6
5	The need for Supervisor	3,16,26	-	10,20,21	-	6
TOTAL		15	0	15	0	30

2. Transformational Leadership Scale

The number of items used on this scale is 32 items. After a validity test, it was found that there were 24 valid items, namely numbers **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 20, 21, 22, 23, 26, 27, 28, 30**. The result is supported by the statement (Azwar, 2014), which states that the validity coefficient (r) ≥ 0.30 is usually considered satisfactory. Test this validity using *Corrected Item Total Correlation*, where valid items can be seen from the table. *Corrected Item Total Correlation* is Based on an R-value of at least 0.30 with an R-value moving from 0.058 to 0.606. From this value, item numbers **12, 17, 19, 24, 25, 29, 31, and 32** are invalid. In reliability testing techniques, *Alpha Cronbach* has a value of 0.854. This shows that this scale can be used as a research collection tool.

Table 4. A breakdown of valid transformational leadership scale items

No	Transformational Leadership Aspects	Statement Points				Valid Amount
		Favorable		Unfavorable		
		Valid	Fall	Valid	Fall	
1	Charisma	1, 20	12, 29	4, 15, 28	19	5
2	Motivation	5, 14, 18, 30	-	2, 16, 26	24	7
3	Stimulation Intellectual property	3, 13, 23, 27	-	8, 9, 22	31	7
4	Attention Individual	7, 10, 21	25	6, 11	17, 32	5

TOTAL	13	3	11	5	24
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B. Data Analysis Results

A. Description of Research Data

Hypothetical and Empirical Performance Scales

This performance scale has 30 answer options from one to four. With a minimum and maximum range, 30x1 to 30x4, 30 to 120 with a hypothetical mean $(30+120): 2 = 75$. The hypothetical standard deviation in the study is $(120-30): 6 = 15$ from the performance scale by filling out a questionnaire so that the empirical mean of 90.36 and standard deviation of 18.471 were received.

Table 5. Comparison of Empirical and Hypothetical Performance Data

Variable	Empirical			SD	Hypothetical			SD
	Min	Max	Mean		Min	Max	Mean	
Performance	51	120	90.36	18.471	30	120	75	15

From the Performance scale, the analysis results obtained that the empirical mean $>$ hypothetical mean of $90.36 > 75$ concluded that the performance subjects had a higher number than the population. The subject is divided into three levels: low, medium, and high. There are $\sigma = (120-30): 6 = 15$, hypothetical mean $\mu = (30+120): 2 = 75$ as the hypothetical standard deviation of this study. Based on the formula, obtained $x < (75-15) = x < 60$, $(75-15) \leq x < (75+15) = 60 \leq x < 90$, $x \leq (75+15) = x \geq 90$.

Table 6. Performance Score Categorization

No	Guidelines	Score	Category	Frequency	Percentage
1	$x < (\mu-1\sigma)$	$x < 60$	Low	11	8.1%
	$(\mu-1\sigma) \leq x < (\mu+1\sigma)$				
2		$60 \leq x < 90$	Keep	41	30.4%
3	$x \geq (\mu+1\sigma)$	$x \geq 90$	Tall	83	61.5%
Total				135	100.0%

b. Hypothetical and Empirical Transformational Leadership Scales

The Leadership Scale has 32 items with four answer options. With a minimum and maximum range of 32x1 to 32x4, namely 32 to 128, with a hypothetical mean $(32+128): 2 = 80$. The hypothetical standard deviation in the study is $(128-32): 6 = 16$. From the leadership scale, the empirical mean of 70.72 and standard deviation of 11.779 were received by filling out a questionnaire.

Table 7. Comparison of Empirical and Hypothetical Leadership Data Transformational

Variable	Empirical			SD	Hypothetical			SD
	Min	Max	Mean		Min	Max	Mean	
Leadership	40	92	70.72	11.779	32	128	80	16

In the scale of Transformational Leadership, the empirical mean > hypothetical mean is $70.7 > 80$. It is concluded that the Transformational Leadership of the study subjects is higher than the average population. It was found that the hypothetical standard deviation $\sigma = (128-32): 6 = 16$, and the hypothetical mean $\mu = (32+128): 2 = 80$. Based on the formula, obtained $x < (80-16) = x < 64$, $(80-16) \leq x < (80+16) = 64 \leq x < 96$, $x \geq (80+16) = x \geq 96$.

Table 8. Categorization of Transformational Leadership Scores

No	Guidelines	Score	Category	Frequency	Percentage
1	$x < (\mu-1\sigma)$	$x < 64$	Low	38	28.1%
2	$(\mu-1\sigma) \leq x < (\mu+1\sigma)$	$64 \leq x < 96$	Keep	97	71.9%
3	$x \geq (\mu+1\sigma)$	$x \geq 96$	Tall	0	0
Total				135	100.0%

2. Assumption Test

Assumption tests are carried out to determine whether there are deviations or not. Then, a normality test and linearity test are carried out.

Normality Test

Normality testing is based on *Kolmogorov Smirnov*, and the data can be standard if the value is more significant than 0.05. By testing with *the Kolmogorov-Smirnov* method using the exact *approach*, the results obtained are 0.317, so the data is usually distributed, and *Statistical Parametric* analysis can be used.

Table 9. Normality Test Results

Variable	SD	Sig.	P	Information
Leadership Performance	17.05671940	0.317	$p > 0.05$	Usual

b. Linearity Test

The linearity test is used to determine whether the distribution of research data between two variables has a linear influence. Performance and Transformational Leadership variables are expressed to have a linear correlation if $p < 0.05$. Thus, these two variables have a good relationship. This can be seen from the table below.

Table 10. Linearity Test Results

Variable	F	Sig	Information
Leadership Performance Transformational	5.737	0.019	Linear

There is a linear relationship between 2 variables based on the table above. It can be seen from the significance value obtained, which is 0.019 ($p < 0.05$) until it is concluded that the two variables to be analyzed for *Product Moment* correlation have met the requirements.

3. Test the hypothesis

This research hypothesis has a positive correlation between Performance and Transformational Leadership in SLB in Medan City. Pearson Correlation test was conducted based on the hypothesis of this study.

Table 11. Correlation between Performance and Leadership

Transformational

Analysis	Pearson Correlation	Significance (p)
Correlation	0.209	0.015

It can be seen from the table above that from the results of correlation analysis, the *Product Moment* correlation coefficient is obtained at 0.209 with a sig of 0.015 ($p < 0.05$). Shows that both variables have a positive relationship.

Table 12. Effective Donation

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.209	.044	.036	18.133

This study also obtained a coefficient of determination *R Square* (R^2) as much as 0.044, so there is a conclusion that there is a compelling contribution from Transformational Leadership of 4.4%, which affects the performance of SLB teachers in Medan City and other factors influence the remaining 95.6%.

Discussion

From the results of research on 135 respondents, namely teachers at SLB in the city of Medan who were the subjects of the study, it was found that a significant positive relationship between Performance and Transformational Leadership had a *Pearson Correlation* value of $r = 0.209$ and Sig of 0.015 ($p < 0.05$) with the meaning that the higher the individual performance, the higher the Transformational Leadership, on the contrary, the lower the performance Principal Transformational Leadership.

The results of previous studies also help the results of the following studies, such as research carried out by (Wote & Patalatu, 2019) on 52 teachers in eight schools in Central Tobelo District. The study obtained a significance of 0.322 ($p < 0.05$), indicating that the two variables have a unidirectional relationship.

The results of this study showed that in the performance level of 135 teachers, there were 11 teachers with a percentage of 11% having low performance, where some teachers could not complete their work according to the set time and were not encouraged to do their duties effectively. The performance of work results can be seen through the quality and quantity obtained in carrying out their duties according to the responsibilities given to the individual (Indonesia, 2016). There are also 41 teachers, with a percentage of 41% having moderate performance. In its implementation, teachers already have good quality work. However, they must be balanced with accuracy or speed in maximizing work results by the rules set. Then, there are 83 teachers, with a percentage of 61.5% having high performance, which means that teachers already have a sense of responsibility for the tasks in achieving work targets.

Researchers also examined the level of Transformational Leadership in SLB teachers in Medan City, and found 38 teachers, with a percentage of 28.1%, had a low level of Transformational Leadership, this was seen from the lack of influence of leaders in central roles to lead subordinates, motivate and build attitudes in working optimally in achieving the goals set. Then there are 97 teachers, with a percentage of 79.1%, who have a moderate level of Transformational Leadership, which means that the leader can create a direction but has little difficulty communicating with his subordinates. A teacher who has Transformational Leadership has good performance quality, just as Balthazard *et al. said.* (2009) states that transformational leadership has a significant influence on decision-making that can cause the performance of an employee to increase.

From the research results above, it is concluded that there is a significant relationship between Performance and Transformational Leadership among SLB teachers in Medan City.

Conclusion

The results of the Performance research in terms of Transformational Leadership in SLB teachers in Medan City showed that these two variables had a positive correlation by having a *Pearson Correlation* value of 0.209 and P of 0.015 ($P < 0.05$), meaning that the higher the performance, the higher the transformational leadership in SLB teachers in Medan City and vice versa, the lower the eating performance, the lower the Leadership Transformational for SLB teachers in Medan City. The study also provides evidence of a compelling contribution of these two variables, amounting to 4.4%. Transformational leadership affects performance, while 95.6% is obtained from factors outside the study.

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