

# Transformational Leadership Relations and Innovative Attitude with Teachers Job Performance

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**Keywords:** Transformational leadership, innovative attitude and work performance.

**Abstract:** This study aims to examine the relationship of teacher performance with the transformational leadership and innovative attitude of teachers in SMA Tebing Tinggi, North of Sumatra. This study will be conducted with quantitative research methods. The population in this study were all teachers at four SMA Tebing Tinggi on Year 2010/2011, as many as 284 people. The sampling method used is Proportional Stratified Random Sampling. With a sample size of 70 people, the research data is then collected by using a Likert scale model. The research data were analyzed using multiple regression correlation. The analysis shows that there is a significant relationship between transformational leadership with teacher job performance.

## 1 INTRODUCTION

Awareness of the importance of education that can provide hope and the possibility of a better future, has been encouraging the efforts and attention of all walks of life to every move and the development of education. Education as one of the efforts in order to improve the quality of human life, in essence aims to humanize humans, mature, change behavior, and improve quality so that it becomes better. Education itself is intended as a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed him, society, nation, and State (UUSPN No. 20 of 2003).

In fact, education is not a simple effort, but rather an activity that is dynamic and is used to improve the existence of human life. Education will always change with the information age, at any time become the focus of attention and even less the target of dissatisfaction because the education concerns the interests of everyone, not just about investment and conditions of life in the future, but also about the conditions and atmosphere of the moment.

The essence of education is nothing but the pententukan personality through the transformation of values, and not just a transfer of knowledge (Manullang, 2005: 23-24).

School as an institution (institution) of education, is a place where the educational process is done, have a complex and dynamic system. In its activities, the school is a place that is not just a gathering place for students and teachers, but are in the order of the system complex and interrelated, therefore the school is seen as an organization that requires management. Moreover, the core activities of the school organization is to manage human resources (HR) is expected to produce qualified graduates, according to society's demands, and in turn the school graduates are expected to contribute to the development of the nation.

Schools as institutions where the provision of education, a system that has a variety of devices and interrelated elements which require empowerment. Internally schools have the school, teachers, students, curriculum, facilities, and infrastructure. Externally, the school has and is associated with other institutions both vertically and horizontally.

In the context of education, the school has the stakeholders (interested), including students, teachers, communities, governments, and businesses. Therefore schools need management (management) are accurate in order can provide optimum results in accordance with the needs and demands of all interested parties (stakeholders).

The role of the school is directly related to human resource development. Each learning programs in schools needs to be oriented to the consolidation of the process of developing human resources as the

basic capital construction undertaken by the government and society. Empowerment of schools as a vehicle of socialization should be done through empowerment of the school management to develop effective leadership and directed by professional teachers with high performance. So schools should be able to be channeling all of the information and technology, knowledge, resources, and learning methodology. Schools also be a place and a center of learning, work and maintenance center (Syafaruddin, 2005: 49).

Teachers as one of the main components in school, plays a very strategic to the achievement of the objectives of the programs that have been set by the school and national education goals. As professionals, teachers are required not only limited to competencies relevant to their expertise but teachers are also required to be able explored all its capabilities and competencies are and be able to transform, develop, disseminate science and technology through education as a concrete manifestation of his performance.

Exceptional achievements defined as improvement of quality in a job or a game, can also an increase in intelligence or in terms Purwanto (1998: 102) a process that led to the occurrence of a change or reform in behavior or skill. Gibson (1996: 214), defines performance as the result desired work of the actors. Furthermore Timpe (1993: 208), defines performance as an assessment of the person's employment rate achieved.

Transformational leadership is not just affecting his followers to achieve the desired goals, but more than that intends to change the attitudes and basic values of his followers through empowerment and improve self-confidence and determination to continue to make changes though perhaps he himself would be affected by the change, Innovation always refers to a qualitatively new changes in contrast to the original state that is based on the consideration that examined with a view to improve the ability to achieve better results, as a form of achievement in work.

Gibson, et al (1996: 218) states transformational leadership as the leadership to inspire and motivate followers to achieve results greater than the original planned and for internal rewards. Transformational leadership not just affect their followers to achieve the desired goals, but more than that intends to change the attitudes and basic values of his followers through empowerment.

According to Law No. 14 of 2005 on teachers and lecturers, stated that professionalism is a job or activity carried out by someone and become a source

of income life requires skill, expertise or skills that meet certain quality standards or norms and require professional education.

Sanusi (1991: 110) refers to the characteristics of the profession, including the function and significance of the social professions, the skills of the members of the profession gained through education and or training accountable, their disciplines robust, code of ethics, and the rewards of financial and material worth it. Then, the technique according to Walisman (2007: 10) strengthening the professionalism associated with the importance of attention to the qualifications, competence, and certification. Thus it can be argued that one effort to improve the image of the teacher is to improve teachers' teaching accomplishment. Teachers who have taught that good performance will be able to carry out their duties and functions efficiently and effective. However, so far the achievement of learning outcomes in schools in general they can be expressed not in line with expectations.

From the empirical data obtained from the survey on school SMA Negeri Tebing Tinggi, was still poor performance of teachers in performing the task. From preliminary studies conducted in SMA Tebing Tinggi known approximately 75% of the teachers have been taught in accordance with his or her educational qualifications and around 25% of teachers have not taught according to the field of educational qualifications. More results This study is known that the ability of teachers is still low in the use of media, less creative and less innovative.

Lower and Porter (1989) states that the job performance of teachers is a combination of teaching motivation and ability in completing the work. Low motivation of teachers will have an impact on the performance of teachers in teaching.

Circumstances indicate that the low work performance of teachers showed lower managerial leadership principals. Therefore, this study refers to the relationship of transformational leadership and innovative attitude to the job performance of teachers. Interesting to observe the role of the principal and related innovative teacher performance. This study will focus on transformational leadership, especially in the management of school programs and teacher motivation.

From the above description, it can be affirmed that through transformational leadership (by the principal) and high innovative attitude of a teacher will be able to produce high teacher job performance anyway. To that end, bullet conducted scientific research to explain transformational leadership and innovative attitude.

## 2 RESEARCH METHODS

This study will be conducted using Quantitative Research Methods. The population in this study were all teachers at four SMA Tebing Tinggi were studied in 2010/2011 as many as 284 people, the study sample of 70 teachers at four (4) SMA is representing 4 State High School is in Tebing Tinggi North of Sumatra Province.

The data collection was done by using a questionnaire that is:

- a. Job performance by using indicators that focus on the implementation of tasks, namely: (1) Make device learning program (2) implement learning programs (3) carry out the analysis of the test results to develop and implement improvement programs enrichment (4) made of instructional media (5) filling and examine the attendance of students (6) to collect and count the number of credit / promotion.
- b. Innovative attitude to the use of indicators: (1) knowledge of new technologies and information (2) positive responses (3) of negative responses (4) the ability to solve problems (5) Imaginative (6) the discovery of new product services.
- c. Transformational leadership using the indicator: (1) charisma (2) Sensitivity (konsideren) individual (3) intellectual stimulation.

The instrument used to measure three variables in this study was a questionnaire Likert scale models using four alternative answers are: always (SL), often (SR), sometimes (KD), never (TP). Scores answer for every positive statement each given a score: always = 4, often = 3, sometimes = 2, and never = 1.

## 3 RESEARCH RESULT

The results of the analysis that the correlation transformational leadership with teacher job performance high schools in Tebing Tinggi ( $r_{yx1}$ ) of 0.446 percent and continued with t - test obtained by value  $t = 4.109$ . There is a relationship between transformational leadership (X1) with the job performance of teachers (Y) high schools in Tebing Tinggi. Thus the first hypothesis in this study "there is a relationship between transformational leadership with high school teacher job performance in Tebing Tinggi country" unacceptable and has been tested empirically true at the 5% significance level.

The significance of regression equation between transformational leadership with teachers' job performance as in the following table 1 below:

Table 1. Regression significance ANOVA Summary Table Top Y X1

Source Variance	DK	JK	KT	Fhit	Ftab (5%)
Regression (b / a)	1	1060.53	1060.53	16.048	1.76
The residue (S)	68	4493.77	66.08485		
Total	69	5554.30			

The results of the analysis that the correlation innovative attitude to the job performance of teachers SMA in Tebing Tinggi ( $r_{yx2}$ ) of 0,544 and continued with t - test obtained by value  $t = 5.347$ . In conclusion, there is a relationship between the innovative attitude (X2) with the job performance of teachers (Y) high schools in Tebing Tinggi. Thus the first hypothesis in this study "there is a relationship between the innovative attitude of the teacher job performance high schools in Tebing Tinggi" unacceptable and has been substantiated empirically at the level of 5% significantly.

The significance of regression equation between the innovative attitude to the job performance of teachers as in the following Table 2.

Table 2. Regression significant ANOVA Summary Table Y (X2)

Source Variance	DK	JK	KT	Fhit	Ftab (5%)
Regression (b / a)	1	1638.95	1638.95	28.46	2.20
The residue (S)	68	3915.35	57.58		
Total	69	5554.30			

To test the hypothesis that there is a relationship ketia transformational leadership (X1) and the innovative attitude (X2) together with the job performance of teachers (Y) high schools in Tebing Tinggi correlation coefficient obtained for  $R = 0.581$ .

In the leadership, Significance of regression equation between transformational and innovative attitude together with the job performance of teachers, tested by ANOVA as the following Table 3 below:

Table 3. Regression significant ANOVA Summary Table Y (X1) and ((X2)

Source Variance	D K	J K	KT	Fhit	Ftab (5%)
Regression (b / a)	2	1871.79	935.86	17.03	2,67
The residue (S)	67	3682.51	54.96		
Total	69	5554.30			

Improved transformational leadership (X1) and the innovative attitude (X2) jointly by 1 unit, will improve the work performance of teachers (Y) high schools in Tebing Tinggi by 0.72 units. Thus the greater the increase in the value of leadership and innovative attitude transformational together will result in the higher performance of State High School teacher in Tebing Tinggi.

Table 4. The partial correlation analysis results Y and (X1, X2)

Correlation	Partial Correlation coefficient	Price t	Harga t-table (5%)
ry 1.2	0.219	1,885	1,671
ry 2.1	0.391	3,504	1,671

The relationship between the innovative attitude to the job performance of teachers, when controlled transformational leadership obtained partial correlation coefficient of 0.391 showed into Table 5. The relative contribution analysis and effective contribution as indicated in the table 5 below:

Table 5. The partial correlation analysis results Y and (X1 and X2)

Variables	Relative contribution (SR)%	Effective contribution (SE)%
Transformational leadership	31.54%	10.63%
Innovative attitude	68.46%	23.07%
Total	100%	33.70%

## 4 DISCUSSION

The results of this study demonstrate a significant relationship between transformational leadership with job performance of teachers with a correlation coefficient of 0.446. The greater peningkatkan transformational leadership will result in the achievement of high school teachers working in Tebing Tinggi. Improved transformational leadership pursued either by the principal or by the teachers themselves. Master teachers need to actively provide feedback to principals to the leadership goes well. Feedback from teachers is the teacher feedback on leadership perceived by the teacher of teachers. There is a significant correlation between the innovative attitude to the job performance of teachers with a correlation coefficient of 0, 544. The greater the increase in innovative attitude will result in increased teacher job performance in SMA Tebing Tinggi.

There is a significant relationship between transformational leadership and innovative attitude together - together with the work performance of teachers with a correlation coefficient of 0, 581.

## 5 CONCLUSION

The results of the analysis and the data shows that: transformational leadership has a positive and significant relationship with job performance of teachers with a contribution of 10.63%. Innovative attitude has a positive and significant relationship with job performance of teachers with a contribution of 23.07%.

Transformational leadership and with the same innovative attitude has a positive and significant relationship with job performance of teachers with a contribution of 33.70%. It is strongly advised in improving the job performance of teachers needs to be improved transformational leadership principals and innovative attitude of teachers.

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