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Transformational leadership management of school principles in improving teacher discipline and performance Through effective learning at state high school 2 cirebon city

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Abstract

The principal has a very important role in developing education in schools. One thing that the principal must do is to do good management. Management that is most prioritized by school principals is management in improving teacher work discipline through effective learning. This research was conducted at State High School 2 Cirebon City. The purpose of this study is to obtain an overview and information about the management of transformational leadership of school principals in improving teacher discipline and performance in effective learning, which includes: 1) Planning, 2) Organizing, 3) Implementation, 4) Supervision, and 5) Evaluation. The research method used is descriptive qualitative research. Data collection was obtained from information, places and activities of the principal's leadership activities, as well as documents. Data collection techniques in the form of in-depth interviews, direct observation, and record documents. Data validity was tested by applying source triangulation and method triangulation. The data analysis technique is in the form of interactive analysis techniques, namely data reduction, data display, and conclusion drawing which interact with each other. This study refers to the theory of transformational leaders from Yammarino and Bass (1990) that transformational leaders are charismatic leaders and have a central and strategic role in bringing the organization to achieve its goals. Transformational leaders also have the ability to match the vision of the

future with their subordinates, as well as increase the needs of subordinates at a higher level than what they need. The results of the research are in the form of main findings, namely: 1) having a vision, mission, strategy and goals as an indication of a clear direction from a learning plan; 2) The principal can pay attention in the form of facilities in the teaching and learning process, provide solutions, provide duties and functions, and provide motivation to teachers who meet the target; 3) The management of the school principal's transformational leadership is not running as it should, but the discipline and performance of the teacher can run well even though it is not as expected; 4) monitoring and evaluation have carried out transformational leadership management well, although not optimal.

Keywords

Principal Management, Transformational Leadership and Teacher Performance.

A. Introduction

The goal of National Education is to educate the nation and develop the Indonesian society as a whole, namely human beings who believe in God Almighty and are virtuous, have a solid and independent personality, have skills and knowledge, physical and spiritual health, and a sense of social and national responsibility. . This is in accordance with RI Law Number 20 of 2003 concerning the National Education System Chapter I article (1).

Education can be interpreted as a planned conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state.

Efforts to educate the nation's life are the responsibility of education, especially in preparing students to become subjects who fear God Almighty, have noble character, are tough, creative, independent, democratic, and professional in their respective fields.

The quality of education in Indonesia is currently very concerning. This is evidenced, among other things, according to the Political and Economic Risk Consultant (PERC) survey, the quality of education in Indonesia ranks 12th out of 12 countries in Asia. Even Indonesia's position is under Vietnam. The cause of the low quality of education in Indonesia cannot be separated from the role and leadership of a school principal.

The problem of low quality education is closely related to leadership and learning, where leadership is one of the factors in improving the quality of education. School is a form of educational organization. The principal is the educational leader in the school. If the notion of leadership is applied in educational organizations, educational leadership can be interpreted as an attempt to move people in educational organizations to achieve educational goals. This is in accordance with the opinion of Nawawi (1985) who argues that educational

leadership is a process of influencing, moving, motivating, and directing people in educational organizations to achieve educational goals.

Seeing the importance of the principal's leadership function, efforts to improve higher performance are not an easy job for school principals because activities take place in a long process that is well planned and programmed. One indicator of the success of a school principal's leadership is measured by the quality of education in the school he leads. The problem of leadership is the main thing in learning, because it is the center point in an educational institution.

Based on some of the definitions above, it can be concluded that leadership is the ability that a person has in influencing other people to want to work together so that they want to take actions and deeds in achieving common goals.

The principal is a school leader or leader of an institution where he receives and gives lessons. The principal is a functional teacher who is tasked with leading a school where the teaching and learning process is held, or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson. (Wahjosumidjo, 2002:83). The principal is a teacher (functional position) who is appointed to occupy a structural position (principal) in the school. (Rahman, 2006:106). The principal is a teacher who has the ability to lead all existing resources in a school so that they can be utilized optimally to achieve common goals.

The principal is one of the components of education that has the most role in improving the quality of education. As stated in Article 12 paragraph 1 PP 28 of 1990 that the school principal is responsible for organizing educational activities, school administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure.

Principals are appointed through certain procedures and requirements who are responsible for achieving educational goals through efforts to increase the professionalism of educational staff which has implications for increasing student learning achievement. Professional school principals will think about making changes, no longer thinking about how a change is as it is so that it is not crushed by these changes. To realize a professional school principal is not as easy as turning the palm of the hand, it all takes a long process. However, the reality in the field is that there are still many school principals who do not carry out their duties and functions as educational leaders. This is due to the lack of transfer in the process of appointment, the low mentality of school principals which is characterized by a lack of motivation and enthusiasm and a lack of discipline in carrying out assignments, and frequent arrivals late and many other inhibiting factors for improving the quality of education which has implications for the low work productivity of school principals which also has implications for quality (input, process, and output).

Transformational leadership is a model of a leader who is able to make the people he leads have the same vision as him. Leaders with this leadership model are generally known as very charismatic figures and play a major role in bringing

the institution or organization they lead to achieve a predetermined goal. According to Yammarino and Bass (1990, in Daryanto, 2005) transformational leaders are charismatic leaders and have a central and strategic role in bringing the organization to achieve its goals. Transformational leaders also have the ability to match the vision of the future with their subordinates, as well as increase the needs of subordinates at a higher level than what they need. Transformational leaders must be able to persuade their subordinates to do their tasks beyond their own interests for the greater benefit of the organization. Transformational leaders will also try to articulate a realistic vision of the future of the organization, stimulate subordinates in an intellectual way, and pay attention to the differences that their subordinates have.

As formal education, schools aim to form human beings with personality, in developing the intellectuals of students in the context of educating the life of the nation. The principal has a very important and decisive role in helping teachers and students. In his leadership the principal must be able to understand, overcome and improve the deficiencies that occur in the school environment as a whole. To improve the quality of education in the schools they lead, a school principal must be able to improve the performance of teachers and staff.

Many factors can affect the performance of a teacher. So as the highest leader in a school, a school principal must be able to provide positive energy that is able to move teachers to carry out their duties seriously and responsibly so that their performance gets better and better. Thus the principal can make changes in the way of thinking, in behaving and in acting or behaving. So it becomes a demand for a school principal to always improve his knowledge and scientific insights so that later he can support his duties as a leader.

Researchers have conducted pre-observations through observation and interviews at State High School 2 Cirebon City and it is predicted that there are still many teachers who do not meet the academic qualifications and teacher competencies. A small number of teachers do not master the development of the 2013 curriculum, do not master scientific/scientific learning strategies and methods so that the learning process is less effective. Ineffective learning has an impact on the low quality of school exams and the quality of students' national exams.

B. Research Methods

This research is a descriptive approach. The reason for using a descriptive approach is because this research requires explanation of information in which phenomena are presented naturally. This type of research is included in qualitative research. According to Bogdan and Taylor in Moleong (2007: 4) qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and the observed behavior of the phenomena that occur. Furthermore Moleong (2007:11) suggests that descriptive research emphasizes data in the form of words, pictures, and not numbers caused by the application of qualitative methods. In addition, everything that is collected is likely to be the key

to what has been researched. Sampling or data sources in this study were carried out purposively and the sample size was determined by snowball, the collection technique was triangulation (combined), the data analysis was qualitative in nature and the research results emphasized the meaning of generalizations. The results of this study only describe or construct observations and in-depth interviews with research subjects so that they can provide a clear picture of the principal's understanding of transformational leadership management in improving teacher work discipline through effective learning. This research was conducted at State High School 2 Cirebon City.

C. Research Results

This subject describes the results of research related to: 1) transformational leadership management planning for school principals in improving teacher work discipline through an effective learning process; 2) organizing the transformational leadership management of school principals in improving teacher work discipline through effective learning; and 3) the implementation of transformational leadership management of school principals in increasing the work discipline of teachers through an effective learning process; 4) supervising the management of school principals' transformational leadership in improving teacher work discipline through effective learning; and 5) evaluation of school principals' transformational leadership management in improving teacher work discipline through effective learning. The findings in the field are as follows:

Management Planning for the Principal's Transformational Leadership in improving Teacher Discipline and Performance through effective learning: Planning is the first stage in the management process, planning is one of the factors that make a very important contribution in achieving the expected educational goals. Based on the findings in the field at State High School 2 Cirebon City, it can be described that the school has a vision, mission, strategy and goals as an indication of a clear direction from a learning plan. This vision has the meaning of excellence in religion, science, insight and skills, which is a clear step in facing the future in the world of education that cannot be found in the documentation, namely the supervision of the school principal. State High School 2 Cirebon City has a clear vision and mission, in the curriculum there is also other local content based on religion, namely, religious material that has been determined by the school principal, for teacher competency development at State High School 2 Cirebon City, conducting subject teacher deliberations and micro teaching, which is organized by a forum/container for the professional activities of teachers of similar subjects in studios which consists of two elements, namely deliberations and subject teachers. Meanwhile, Micro Teaching is a method of education on a small scale and is limited in order to improve teaching and educating skills. In addition to increasing teacher competence, this is also an effort by the school principal to improve teacher discipline and performance. In transformational leadership, the principal has an important role in providing attention and facilitating the preparation of lesson plans and syllabi, but the principal does not

do so, so that the teacher's commitment rests on the principal. Meanwhile, in stimulating rational and intellectual solutions, the principal takes part in preparing the learning implementation plan and syllabus so that the teacher in preparing the learning implementation plan and syllabus feels happy because it is noticed, while the attention in preparing the learning implementation plan and syllabus the principal also pays different attention for each individual according to the character of the teacher, that way the teacher will be more serious in preparing the lesson plan and syllabus. The principal also always provides motivation that never stops in preparing the lesson plan and syllabus. From the explanation above, it can be concluded that the school program starts from the vision and mission, learning implementation plans and syllabus, in which it develops organizational operational strategies to determine human resources, formulation of competency standards, learning materials and evaluation which is a series of effective learning that has been carried out well even though the head schools as leaders do not play an active role in implementing transformational leadership optimally. In preparing the lesson plan and syllabus the principal only provides intellectual stimulation, individual consideration and inspirational motivation, so the teachers also feel cared for and feel happy because they work according to their needs, while other facilities and attention are provided by the principal who is committed to the staff. education. In the management of the transformational leadership of the school principal at State High School 2 Cirebon City, learning planning is going well, with the fulfillment of the management plan starting from the vision and mission and learning plans, but in terms of implementing the transformational leadership the school principal cannot be fully carried out due to the intervention of the principal in terms of providing the material is in his attention, but efforts to improve discipline and teacher performance are carried out with the commitment of education staff in the implementation of learning.

Organizing Principal Transformational Leadership Management in Improving Teacher Discipline and Performance through Effective Learning: Organizing is allocating the resources needed to achieve the goals set in planning. In organizing it is described who is doing the achievement of goals. organizing is the delegation of tasks starting from the principal and education staff, how is the flow of responsibility for the actors in carrying out what they are assigned. The teacher is responsible for the school principal and the school principal is responsible for the West Java Provincial Education Office. in organizing also includes allocating time for learning, facilities and infrastructure and determining learning materials, and not missing the determination of teachers and teachers in learning. In this case the principal who functions as a manager determines people to carry out all activities according to his function, based on his expertise to carry out the plans that have been made, because the wrong person is placed in the function that determines the implementation position, the consequences will be fatal where the organization cannot implemented optimally due to obstacles. This can be in the form of an individual's inability or human resources, it could also be because someone's character is not suitable and it could be that human resources are capable, but that

person is not comfortable in that position. In organizing, starting from allocating learning time, facilities and infrastructure, it has been carried out under the direction of the school principal, especially by positioning the role of teachers and teachers in implementing learning to make a direct commitment with the West Java Provincial Education Office, of course this is an indication of the absence of the authority of the school principal, as facts on the ground. While the results of interviews with teachers and principals obtained results where the principal's authority can run well, so the transformational leadership style goes according to expectations, starting from idealistic influence, individual stimulation, individual consideration and inspirational motivation can be done well, so the head schools can provide the facilities needed by teachers, provide ideas in solving problems, provide duties and functions based on the teacher's abilities in learning, and the principal cannot motivate teachers who reach the target or exceed the target, of course this can hinder the development of teachers in exploiting all their abilities, they carry out the discipline and performance of teachers. The school principal is able to do this, but that authority is taken over by the West Java Provincial Education Office where in the same position as the leader, the appointment of the determination of people in the organizational structure is determined by the leadership of the West Java Provincial Education Office without involving the school principal. While the principal of State High School 2 Cirebon City, he is able and has the authority to place people in the organizational structure of school institutions. In this case the principal sees and evaluates all employees in their daily life to be placed in a position according to their abilities. The allocation of learning time, facilities and infrastructure as well as teachers in accordance with the learning is determined by the West Java Provincial Education Office, while the authority of the school principal can be exercised properly. In carrying out transformational leadership, the principal can also carry out according to his abilities, because starting from providing facilities according to his position, providing solutions to each problem, providing main tasks and functions according to educational background and providing motivation for teachers who achieve the target cannot be done by the school principal because all authority was taken over by the West Java Provincial Education Office

Implementation of Principal Transformational Leadership Management in Improving Teacher Discipline and Performance through Effective Learning: After organizing, the next process in management is the implementation of principal leadership management. In practice, where the teacher as an organizational implementer in the learning process needs a stimulus or motivation from the manager as a spearhead in management, it can be in the form of attention to welfare, health, facilities, etc., in order to improve teacher performance and discipline. The principal as a manager functions to direct and remind and even set a good example in work discipline. The principal must also be able to create a conducive and pleasant climate in the school environment. More kinship and more nurturing to teachers in teaching implementation activities. This can improve

discipline and teacher performance. In the implementation based on the data obtained, teachers and ustadz were given debriefing at the beginning of the learning year, in addition to programs carried out by the government, namely certification and training held according to the minimum completeness criteria running the thirteenth curriculum, but the school did not provide detailed plans for implementing learning and syllabus, mastery content and process standards. For the implementation of the school principal's transformational leadership starting from idealistic influence, intellectual stimulation, intellectual considerations and inspirational motivation is not carried out properly, because the principal's authority is limited by the West Java Provincial Office, so there is no provision of the facilities needed by the teacher from the principal, there is no rational steps for the school principal to solve problems in the field, but for individual attention that provides facilities according to the needs of the teacher so that the teacher is more enthusiastic in carrying out learning, and there is assistance by the principal and providing motivation to the teacher, so that the teacher is even more enthusiastic in carrying out learning. For the implementation of the teaching and learning process is carried out in a disciplined manner and extraordinary obedience to educational regulations. The culture of discipline itself has been formed since the beginning as adab. This can be seen from the teacher's performance and discipline in teaching and learning in full and the resulting achievements can be proud of. and this is the result of disciplined teachers and good performance. So the management of the principal's transformational leadership is running and in accordance with what it should be, but the discipline and performance of the teacher can run well even though it is not as expected, while the transformational leadership of the principal can be carried out fully. The implementation of transformational leadership management for school principals at State High School 2 Cirebon City is based on data in the field, in mastering competencies carried out at the beginning of the year with debriefing and training from the West Java Provincial Education Office to carry out learning, on the other hand also through the minimum completeness criteria carrying out eye teacher deliberations lessons in improving teacher competence, implementing curriculum by implementing syllabuses and learning implementation plans, mastery of content standards, processes, for educational assessment. For the implementation of transformational leadership the school principal goes according to the existing indicators, because for idealistic influence and intellectual stimulation it can be carried out because all authority, starting from the provision of facilities given to teachers and all rational forms to solve problems, while for individual considerations and inspirational motivation are carried out by the principal, namely giving individual attention in the form of providing the facilities needed by the teacher and providing motivation or support for the teachers so that the teacher feels happy and carries out learning without a burden.

Monitoring and Evaluation of the Principal's Transformational Leadership Management in Improving Teacher Discipline and Performance through Effective Learning: Supervision is an effort to direct by providing instructions and

suggestions. After finding reasons and complaints in the implementation to overcome the problems encountered, then the management control process is to find gaps in the standards that have been determined and implementation that is not appropriate. If an extraordinary event gets out of control like at the moment, then this requires fast handling in controlling non-continuous out of control situations. The control that is carried out will result in enormous difficulties, but if the monitoring is continuous, then effective and efficient handling, which can be applied quickly and accurately, can be overcome. Supervision is a directing effort by providing instructions and suggestions. After finding reasons and complaints in the implementation to overcome the problems encountered, then the management control process is to find gaps in the standards that have been determined and implementation that is not appropriate. If an extraordinary event gets out of control like at the moment, then this needs to be handled quickly in controlling the situation, out of control which is not continuous. The control that is carried out will result in enormous difficulties, but if the monitoring continues continuously, effective and efficient handling that can be applied quickly and accurately can be overcome. Supervision of the transformational leadership management of school principals at State High School 2 Cirebon City is carried out by the school principal, assisted by the vice principal of the curriculum school, as well as the assigned picket teacher. This is done to be able to supervise carefully, all activities if something happens will be quickly controlled. The discipline of a teacher and the improvement of teacher work can be seen from direct class supervision by the school principal. Supervision is a coaching activity carried out by the principal for teachers, to help improve the learning situation, so that students can learn more effectively with increased learning achievement. Supervision of class visits is one of the supervision techniques carried out by school principals, by visiting classes to observe directly how the teacher's performance is in learning and helping to improve the learning process, so that student learning outcomes are getting better. The learning process (instruction) is an activity carried out by the teacher to help students learn. In the learning process in class students are considered to have learned if the formulated lesson objectives have been mastered by students. The role of the teacher is very large in the learning process, because as the person in charge and as the manager of the learning process in the classroom. Teacher performance is the result of work done in accordance with the demands of the teacher's profession, which is indicated by high work productivity which is getting better and better quality over time.

Evaluation of the Principal's Transformational Leadership Management in Improving Teacher Discipline and Performance through Effective Learning: Evaluation is carried out according to the results of learning at the end of the year, whether learning is in accordance with the initial learning objectives. Cirebon City 2 Public High School evaluates all activities by assessing improvements in teacher discipline and performance, whether learning tools are still lacking and all are carried out according to indications of student or student graduation. So the conclusion from monitoring and evaluation has been implementing transformational

leadership management well, although not optimal. The assessment is carried out at the end of the year from interview data, documentation and observation, as well as interpretations that carry out assessment activities according to predetermined standards, at the beginning of the year by assessing teacher discipline and performance.

D. Conclusion

E. The conclusions in this study are

1. Transformational leadership refers to a good planning process based on the analysis and evaluation of teacher performance which must be improved. Leadership planning on promoting effective learning.

2. Transformational Leadership School principals have different characters, this can be seen from the appointment and placement of teachers and employees in the environment, transformational leadership is carried out can be seen from the presentation of the principal's authority in making decisions.

3. The principal's transformational leadership has been able to improve teacher performance discipline through improving effective learning processes, but has not been able to maximize effective learning. Besides that, the implementation of the principal's transformational leadership has obstacles to intervention in the management of learning which should be more centered on the provision of educational facilities and infrastructure.

4. Evaluation of the transformational leadership of the school principals studied was carried out through teacher performance research once there was only an administrative performance evaluation instrument that had succeeded in improving teacher performance compared to the previous two years. And it has had an impact on improving learning which has been good which is marked by increasing school exam scores and national exam scores.

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