

TRANSFORMATIONAL LEADERSHIP CONTRIBUTION AND SCHOOL PRINCIPALS' ACADEMIC SUPERVISION TOWARDS THE PERFORMANCE OF PUBLIC-SCHOOL TEACHERS IN GAMBUT DISTRICT, BANJAR REGENCY

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Abstract: The purpose of this study are to: (1) find out how much the contribution of transformational leadership of school principals to the performance of teachers of SDN in Gambut District, Banjar Regency; (2) find out how much the school principals' academic supervision contributes to the performance of teachers in SDN in Gambut District, Banjar Regency; (3) knowing the principal's transformational leadership and the school principal's academic supervision towards the teachers's performance in the SDN in Gambut District, Banjar Regency. The research used a quantitative research approach with descriptive methods. The population in this study were all elementary school teachers in Gambut District, Banjar Regency. The sample used was 137 teachers. Data collection techniques used were questionnaire / questionnaire techniques and Teacher Performance Assessment. While the data analysis technique used statistical description data, analysis prerequisite test, and regression analysis. The results of the study show that: (1) there is a transformational contribution of school principals towards the performance of SDN teachers in Gambut District, Banjar Regency by 85.3%; (2) there is a contribution of school principals' academic supervision on the performance of teachers of SDN in Gambut District, Banjar Regency by 33.6%; (3) there is a contribution of the principal's transformational leadership and the school principal's academic supervision of the performance of teachers in the SDN in Gambut District, Banjar Regency by 85.6%. For further suggestions for teachers, they are expected to realize and improve their teacher performance since it requires serious effort both from the teachers themselves and from the principal by working in line with the principal to create a qualified school.

Keywords: Transformational Leadership, Principal Academic Supervision, and Teacher Performance, preliminary

1. Introduction

Teacher is one of the examples of human resources that is very important for the success of achieving the expected school goals. The teacher is expected to work with enthusiasm, full of enthusiasm, initiative and passionate along with the ability of working as professional teachers. Sardiman (2005: 125) argues that teachers are the human component in the teaching and learning process that plays a role to form potential human resources in the field of development.

The success of the teacher in carrying out his duties as an educator by conveying the mandate of educational goals can be seen from the teacher's performance. Teacher performance is the result achieved by the teacher in conducting tasks assigned to him based on skills, experience and sincerity and use of time (Suriansyah, 2015).

Simamora (2000: 10) states that performance is a certain requirement which ultimately can directly be reflected in the output produced both in the form of quantity and quality. Teacher performance can be improved through principal supervision by performing a performance assessment. Natawijaya (2002: 3) states that to assess teacher performance in schools, it can be seen from three main aspects, namely: professional ability, social ability and personal ability. Thus, conceptually and generally, teacher performance includes aspects: "professional ability, social ability, personal ability". These standards are specified in more specific ways into 10 basic teacher abilities, namely: mastery of subject matter along with basic scientific concepts; management of teaching and learning programs; class management; use of media and learning resources; use of educational foundations; management of teaching and learning interactions; student achievement assessment; introduction of functions and learning resources; introduction and school administration management; understanding the principles and utilization of educational research results for the importance of teacher enhancement (Suhaimi, 2018).

Furthermore, Usman (2011: 282) argues that principals as leaders in schools must also have a leadership spirit. Leadership is a science and art of influencing people or groups to act as expected to achieve goals effectively and efficiently. There are four elements contained in the notion of leadership, namely the element of people who move others known as the leader, the element of people who are driven called groups or members, the element of situation where mobilization activities take place known as the organization, and the element of the target activities being carried out.

Transformational leadership is a leader who encourages his followers to change motivation, trust, and value, so it can be aligned with the vision and goals of the organization. The principal who is able to communicate well with his community will be a substantial factor in the transformational process of supporting factors during the transformation process of his leadership.

Makmur (2012: 92), also argues that education supervision can enlighten and consistently improve educational institutions so that they will achieve success. Change is a real indicator of supervision success. Changes in the dynamic and productive direction that

can be seen from teachers, students and the management sector become a good foothold in achieving the desired success together. Academic supervision is a series of activities to help teachers in developing their ability to manage the learning process to achieve learning. The purpose of academic supervision is to help the teacher develop his ability to achieve the learning goals proclaimed for his students (Glickman, 1981). Through academic supervision, it is expected that the academic quality carried out by teachers will increase (Neagley, 1980).

Good academic supervision must be able to produce more competent teachers, for example, teachers are increasingly mastering competencies: personal competence, pedagogic competence, professional competence, and social competence. Therefore, academic supervision must touch on the development of all aspects of teacher competencies. If this academic supervision is carried out by the principal as the leader in the school, then it can be ascertained that the teacher's performance can be improved as well. However, the reality is the opposite. Academic supervision is rarely administered by school principals (Suhaimi, 2018).

Teacher performance is one aspect that concerns everyone, so that there are many positive and negative views on teacher performance because it is related to one's professionalism. Therefore teacher performance must be a priority for all stakeholders, including the principal. The principal has an important and strategic role in the school as the spearhead for improving teacher performance. This can be done through leadership that can create job satisfaction, organizational commitment and establish Organizational Citizenship Behavior (OCB) (Aslamiah, 2015).

The result of this research is expected to provide benefits to school principals, teachers, stakeholders, students and other elements related to education both directly and indirectly as an effort to produce qualified education and human resources so that teacher performance will elevate (Suriansyah, 2018).

2. Method

The design in this study was based on the nature of the problem. Next, the purpose of the study was to use descriptive regression design because it examined and solved the current problems faced and had a purpose of obtaining the relationship between two or several variables about a particular situation (Arikunto: 2010). This method was used to describe, analyze, and interpret data from transformational leadership, academic supervision of school principals, and teacher performance in Elementary Schools in Gambut District.

The quantitative approach started from the assumption that all the symptoms observed could be measured in the form of numbers so that it was possible to use synthetic analysis techniques (Sugiyono, 2006: 45). The method used in this study was descriptive method with linear regression techniques. Linear regression technique was a research that described the contribution / influence that existed between two or more variables.

3. Population and Samples

3.1 Population

Population was a generalization area consisting of: objects / subjects that had certain qualities and characteristics set by researchers to be studied and to be taken conclusion (Sugiyono, 2011: 80).

The sampling technique in this study used proportional random sampling or random sampling technique, which was not systematic, but randomly taking into account the proportion of the population in each school so that all populations were represented. The selection of 209 people was simply assigned randomly as study sample.

3.2 Sample

The object of the research sample was part of the overall nature or condition of people, objects, or institutions that are directly targeted for research. The researcher uses purposive sampling technique.

The number of samples could be determined by many methods. One method used to determine the number of samples was by using the Slovin formula, as follows:

$$\begin{aligned}
 n &= \frac{N}{1 + N (-d^2)} \\
 &= \frac{209}{1 + 209 (-0,05^2)} \\
 &= \frac{209}{1 + 209 (-0,0025)} \\
 &= \frac{209}{1 + 0,5225} \\
 &= \frac{209}{1,5225} \\
 &= 137,2742 \approx 137
 \end{aligned}$$

Based on the calculations above, it can be known that the number of samples in this study were 137 teachers of public elementary schools in the Gambut District of Banjar Regency. Then, to determine the number of samples from each school, the proportional random sampling was carried out using the following formula (Sugiyono, 2010: 75).

4. Results and Discussion

4.1 Results

A. Characteristics of Respondents

The results of data from 137 teachers, there were 48 male teachers and 89 female teachers.

B. Research Instrument Tests

1. Validity test
2. Reliability Test

C. Testing the Requirements for Hypothesis Analysis

1. Normality test
2. Homogeneity Test

D. Hypothesis testing

1. Simple Linear Regression

- a. Contribution of School Principal Transformational Leadership towards Teacher Performance
- b. School Principal Academic Supervision Contributions towards Teacher Performance

2. Multiple linear regression

Contribution of Transformational Leadership and Academic Supervision of School Principals towards Teacher Performance.

Table 1. Multiple Regression Test X1 and X2 towards Y
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	4,082	3,456		1,181	,000
1 School principal_leadership	,873	,040	,888	21,960	,000
School principal_supervision	,168	,110	,062	1,522	,000

a. Dependent Variable: teacher_performance

Based on the regression equation result, it could be used to analyze in determining the interpretation of the power of influence between the three variables by looking at regression coefficient results from the calculation of the contribution of school principal transformational leadership variable (X1) and the school principal's academic supervision (X2) towards teacher performance (Y), namely constants value 4.082. The prob. value t_{hitung} (Sig.) of transformational leadership variables and school principals' academic supervision was $0,000 \geq 0,05$.

To find out how good the regression model was formed by the interaction of independent variables and dependent variables, the table of R Square values or the Coefficient of Determination (KD) was used as the following:

Table 2. Determination Coefficients X1 and X2 against Y
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,925 ^a	,856	,854	4,54630

a. Predictors: (Constant), school principal_supervision, school principal_leadership

b. Dependent Variable: teacher_performance

From the table above, the KD value obtained was R Square 0.856 which could be interpreted that the principal transformational leadership variable (X1) and the principal's academic supervision (X2) had 85.6% contribution towards teacher performance (Y) and 14.4% were influenced by other factors outside X1 and X2 variables.

Therefore, it can be concluded that the school principal's transformational leadership and the school principal's academic supervision contribute towards teacher performance, thus this hypothesis is accepted.

5. Conclusion

Based on the results of the research that has been done, it can be concluded as follows: (1) the school principal's transformational leadership towards teacher performance contributes 85.3%. (2) the school principals' academic supervision towards teacher performance contributes 33.6%. (3) Together, the school principal transformational leadership and academic towards teacher performance contribute 85.6%.

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