



ISSN: 2467-9283

*INTERNATIONAL JOURNAL OF
GRADUATE RESEARCH AND
REVIEW*

website: www.ijgrr.org

INDEXING & ABSTRACTING



OPEN

ACADEMIC JOURNALS INDEX (OAJI), INFOBASE
INDEX, COSMOS, RESEARCHGATE,
CITEFACTOR, SCHOLAR STEAR, JOURINFO, ISRA:
JOURNAL-IMPACT-FACTOR (JIF), ROOT INDEXING
ETC.

Impact Factors*

IBI factor: 3

Impact factor (OAJI): 0.101





Research Article

Transformational Leadership of The Principal for Achieving National Education Standard Sof Senior High School in Palu City

Muhlis*, Fathurrahman, Mustainah, dan Nurhannis

University of Tadulako, Palu, Indonesia

Article Information

Received: 20 April 2020

Revised version received: 21 May 2020

Accepted: 24 May 2020

Published: 29 May 2020

Cite this article as:

Muhlis et al. (2020) *Int. J. Grad. Res. Rev.* Vol 6(2): 53-59.

*Corresponding author

Muhlis,

University of Tadulako, Palu, Indonesia

Email: muhlisdjafar@gmail.com

Peer reviewed under authority of IJGRR

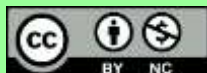
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Abstract

This study aims to: 1) analyze the development created by the principal in transformational leadership to achieve National Education Standards of Senior High School. 2) to ind out the empowerment created by the principal in transformational leadership to attain National Education Standards of Senior High School 3) to determine the satisfaction given by the principal in transformational leadership to the subordinates to enact National Education Standards of Senior High School. This study applied a qualitative approach conducted in Senior High School of Palu City using using interviews, observation and documentation as data collection techniques. This study was analyzed through interactive approach of Miles and Huberman with some stages such as condentations, displays, and conclusions. Result and discussion of the study are as follows: 1) the principals have implemented aspect of development in transformational leadership in order to obtain National Education Standards of Senior High School. The implementation of the principal's transformational leadership on the Standards for Facilities and Infrastructure intents to follow and implement structural instructions (the construction have been determined from central and education department) and the principal only includes administrative requirements. Out of 8 National Education Standards, the principal involves all stakeholders in the development except students who have not been engaged in Management Standards and Financing Standards; 2) empowerment aspect in transformational leadership has been implemented by school principals in order to achieve National Education Standards. The implementation of the principal's transformational leadership of Standards for Facilities and Infrastructures is maintenance. Out of 8 National Education Standards, empowerment by the principal involves all stakeholders except students who have not been covered in Management Standards and Financing Standards; and 3) Implementation of transformational leadership of the principals in Senior High School of Palu has given satisfaction to all stakeholders, such as; teachers, administrations, school committees/students' parent, and students.

Keywords: Development; Empowerment; Satisfaction

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Introduction

The effectiveness of education management can be seen through the achievement of the National Education Standards (SNP) consisting of 8 (eight) SNPs, namely; 1) Graduate Competency Standards (SKL); 2) Content Standards; 3) Process Standards; 4) Assessment Standards; 5) Educator and Education Staff Standards; 6) Facilities and

Infrastructure Standards; 7) Management Standards; and 8) Financing Standards. The principal is the most important person in achieving the SNP because the principal is the highest leader in the school. Wahjusumidjo (2003: 83) explains "the principal can be defined as functional teacher who leads a school where teaching and learning are held or



interactions occur between teachers who give lessons and students who receive lessons." Atmodiwirdjo (2011: 161) states "the principal is a teacher assigned to manage schools" Likewise Mulyasa (2013: 16) states "Principal is educational leader at the education unit level who must have a strong leadership foundation, "because the functions and roles of principal are very complex. Kompri (2015: 21) emphasized that it was appropriate to state "the success of a school is the success of the principal." The success of the principal is largely determined by the leadership style that is applied.

The leadership style currently applied by many principals to achieve SNP is transformational leadership. Northouse (2017: 175) states "one of the newest and most popular approaches to leadership that has been the focus of many researches since its inception; the 1980s is a transformational approach." This approach is part of the new leadership paradigm." Komariah and Triatna (2008: 80) stated "transformational leadership can be seen both micro and macro. In micro, transformational leadership is a process of influencing between individuals, while in macro level, it is a process of mobilizing the power to change social systems and reform institutions."

Harbani (2008: 106) provides an understanding that "transformational leadership implies changing staffs or subordinates who are led to be brought towards organizational development." Transformational leadership emphasizes organizational development by empowering subordinates. Hughes & Ginnet (2012: 34) states "transformational leadership has vision, rhetoric skills and good impression management and uses it to develop strong emotional ties with staffs." Therefore, change can occur due to a strong emotional bond between leader and subordinates, therefore, subordinates will support the achievement of the leader's vision.

Choosing transformational leadership in this research is strengthened by the fact that transformational leadership is a prerequisite for achieving the leader's vision. Strengthened by IwaKuswaeri (2016: 2) which confirms "transformational leadership exists to answer the challenges of the times filled with change." Robbins and Judge (2008: 354) assert "transformational leadership is leader to transactional leadership, and produce a level of effort and performance of staffs who surpasses what can be achieved if leader only apply transactional approaches."

This research used Bass &Riggio's transformational leadership theory because it has the potential to deliver maximum results in realizing the vision and mission of the leader of the education unit (school). Bass &Riggio's transformational leadership theory focuses on the three most fundamental transformational leadership dimensions, namely; 1) developing; 2) empower; and 3) provide satisfaction to subordinates in carrying out their duties and

functions to achieve common goals. This is in accordance with the assertion of Bass &Riggio (2006: 55) that "the core element of transformational leadership is the development of staffs to enhance their capabilities and their capacity to lead." Furthermore, Bass &Riggio (2006: 41) stated that "transformational leaders have more satisfied followers than non-transformational leaders."

Practical considerations Empirical choosing transformational leadership in this research refers to Lis Dewi Lestari, Fibria Anggraini Puji Lestari, and Yunita Endra Megiati (2018: 246) who stated "transformational leadership can affect the quality and performance produced by teachers. The teacher will be confident to complete individually and in teamwork." Teacher performance is one of the sub-standards reviewed from the 8 (eight) standards in this research, that is the Educators and Education Staff Standart. CucuSunarsih (2017: 14) explains "transformational leadership of principal has a significant influence with a strong enough correlation to teacher teaching performance and teacher achievement motivation."

Based on empirical findings related to the concept of Bass & Riggio's transformational leadership, principals are required to develop, empower, and give satisfaction to subordinates towards SNP achievement. This ideal expectation has not been supported by empirical facts because in a macro level, the SNP achievement has not been realized optimally. Based on "portrait data on the quality of senior high school education in Palu city, it has not yet reached the SNP but is only in the status towards SNP 4 and the weakest is the Facilities and Infrastructure Standart (value 3.25) and Educators and Education Staffs Standart (value 3.05), namely towards SNP 2. (LPMP, 2019. Portrait of Central Sulawesi Education Quality, Palu.)

Referring to the problem questions, the problem of this research are: 1) How is the development carried out by the principal in transformational leadership to achieve SNP; 2) How is the empowerment of principal in transformational leadership to achieve SNP; and 3) How is the satisfaction of transformational leadership for subordinates to achieve SNP? The objectives of this research are: 1) Analyzing the development of the principal in transformational leadership to achieve SNP; 2) Analyzing empowerment done by the principal in transformational leadership to achieve SNP; and 3) Analyzing the transformational leadership satisfaction of subordinates to achieve SNP.

Research Method

Types of Research

This pe is a qualitative research based on Strauss & Corbin (2009: 4) that is the type of research where findings are not obtained through statistical procedures or other forms of calculation, and Denzin& Lincoln (2011: 11) explain "emphasizing entity quality, processes and meanings that



are not examined or measured (if indeed measured) experimentally in terms of quantity, amount of intensity, or frequency."

Research Location and Time

This research was conducted for 6 (six) months in 2019 in Senior High School of Palu city because the dimension of transformational leadership to achieve SNP was more dominant by the principal of senior high school in Palu than senior high schools in other districts in the locus of Central Sulawesi.

Unit of Analysis

The unit of analysis in this research is the head of high school in Palu City. The number of high schools in Palu reached 27 schools and was determined purposively by 2 (two) high schools as the locus of data collection. Overall, the distribution of informants was 2 (two) teachers, 2 (two) school committees, and 2 (two) students.

Types of Data and Sources

The type of data needed in this research consists of primary and secondary data. Primary data obtained directly from the source with the characteristics that have not been processed by others according to the interests and research problems. Primary data is data obtained from the first party sourced from the analysis unit or research informant. Secondary data obtained from the second party. Secondary data sources can include books, magazines, other research reports, and especially journals.

Definition of Operational Concepts

1. Developing is the principal's transformative leadership directed at developing the SNP.
2. Empowering is the transformative leadership of school principals that is directed to empower resources owned by schools both physical and non-physical to achieve SNP.
3. Giving satisfaction is the implementation of transformative leadership of principals that is directed to provide satisfaction to stakeholders in order to achieve SNP.

Technique of Data Collection

Data collection techniques used in this research consist of: 1) Face-to-face interviews with informants by asking questions about development, empowerment, and satisfaction in implementing transformational leadership to achieve SNP; 2) Observation by means of observation at the research location to observe and record matters relating to transformational leadership to achieve SNP; and 3) Documentation in the form of School Work Plans (RKS) and School Budget Work Plans (RKAS), and School Self-Evaluation results (EDS). To strengthen and at the same time as a form of triangulation, focus group discussions (FGD) are also conducted.

Technique of Data Analysis

The analysis technique referred to is the Miles and Huberman model (2007: 20) which is an interactive model consisting of three stages, namely; data condensation, data display, and conclusion/verification or conclusion drawing. Based on an interactive model, the analysis has begun since the data collection process is continued by Condensation data as a step to sort and select data. Only the data needed and according to the problem are used as a reference for further analysis until drawing conclusions or verification.

Results and Discussion

The results and discussion of this research are accumulated in a systematic based on Bass and Riggio's transformational leadership theory consisting of the dimensions of development, empowerment, and giving satisfaction in order to achieve SNP.

Development of Transformational Leadership

The first dimension in Bass and Riggio's transformational leadership theory is development, that is developing various aspects related to transformational leadership to achieve SNP. Schools that have achieved SNP are effective schools. The concept of school effectiveness is stated by Scheerens (2003: 8) and substantively strengthened by Danim (2007: 53) "School effectiveness is a degree for schools that have achieved their goals, compared to other equivalent schools, according to the number of students received (student-intake) by manipulating certain conditions done by the school itself or because of the context surrounding the school. "

Among the 8 National Education Standard, it seems that there is one NES where the principal's transformational leadership intervention is still categorized as low, that is, the Facilities and Infrastructure Standards, if development is defined as holding something new or presenting something that does not yet exist, then specifically the Facilities and Infrastructure Standards Principal transformational leadership interventions still need to be improved because in this standard principals function more as maintainers rather than developers with the dropping feature that is the addition of facilities and infrastructure in schools has been determined by the center or region (the Department of Education and Culture of Central Sulawesi Province) based on the analysis needs of education unit.

Another ENS was successfully developed by the principal within the framework of transformational leadership. For the Standards of Educators and Education staff, the development is more directed to aspects of competence while the development of the education qualifications aspects of teacher and educational staff is more motivational. The result of the research shows that principals are developing to achieve ENS, such as, by providing motivation to teachers and other components in schools. This development seems to be in line with Maris *et*



al. (2016: 178) state "transformational leadership of school principals is the principal's ability to transform its influence on all school members effectively through inspirational motivation. This is relevant to the concept of transformational leadership that has been confirmed by Bass and Riggio (2006: 6-7) "*Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work.*"

The development of Content Standards is done by building cooperation between teachers, providing trust and guidance to teachers, and implementing friendly behavior. Friendliness and role models are important elements in transformational leadership as confirmed by Bass and Riggio (2006: 6-7) "*Transformational leaders behave in ways that allow them to serve as role models for their followers. The leaders are admired, respected, and trusted,*" and Soetopo & Soemanto (1984: 22) "leadership is an activity in guiding a group in such a way that the goals of the group are achieved namely shared goals."

Content Standards, and Graduates' Competency Standards, Process Standards, and Assessment Standards are also a concern of principals so that the development function in transformational leadership is also carried out through workshops and training which are intended to make the learning process run according to Harbani (2008: 132) that "principles transformational leadership that must be considered, namely: the development of self-potential continuously, and the development of learning processes for subordinates effectively and efficiently. "

Management and Financing Standards are developed in the concept of transformational leadership by developing School Lesson Plans and School Activity Plans and Budgets. The form of development carried out in Management and Financing Standards is to involve stakeholders, especially teachers and school committees in preparing School Work Plans and School Activity Plans and Budgets. Limitations in Management and Financing Standards are that students have not been involved in managing the intended standards.

The development of transformational leadership to achieve ENS is carried out with philosophy, namely; placing itself as an agent of change while making the change itself. However, this philosophy is still weak in practice so that in line with Sari's research (2013) "there is a finding of a role that is still of low value, namely the role as a creative innovative initiator of educational change/progress." Yet according to Mulyasa (2013: 89) "The development of schools that are effective, efficient, productive, and account needs to be supported by a variety of changes including school climate changes marked by management changes. "Transformational leadership on this development dimension, as a whole, has been carried out with different

intensities at each educational standard. Bass & Riggio (2006: 55) states "*a core element of transformational leadership is the development of followers to enhance their capabilities and their capacity to lead.*" The core element of transformational leadership is the development of followers to increase abilities and capacities because it is in accordance with Danim & Suparno (2012: 114-115) which explains some of the characteristics of principals as effective leaders namely; "The bearer of an ethical framework standard, developer or developer, and a unifier or integrator." The development carried out by the principal is not only limited to the Standards of Facilities and Infrastructure as well as the Standards of Educators and Education Personnel. The principals develop all aspects of his leadership responsibility. Rivai (2005: 96) states "transformational leadership, among others, functions to develop various elements that are the responsibility of his leadership."

Empowering Transformational Leadership

The second dimension in transformational leadership is empowerment. Liriwati, (2017: 32) emphasized: "effective leadership of principals is leadership that is able to empower all the potential that exists in schools optimally." One of the empowerments carried out consistently by principals is to provide opportunities and trust for teachers and education staff to progress and develop by scheduling teachers as ceremonial supervisors alternately.

This reality is in line with IwaKuswaeri (2016: 2) that "transformational leadership is a leadership style that prioritizes the provision of opportunities and or encourages all elements in the school to work on the basis of a noble value system so that all elements in madrasa/Islamic school (teachers, students, the community, teaching staff, and so on) are willing without coercion, participate optimally in order to achieve school goals. " The empowerment aspect has been carried out in Educator and Education Staff Standards in the concept of transformational leadership.

Another approach used in Educator and Education Staff Standards is to reward teachers who are considered to have performed well or have performed their duties well. The form of the award is the principal expresses his thanks with a plaque of awards and souvenir gifts according to achievement categories, for example, the most disciplined teacher, the favorite teacher of students, the neatest teacher, the teacher most loved by students regarding the learning methods and methods used.

Giving awards and appreciation to teachers who are considered accomplished is empowerment in the context of transformational leadership because according to Harbani (2008: 132) the principle of transformational leadership that must be considered, among others, is "the process of empowering the potential of subordinates and the process of developing innovation and creativity." The mechanism



of human resource empowerment carried out by the head is in line with the soul of transformational leadership. IwaKuswaeri (2016: 10) states "transformational leaders are leaders who can be said to be visionary, affiliative and democratic leaders." Because in principle all teachers have the same opportunity to serve as vice-principal. Northouse (2017: 188) states "transformational leaders empower followers and cultivate them alternately," but of course they are also based on the consideration of achievement.

Based on the analysis and discussion above, it is stated that the Standards of Educators and Education Staff of principals have implemented empowerment in the framework of implementing transformational leadership with awards and career designs. Meanwhile, for other ENS, such as the standards of Content, Graduate competence, Process, Assessment, Management, Facilities and Infrastructure, and Financing, empowerment has also been carried out with several approaches, such as; implement Training, Workshop, and inhouse training (IHT), and optimize subject teacher conference.

Empowering teacher competencies to implement the Process Standards that are implementing learning well, effectively and efficiently so that it has implications for the achievement of other standards such as Graduate competence Standards and Content Standards so that training and workshops and IHT are conducted relating to approaches and learning methods. Likewise, with empowerment in the Assessment Standards, the principal conducts Education and Training, workshops, and IHT related to assessments such as Education and Training, workshops, and IHT preparation of HOTS questions.

Empowerment related to Management and Financing Standards, the principal conducts Education and Training, workshops, and IHT relating to School Work Plans and School Activity Plans and Budgets or others such as empowering laboratory capacity and library staff (administrative staff) through Education and Training, workshops and IHT relating to administration. In addition, optimizing the function of the Subject Teachers' Conference is one form of empowerment undertaken by the principal in carrying out transformational leadership.

Empowerment in Management and Financing Standards is carried out by giving attention to accountable and transparent aspects. In addition, this research also found that the principle put forward by principals in implementing transformational leadership in the aspect of empowerment to achieve ENS is "progressing together and empowering together to achieve common goals." One of the most important things from this principle is the achievement of shared goals. The joint goal is a reflection of the vision and mission of the school as stated by Pranyoto (2017: 6) "the focus of the principal's transformational leadership is how to empower existing resources in the school to change the

existing work environment and culture in order to achieve the vision and mission of the school."

Satisfaction with Transformational Leadership

Transformational leaders are required to provide satisfaction as emphasized in Bass and Riggio's theory, namely the efforts of principals to provide satisfaction to stakeholders so that the vision, mission, and program of principals can be realized in order to achieve ENS. In transformational leadership, principals also try to move and direct stakeholders towards the goals set out in the vision and mission of the school. Wahyudi (2011: 118) states "transformational leadership means the ability of a person to move, direct, as well as influence the mindset, the workings of each member to be independent in working, especially in making decisions in the interests of accelerating the achievement of the goals set."

The satisfaction given by the principal in implementing transformational leadership is also seen in the aspect of improving teacher and staff performance. Discipline arises because of transformational leadership. This is in line with research conducted by Suyatminah (2013: 92) "there is a very significant positive role between transformational leadership and work discipline on teacher performance." The research of Iis *et al.* (2018: 250) reinforces the finding that "transformational leadership of school principals has a positive influence on teacher performance." Performance and discipline are a form of satisfaction because it is impossible for teachers and staff to perform well if they do not accept and are not satisfied with the leadership of the principal. Mulyasa (2011: 159) emphasized: "the principal's leadership style influences the performance of education staff to achieve goals and turn vision into action." Furthermore, Dionne and Yammarino (2004:190) "*transformational leadership theory provide one way to enhance our understanding of team performance.*"

The transformational leadership approach taken by principals in providing satisfaction to achieve ENS is trying to provide opportunities for all teachers and staff to develop themselves according to their potential. The principal gives motivation to progress and develop together because with motivation and want to develop means satisfaction is with the stakeholders. Another approach taken is to meet all the basic needs related to learning, for example, procurement of package books, facilities in the form of markers, erasers, and limited fulfilment of LCD and laptop needs for learning. Bass & Riggio (2006: 55) state "*Transformational leaders pay special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor.*"

Meeting these needs also affects other standards such as educators and education staff because it is more flexible in learning so that it also impacts on achieving standards of Content, Graduates Competency, smoothing the implementation of Process and Assessment Standards. This



satisfaction caused subordinates, namely teachers, students, and administrative staff as well as stakeholders, especially the Department of Education and culture so that the Principal of SMA Negeri 1 Palu and SMA Negeri 2 Palu are classified as principals who have served 2 (two) periods in the same school. The satisfaction that has an impact on the emergence of trust is part of transformational leadership and this has been confirmed by Yukl (2015: 316) "with transformational leadership, followers feel trust, admiration, loyalty, and respect for leaders, and they are motivated to do more than initially. expected. "

Conclusion

Based on the problem statement, analysis, and discussion that has been described, the conclusions of the research as follows: 1) Aspects of development in transformational leadership have been carried out by the principal to achieve ENS. The implementation of the principal's transformational leadership on the Standards for Facilities and Infrastructure is to follow and implement structural instructions (the means of construction have been determined from the center and the education office) and the principal only includes administrative requirements. The 8 ENS, development by the principal involved all stakeholders except students who had not been involved in the Management and Financing Standards; 2) The aspect of empowerment in transformational leadership has been implemented by principals in an effort to achieve ENS. The implementation of the principal's transformational leadership in the Standards for Facilities and Infrastructures is maintenance. From the 8 ENS, empowerment by the principal involves all stakeholders except students who have not been involved in Management and Financing Standards; and 3) Implementation of transformational leadership of Senior High School principals in Palu city has given satisfaction to all stakeholders, such as; teachers, administration, school committee/student parents, and students.

Conflict of Interest

The authors declare that there is no conflict of interest with present publication.

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