
INTERNATIONAL JOURNAL OF SCIENCE ARTS AND COMMERCE

Transformational Leadership: Principal's Idealized Influence in Improving Teacher Competence

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Abstract

The leadership of the principal has a significant role in determining the direction of Islamic primary education institutions. The quality of the leader or principal is very urgent in giving influence to teachers and students. Whether or not the principal's performance will affect teacher competence. Based on this phenomenon, this study reveals the idealized influence of school principals at SDI Qurrota A'yun Tulungagung and MI Perwanida Blitar. This study used a descriptive qualitative study with a multi-case study design. This research data are school committee, school principal, curriculum coordinator, public relations and research and development coordinator, infrastructure coordinator, superior PK, teachers, student guardians, community leaders, and employees. Data collection techniques are participant observation, in-depth interviews, and documentation. Then, the collected data were analyzed using data reduction techniques, data presentation, and concluding. All data is approved by validity through credibility tests, transferability tests, dependency tests, and conformity tests. The results showed the principal's Idealized Influence in improving teacher competence: (1) Leaders show religious charisma and achievement so that they could impact increasing personal, spiritual, and professional competencies, (2) Leaders have managerial abilities to improve pedagogy, professionalism, personality, competences, social, spiritual and leadership by involving all stakeholders to form various programs such as in-service education programs, in-service training programs and on-service training programs, (3) Presenting a visionary leader figure by increasing teacher competence according to institutional development distinctions such as SDI Qurota A'yun by implementing the Cambridge curriculum and MI Perwanida by implementing the Adiwiyata curriculum.

Keyword: *Transformational Leadership; Principal's Idealized Influence; Teacher Competence.*

INTRODUCTION

Globally, various countries around the world are currently undertaking in-depth reforms of their education systems. The transformation carried out in educational institutions emphasizes more ambitious learning, including academic and non-academic results (Bautista et al., 2016; Bautista & Ortega-Ruiz, 2015). Leaders are the key to successful reforms because they are ultimately responsible for implementing institutional reforms they lead (Guskey 2002)

Nevertheless, the fact is in Indonesia, according to the research results of the Ministry of Education and Culture, it is clear that the appropriateness of the number of school principals and teachers is 84.82% in carrying out tasks and teaching or who have qualifications of S1 or D4 diplomas, 15.18% are in the inappropriate category. (Kemendikbud 2016: 3). Based on the research results from the Research Center for Educational and Cultural Policy, the weaknesses of school principals in Indonesia are 1) the principal's insights are still narrow, 2) low work productivity, and 3) the quality culture has not yet grown (Agus Amin Sulistiono et al. 2017). Seeing this data, it is contrary to the competencies that must be mastered by a school principal that is managerial, personality, sociality, entrepreneurial, and supervisory (RI Law No.13 of 2007).

Therefore, the principal should update their insight and need the right leadership model to solve these problems (Bush 2003). The transformational leadership style is considered very appropriate to be used in an era that continues to change (Ross and Gray 2006). Bernard M. Bass specifically emphasized that a person can be said to have transformational leadership if he has the ability to idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass, 1985; Bass, 1995; Bass, 1999; Avolio et al., 1999; Bass & Riggio, 2006).

Many of the research results and ideas carried out previously about transformational leadership with school organizations as well as by (Borko et al., 2003; Nguni et al., 2006; Jantzi, 2000; Leithwood & Jantzi, 2005; Philip M. Podsakoff et al., 1990) transformational leadership with quality improvement (Laohavichien et al., 2009; Sun & Leithwood, 2012). In short, transformational leadership has an important role in encouraging educators to transform schools. However, not many researchers have conducted research that focuses on the idealized influence of school principals in increasing the competence of teachers who are specifically focused on Islamic primary education institutions.

The idealized influence dimension of transformational leadership is seen as the most appropriate in increasing teacher competence (Inkson & Z, 2011; Shuck et al., 2018; (Jalal and Dedi Supriadi 2001). Demonstrated by his attention in solving problems in various aspects faced by teachers for the advancement of the institution (Ross and Gray 2006) Bass and Riggio (2006: 6) They explain the dimensions of idealized influence leaders behave and become role models for their followers. A situation like this makes his followers fascinated, reluctant, and believe in the leader. Even followers recognize the leader and even want to emulate what the leader does; because followers perceive leaders to have extraordinary competence, tenacity, and determination (Avolio and Bass 2002).

This study examines the idealized influence behavior of school principals in improving teacher competence in two Islamic primary education institutions, SDI Qurrota A'yun Tulungagung and MI Perwanida Blitar. This research aims to explore the principal's policies or programs in solving various problems faced in order to improve teacher competence. The results of this study are expected to provide an overview of the dimensions of idealized influence in improving teacher competence and become input and consideration for school principals and policymakers to improve teacher competence.

METHOD

This type of research uses qualitative field research with a natural setting (natural setting) because researchers extract information from natural findings without manipulation. On the other hand, the approach that has suitable for this research is naturalistic phenomenology. Research from a phenomenological perspective to understand the meaning of events and people's interactions (Creswell 2009: 4). This study used a multi-case study design.

This naturalistic phenomenology perspective is used to study the idealized influence on schools in increasing the competence of teachers at SDI Qurrota A'yun Tulungagung and MI Perwanida Blitar. The data of this research are school committee, school principal, curriculum coordinator, public relations and research and development coordinator, infrastructure coordinator, superior PK, teachers, student guardians, community leaders, and employees.

Data collection techniques to explore information related to the idealized influence of school principals in improving teacher competence are participant observation, in-depth interviews, and documentation. Then, the collected data were analyzed using data reduction techniques, data presentation, and drawing conclusions. All data is approved by validity through credibility tests, transferability tests, dependency tests, and conformity tests.

RESULT AND DISCUSSION

The idealized influence dimension in transformational leadership focuses more on the influence of the leader over his members, takes into account the urgency of his values and assumptions, commitment and belief in taking a direction and through comprehensive considerations of ethical and moral aspects in improving teacher competence (Yukl 1999: 287).

In realizing his influence on his members to increase teacher competence by highlighting charismatic leadership, a transformational leader demonstrates managerial abilities and display a visionary leader who is internalized in various school organizational activities following the distinction of institutional development.

Charismatic Leader

Based on field data, leadership in both SDI Qurrota A'yun Tulungagung and MI Perwanida Blitar institutions applies unique concepts to improve teacher competence. It has succeeded in building awareness and trust (self-efficacy) in individual teachers to continue improving their competence (Li and Liu 2020).

Concretely, it can be started by giving idealized influence by displaying the charisma of the two leaders to influence teachers to continuously improve their competence. One of the

factors in increasing teacher competence is the charisma possessed by the leader or principal, which is reflected in the beliefs, values, and sense of mission (Nguni et al. 2006). It was also said by Gary Yulk that ideal influences direct and emphasize the influence of leaders on their members in communicating by paying attention to the urgency of their values and assumptions, commitment, and beliefs in making policies and through careful consideration of ethical and moral aspects (Yulk 2010).

The charisma attribute is possessed by the two SDI leaders Qurrota A'yun Tulungagung and MI Perwanida Blitar. Both show the Charisma Attribute. However, there are differences in the charisma attributes of the principal of SDI Qurrota A'yun Tulungagung and the principal of MI Perwanida Blitar. The principal of SDI Qurrota A'yun has the attribute of spiritual charisma, which makes a religious leader with a routine of *tirakat*: always fasts every day and breaks his fast at certain moments to respect others, routinely performs sunnah and obligatory prayers. Hence, teachers follow what is being habituated by the principal, such as fasting on Monday and Thursday, always reciting *zikr*, performing the sunnah and obligatory prayers. These activities increase the personal and spiritual competence of the teachers. Meanwhile, the charisma attribute owned by the principal of MI Perwanida Blitar, apart from spiritual, which can be seen in the values of worship, also has charisma attributes formed from the principal's achievements. The achievements are being the runner-up winner for the best headmaster at the East Java level and bringing MI Perwanida Blitar won the Madrasah Ibtidaiyah Adiwiyata City Level, East Java Province Adiwiyata, National Adiwiyata, and Adiwiyata Mandiri awards. He was also able to bring teachers to gain more achievements and outstanding students at the national and international levels. So, he is able to influence their members to follow and model him.

The principal's spiritual charisma and achievement attribute also build the trust and awareness of individual teachers to get closer to Allah and continue developing knowledge and providing regular feedback to teachers (Kärreman, Alvesson, and Wengléen 2006. Tuytens and Devos 2012). The principal influences his members with the charisma to motivate individual teachers. Then, it increases their competence by following and model what the leader does (Shamir, House, and Arthur 2018).

In this context, it reflects the figure of a spiritual leader as a form of effort to get closer to Allah SWT and constantly remembering Him as a form of praising Allah's majesty, complemented by the achievements of the leader, which will foster the best attitude of members to their leader (Aziz 2013, Roqib 2011), spiritual power to build awareness of life goals and responsibilities (Borham 2020). The impact that occurs after being given treatment shown by the principal built more religious and professional teachers in carrying out their duties. The teachers are increasingly wise in making decisions when the teaching and learning process takes place as well as decisions concerning problems with their duties and responsibilities as educators (Maulana 2019).

According to Bass and Riggio, members want to emulate what leaders do because members think leaders have extraordinary competence, persistence, and determination (Bass and Riggio 2006: 6). The trust given to teachers by the principal will improve performance and attitude. Thus, they will be able to carry out educational reforms in institution (Maunah 2020b). With a religious and achievement school culture will also have an impact on student achievement (MacNeil, Prater, and Busch 2009, Sholeh 2016, Sholeh 2018, Mutohar and Trisnantari 2020). In accordance with the various achievements obtained by educators and students at the regional, national, and international levels.

Charismatic leadership has a positive and significant influence on teacher performance. If the charismatic leadership style is carried out correctly, there will be an increase in teacher performance. But, if the charismatic leadership style is not implemented properly, there will be a decrease in organizational performance (Setiawan Wibowo et al. 2020).

Managerial Competence

In improving pedagogical, professional, personal, social, spiritual, and leadership competencies, the principal of SDI principals Qurrota A'yun and MI Perwanida communicate their ideas to teachers in various forms of formal, informal, and non-formal meeting forums. In that forums, it involves internal and external stakeholders to create various competency improvement programs. The principal in determining the principal's competency improvement program begins with planning, organizing, implementing, and conducting evaluation activities. This requires conceptual managerial skills where the leader plays a role in regulating, coordinating, and mobilizing all stakeholders to develop the institution (Katz and L. 1974). A leader must also involve community participation in supporting the school goals to be achieved and realized. Supporting various school programs that are in direct contact with the community, in this case, various collaborative programs (Yulianti et al. 2019, Maunah 2019).

Leaders' managerial ability in realizing the institution's vision and mission has a vital role in teacher transformation. The existence of a shared commitment and willingness to sacrifice between leaders and teachers to increase capability, skills, and knowledge will make it easier to achieve school goals (Fullan 2011, Hargreaves and Fullan 2020). With good managerial skills, it will improve the quality of teacher performance effectively (Mutohar and Trisnantari 2014, Putri, Riyanto, and Karwanto 2018).

Based on the facts in the field of school principals, they show managerial ability in making policies or decisions using technical skills and decision-making skills. The two principals analyze the program carefully, implement it, and carry out continuous evaluations conducted every Saturday. However, there are slight differences in the policy-making of the two institutions. The principal of SDI Qurrota A'yun Tulungagung in policymaking is carried out unilaterally by the principal in determining various program activities to improve teacher competence. Meanwhile, the principal of MI Perwanida Blitar in policymaking prioritizes deliberation rather than unilateral decision making. The leader conveys an idea to be responded to and implemented by teachers. So, it can influence the increase in teacher competence. The role of the principal in the organization is shown by forming a Curriculum Coordinator, Public Relations and Research and Development Coordinator, Student Affairs Coordinator, Facilities and Infrastructure Coordinator, and General Treasurer. They have their main tasks and functions.

The two institutions have social and cultural interactions that are unique to each institution. The principal of SDI Qurrota A'yun Tulungagung succeeds in implementing the Cambridge curriculum, interaction, and school culture promoting English. It is started with recruiting educators who have an English background. This aims to prepare the quality of graduates who are able to speak English. Meanwhile, the social and cultural interactions at MI Perwanida emphasize the Adiwiyata program. This program aims to instill the values of love for the environment in school members. They can achieve awards of *Madrasah Adiwiyata* at City Level, *Adiwiyata* Provincial Level, National *Adiwiyata* Level, and *Adiwiyata Mandiri*. The distinctive social and cultural features of the two institutions will provide the unique cognitive abilities of teachers and students (Maunah 2020a).

Based on the facts in the field of both institutions in realizing the ideals of the institution, leaders make activity programs in various activities such as the inservice education program: increasing qualifications, equalizing qualifications and participating in teacher professional education (PPG); the inservice training program delegates teachers to attend seminars, training, and workshops both internally and externally, and webinars; on-service training program; supports teachers to write papers and actively participates in various outstanding teacher competitions. Routinely supervise, form internal KKG, and delegate teachers to attend external KKG, make job rotations, social services, integrate curriculum, create collaborative programs, religious activities and implement technology-based learning.

With conducted various activities, it has an impact on increasing teacher competence. To realize teacher competence, as shown in some of the examples above, teacher competency development must be repeatedly carried out. Repetition of this process is necessary because it relates to human behavior itself. The attitude or problem can eventually change according to circumstances and situations. This repetition is needed to make it a temporary habit and change attitudes to become more permanent (Borham 2020).

Visionary Leader

A transformational leader can also be called a visionary leader because he must have or develop a "*ceruk*" to anticipate the future. This *ceruk* is an imaginative form, based on the ability of data to access the future needs of consumers (Nanus 1992: 72). This vision is translated into action, and school goals are assimilated using several key practices (Kurland 2019). This includes the ability to organize organizational resources to prepare for emerging needs and changes in the future. Leaders need to prepare qualified human resources who have pedagogical, professional, personal, social, spiritual, and leadership competencies to face changes in the future.

The implementation in developing *ceruk* of SDI Qurrota A'yun institutions emphasizing professional competence and pedagogy of their English skills and MI Perwanida with its Adiwiyata program is the two leaders jointly building a commitment with the teacher to realize the vision and mission and conducting the work program that has been agreed before. There is a joint commitment between the principal and the teacher in realizing the vision and mission formed in various activity programs, which have implications for fostering social, personality, spiritual, and leadership competencies. So, it makes it easier to carry out work programs. Teachers are voluntarily placed in any condition without being burdened with tasks. Teachers need to recognize which skills contribute to student achievement, practice skills and are responsible for the successes and failures of their students (Ross and Gray 2006, Sholeh et al. 2015). Based on the results of Huen Yu and Kenneth Leithwood's research, they put commitment as the biggest influence on teacher change (Yu, Leithwood, and Jantzi 2002). In accordance with Bruce J. Avolio and Bernard M., Bass also explained that with a commitment, transformational leaders are able to influence and generate strong emotions in all elements of the organization to move towards achieving the specified goals (Avolio and Bass 2002: 2).

The leadership of the Principal of SDI Qurrota A'yun Tulungagung and MI Perwanida Blitar present visionary leaders. They are sensitive to changing times with policymaking. For example, during the Covid 19 pandemic, the two principals quickly conducted training for teachers to try various online learning strategies using WhatsApp, Zoom, Google Form, and Google Meet. They made learning videos published on Youtube school channels. In addition, the two school principals have also provided supporting infrastructure in improving teacher

competence such as internet networks, LED TV since 2010, so that in the Covid-19 pandemic, teachers are ready to carry out online learning.

In accordance with the results of Harry Pramono's research, there is a significant influence of infrastructure in increasing teacher competence (Pramono 2012). The importance of infrastructure is also contained in the National Education System Law 20 of 2003 concerning educational facilities and infrastructure, article 45 paragraph (1). Every formal and non-formal education unit provides facilities and infrastructure that meet educational needs according to the growth development of physical potential, intelligence, intellectual, social, emotional, and psychological students.

However, this does not mean that if the ideal supporting facilities and infrastructure are entirely absent or only partially available, the learning program is not implemented. Teacher creativity is needed by creating and modifying existing sources that are readily available in the school environment.

CONCLUSION AND RECOMMENDATION

The idealized influence of the two institutional leaders in increasing teacher competence influenced by the charismatic attributes inherent in the two leaders is strong spiritual habituation and achievements by showing patterns of thought, belief, speech, attitudes, behavior, gestures, and self-appearance. Thus, it can foster confidence and self-awareness/efficacy themselves to increase their competence. Leaders demonstrate managerial competence in communicating ideas, building joint commitment, willing to sacrifice, and displaying visionary leaders with sensitivity to changing times with careful policymaking and supporting facilities.

A leader should have an excellent aspect that can be used as a role model by his members, especially in influencing them to be always motivated in improving their professionalism. Leaders can show their religious charismatics and achievements so that they can be role models by their members. Leaders must also have managerial competence to direct their members by making various internal and external competency-enhancing activities. A leader must also have a clear vision and be sensitive to change and adapt to the demands of the times, have a commitment and responsibility to continuously increase the capacity of themselves and their members in realizing organizational goals.

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