Transformational Leadership : The Power to Achieve School Effectivenesse

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Abstract:
This study aims to identify the characteristics of effecive leadership and it influence on school effectiveness in the era of independent learning. To achieve these objectives, this study used an exploratory sequential mixed method. The initial phase on the research used qualitative methods, then the scond phase developed and subtantiated the initial findings widely using quantitative methods. A purposive sampling of 25 teachers was used to collect qualitative data. In the quantitative phase, a survey was conducted among 304 teachers in 59 public junior high schools in North Sumatra Province, Indonesia. The qualitative and quantitative research findings prove and support that transformational leadership is a force to realize school effectiveness in the era of independent learning. These characteristics of transformational leadership are (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration. The impact of the four core elements of transformational leadership on organisational effectiveness and the achievement of educational goals include: (1)) Teacher job satisfaction; (2) Teacher performance and professionalism; (3) Teacher achievement motivation; and (4) Teacher commitment. The idealized influence variable is the variable that most strongly influences school effectiveness by 41.1%; Individualized conciderance is the second most powerful variable affecting school effectiveness by 38.56%; inspiration motivation is the third most powerful variable affecting school effectiveness at 31.36%; intellectual stimulation is the fourth most powerful variable affecting school effectiveness by 17.22%.

1. Introduction

As an educational system consisting of a number of interdependent components, the most important principle and the basis for moving in educational management towards school effectiveness is the statement that "all students can learn". This implies that the school is a vehicle that provides the best place for children to learn through the involvement of all parties in the school and responsible for the school. To achieve school effectiveness, the leadership element is very strategic. Asian Development Bank in the article "Reviews of National Policies for Education: Education in Indonesia Rising to the Challenge" explains that student learning outcomes in Indonesia are still relatively poor and the quality of leadership in schools is the main reason for the variation in student learning outcomes [1]. Leadership has a positive impact on school effectiveness and improvement [2]. Principal leadership affects effective learning and student achievement [3].

School effectiveness is the school's success in managing and mobilizing school resources. Therefore, the principal must be able to catalyze and drive the resources in the school. School as an organization where there are many people, then the effectiveness of the school can be achieved if there is a process of cooperation of human components in the school organization. School effectiveness is the school's success in managing and mobilizing school resources. Therefore, the principal must be able to catalyze and drive the resources in the school.

School as an organization where there are many people, then the effectiveness of the school can be achieved if there is a process of cooperation of human components in the school organization. When achieving a goal requires collective effort, organizations are designed to coordinate activities and motivate people through

effective leadership. Schools are effective when they can achieve common goals through effective leadership. Research by Day concludes school success and most leadership effects operate directly or indirectly to promote student outcomes by supporting and improving conditions for teaching and learning through direct impacts on teachers and their work [4]. Reynolds in his research found that the leadership characteristic for school change and effectiveness is transformational leadership [5]. Transformational leadership and teacher empowerment for school effectiveness [6].

Although the study of transformational leadership is not new, the transformational leadership of school principals in Indonesia has become very important for the successful implementation of the independent curriculum program [7]. This is because the figure of transformational leadership allows its influence to accelerate school efforts towards school improvement and quality [8]. In school-based management, the authority and power of the principal in carrying out the vision, mission and goals of the school is increasingly strategic, together with the school user community to carry out and achieve the vision, mission and goals together [9]. With an independent curriculum, principals are no longer afraid to encourage and initiate ideas and creativity with teachers to carry out a good and productive learning process, as well as increase cooperation with the community in various planning and direction of school policies and regulations by involving all components with an interest in the school [10].

Transformational leadership in schools in many literatures and studies has been believed to be able to change the energy of resources, both human, instruments, and situations to achieve school reform. This is because transformational leadership is able to transform school changes, through a joint decision-making process, building a culture of cooperation and mutual trust, increasing work motivation and creating a healthy and dynamic organizational climate. Transformational leadership for school effectiveness is the overall process and action of utilizing all school components pursued by the principal together with all parties involved. Transformational leadership is capable of being an agent of change so as to create a diffusion of innovation for all input elements (humans, money, materials, methods and machines) effectively and efficiently to achieve school goals. Transformational leadership effectively provides significant changes and improvements to school organizations [11]. The success of the school decentralization era rests heavily on the strengths of learning organization, mental reorientation, autonomous decision-making [12] and transformational leadership for change [13]. The success of leadership in the current era of school autonomy is transformational leadership, because it involves and empowers teachers and staff actively, so that school-based management is not only considered as principal-based management [14]. Transformational leadership is one of the most important factors for the improvement and enhancement of school quality based on school management amidst the globalization of education [15].

Based on the description above, the research aims to answer the questions (1) what leadership can create school effectiveness, (2) how much influence leadership characteristics have on school effectiveness.

2. Method

This research is an exploratory sequential type mixed research, which is research conducted with two methods sequentially. The first phase, data collection and analysis using qualitative methods, then the research continued in the second phase with quantitative data collection and analysis with the aim of testing and generalizing the research findings in the first phase [16].
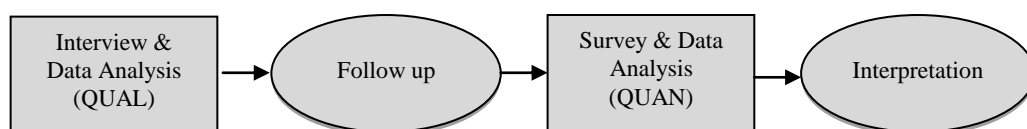

Figure 1 Sequential Exploratory design Stages (Creswell, 2014)

In the qualitative stage, research data was collected through in-depth interviews with research respondents who were determined by purposive sampling. A total of 25 teachers from 4 public junior high schools (SMPN) in Medan city were selected as the research sample. The selection of schools is based on the school's accreditation rating, which is "A". Data analysis techniques were data reduction, data presentation, conclusion drawing/verification, which was an interactive cycle [17]. The research findings in the first phase were then followed up and developed for wider testing using a larger population and sample. A total of 304

teachers were determined as the research sample by proportional random sampling from a population of 2,412 teachers in 59 public junior high schools (SMPN) in North Sumatra Province, Indonesia. The schools selected were schools with "A" accreditation and teachers with civil servant status (PNS).

Table 1. Overview of Research Population and Sample

School Location	Number of Schools	Population (N)			Sample (N)		
		Male	Female	N	Male	Female	N
Medan	11 School	132	431	563	17	54	71
Binjai	5 School	87	127	214	11	16	27
Lubuk Pakam	6 School	65	187	252	8	24	32
Tebing Tinggi	4 School	57	108	165	7	14	21
Stabat	6 School	97	121	218	12	15	27
Pematang Siantar	9 School	102	212	314	13	27	40
Rantauprapat	7 School	98	178	276	12	22	35
Sibolga	5 School	45	98	143	6	12	18
Padangsidempuan	6 School	102	165	267	13	21	34
N	59	785	1.627	2.412	99	205	304

The research instrument was designed with 5 answer options (5 = strongly agree, 4 = agree, 3 = disagree, 2 = disagree, and 1 = strongly disagree). The research instruments have been tested for validity and reliability. The school effectiveness variable instrument was designed as 52 items with a reliability value of 0.943. While the idealized influence variable instrument is 51 items with reliability value of 0.955. The intellectual stimulation instrument is 43 items with a reliability value of 0.957. The individualized consideration instrument is 49 items with a reliability value of 0.952. The inspirational motivation instrument is 46 items with a reliability value of 0.915. Validity is to assess how accurate the measuring instrument used is, while reliability assesses how consistent the measuring instrument is [18]. Data analysis used statistics to test the hypothesis "there is a relationship or influence of transformational leadership variables on school effectiveness". The decision if the price of $r_{count} > r_{tabel}$: 0.05 is said to be significant and vice versa $r_{count} < r_{tabel}$: 0.05 is said to be insignificant with a significance level of 1% or 5%.

3. Result and Discussion

3.1 First Phase Findings: Qualitative

Qualitative data collection in the field was carried out by interviewing teachers and principals. Researchers first visited the schools that the researchers had determined in advance.

The implementation of education and learning for independent learning programs requires good management. The independent learning policy aims to create independence and flexibility in learning activities in order to produce the desired human resources. The essence of independent learning needs to be started by the principal's competence in understanding and mastering the basic competencies of teachers, therefore the leadership role of the principal is very important to make teachers the driving force of the learning The results of interviews with respondents explained that in order for the independent learning program to be achieved effectively, a principal leadership figure is needed who can improve the quality of teaching and teacher competence, so that teachers are ready to adapt to changes in government policies.

The leadership characteristics of principals who successfully run independent learning programs and driving schools according to the answers of the respondents include the following:

Principal leadership that is able to take actions to increase teachers' awareness of what is right and what is important and is able to increase the maturity of teachers' work motivation and encourage them to go beyond their personal interests to achieve the goals of the school program (R1, male).
The principal calls for clear ideals followed by high morality such as discipline, honesty, and togetherness (R2, Female).
Attention to teachers' needs is high, helping teachers reach their best potential (R3, Female).

The power of the principal to encourage and instill confidence in teachers is very important for schools to make changes towards improving the quality of learning and achieving the expected performance. Effective

leadership does not allow teachers to lose their way, so what can be done is to pay attention to the level of competence of the teachers, provide direction, facilitate the needs of teachers and encourage teachers to improve their competence properly, through providing training to teachers related to the independent curriculum, to help teachers and schools adapt to curriculum changes quickly. Leadership behavior in realizing the independent learning program from the interview results is:

> *Encouraging and fostering teachers to become drivers of learning in schools* (R4, Female)
> *Ensure that teachers in the classroom have started to learn to implement teaching styles that are in line with the independent curriculum, such as implementing differentiated learning methods* (R6, Female).
> *Facilitate teachers to utilize digital in the learning process and develop pancasila learner profiles in intracurricular and extracurricular activities* (R7, Male).
> *Demonstrating the best way of problem solving and modeling learning for teachers* (R10, Female).
> *Developing existing potential and opportunities, changing teachers' expectations to believe that teaching problems can be solved* (R11, Female).

The independent learning curriculum is the latest education curriculum implemented in Indonesia in order to restore learning. The implementation of this curriculum has the hope that it can improve the quality of student learning outcomes, because learning is carried out independently with a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents at school. The independent curriculum is also expected to accommodate the interests, talents and abilities of students. The implementation of independent learning signals that curriculum development is handed back to schools. Schools have the freedom to develop the curriculum according to their own competencies. Therefore, the principal must have the ability to implement independent learning. In line with the interview results that "*effective action is seen from the responsive behavior of the principal*" (R21, Female). "*when the program does not run as expected or there are obstacles, the principal makes new innovations to overcome this*" (R23, Male). Effectiveness can be achieved if leaders can see and solve problems quickly, come up with new ways and adapt to change.

There are five important points from the findings of this study related to effective leadership in independent learning, namely: (1) motivating teachers to be creative and innovative in learning and developing new ways of learning; (2) giving teachers the authority to make decisions in the classroom, empowering teachers' potential continuously so that the learning process occurs for teachers; (3) creating values and building high morality to develop a spirit of cooperation, a sense of brotherhood, building commitment to a common goal and vision; (4) motivating and supporting teachers in their individual and group work and providing resources for the smooth achievement of goals; (5) visionary in developing the school. This visionary thinking shows that the principal has charisma. The five findings are specifically transformational leadership behaviors with characteristics of (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration.

Figure 2 describes the process of transformational leadership good practice and the resulting impact on the behavioural growth of subordinates, as well as the linkage of leader behaviour to the outcome of followers' acceptance of the leader.

Transformational leadership exists because it is visionary and transforms their community organisation through innovation, collaboration and ethical decision-making, fostering an environment of trust, respect and understanding through idealised influence, inspiration motivation, intellectua stimulation, and individualised consideration. With these four key elements of leader behaviour, leaders can be trusted, become role models for followers, inspire and motivate followers to achieve common goals beyond what is expected. Figure 2 describes the results of transformational leadership good practice and the impact on the organisation and the link between leader behaviour and followers' acceptance of the leader.
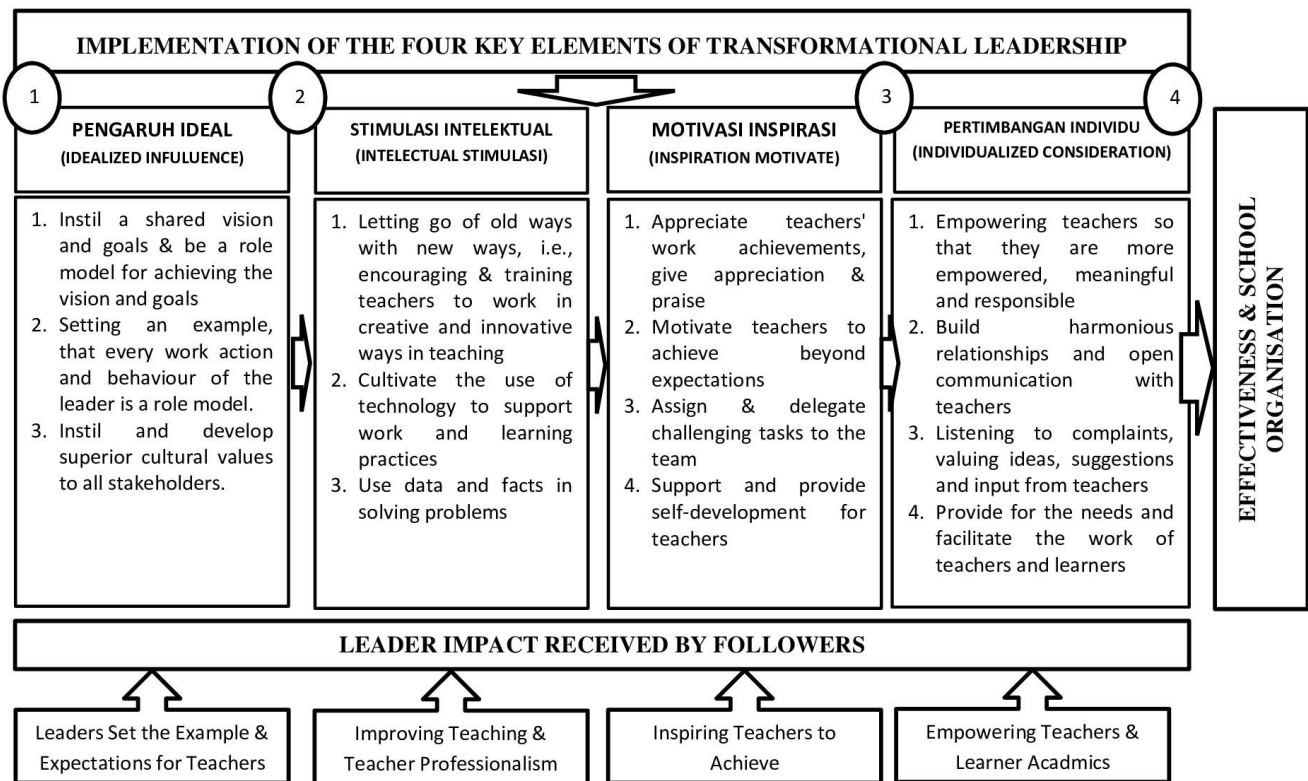
Figure 2 Relationship Model of Leadership Behaviour, Impact and Implications for Followers

Here are the results of good practice of the four core elements of transformational leadership behaviour and followers' acceptance of the leader: The leader is an exemplary example so that it becomes a hope for teachers, because the principal can be trusted and has extraordinary qualities.

1. Leaders are able to improve teacher professionalism, where the way teachers teach in the classroom becomes creative and innovative.
2. Leaders inspire teachers to excel, where teachers work beyond what is expected.
3. Leaders empower teachers so that teachers are responsible for their roles and tasks.

The impact (influence) of the four core elements of transformational leadership on organisational effectiveness and the achievement of educational goals include: (1)) Teacher job satisfaction; (2) Teacher performance and professionalism; (3) Teacher achievement motivation; and (4) Teacher commitment.

3.2. First Phase Findings: Quantitative

In the second phase, this research aims to broadly prove whether transformational leadership variables have a strong and significant influence on school effectiveness in independent learning. The research data was collected by distributing questionnaires to 304 teachers at 59 public junior high schools in North Sumatra Province, Indonesia. The questionnaire was distributed online through google form.

Table 3 presents the results of data analysis on ideal score, lowest score, highest score, mean, standard deviation, variance, mode, and median.

Table 2 Description of Research Variable Data (N = 304)

Variabel/Sub Variabel	M	SD	Minimum	Maximum
Idealized influence	148.17	12.723	110	178
Intellectual stimulation	145.56	14.844	101	185
Individualized consideration	141.78	12.087	89	176
Inspirational motivation	142.42	16.463	97	184
School Effectiveness	144.71	14.500	97	178

Based on Table 3 above, it can be explained that the average and standard deviation of the research variable data are different, including Idealized influence of 148.17 with a standard deviation of 12.723. The average data of the Intellectual stimulation variable is 145.56 and the standard deviation is 14.844. The average data

for the individualised consideration variable is 141.78 and the standard deviation is 12.087. The average Inspirational motivation variable is 142.42 and the standard deviation is 16.463. The average data of school effectiveness variables is 144.71 and the standard deviation is 13.496.

Hypothesis Testing

The results of hypothesis testing for each transformational leadership dimension variable on school effectiveness are as follows:

1. The effect of idealized influence on school effectiveness. The result of the $\rho_{\text{-value}}$ is 0.027 or $0.05 \geq 0.027$, which means that the effect is significant, or in other words, the calculation results show that for the value of $t_{\text{-count}} > t_{\text{-table}}$, hypothesis is accepted. Based on the calculation results of 2.553 > 1.960, it can be concluded that the hypothesis is accepted. This means that idealized influence affects school effectiveness.

2. The effect of intellectual stimulation on school effectiveness. The test results with a $\rho_{\text{-value}}$ of 0.014 or $0.05 \geq 0.014$ and the value of $t_{\text{-count}} > t_{\text{-table}}$ or 2.415 > 1.960, it can be concluded that the hypothesis is accepted. This means that intellectual stimulation affects school effectiveness.

3. The effect of individualized consideration on school effectiveness. The test results with a $\rho_{\text{-value}}$ of 0.018 or $0.05 \geq 0.018$, and the value of $t_{\text{-count}} > t_{\text{-table}}$ or 2.225 > 1.960, so the hypothesis is accepted. This means that individualized considerance affects school effectiveness.

4. The influence of inspiration motivation on school effectiveness. The test results with a ρ-value of 0.000 or $0.05 \geq 0.000$, and the value of $t_{\text{-count}} > t_{\text{-table}}$ or 4.713 > 1.960, so the hypothesis is accepted. This means that inspiration motivation affects school effectiveness.

Table 3 Summary of Correlation Analysis between Variables and Their Significance

Hypothesis	Influence between Variables	Correlation	t count	T table (α=0,05)	Description
1	X1 to Y	0,641	2,553	1,960	Correlation means
2	X_2 to Y	0,415	2,025	1,960	Correlation means
3	X_3 to Y	0,621	2,225	1,960	Correlation means
4	X_4 to Y	0,560	4,713	1,960	Correlation means

The conclusion of the relationship between the four variables of transformational leadership and school effectiveness is explained as follows:

1. Idealized influence variable is the most powerful variable affecting school effectiveness. The amount of idealized influence is $(0.641)^2 = 0.411$ or 41.1%..

2. Individualized considerance variable is the second most powerful variable affecting school effectiveness. The influence of individualized considerance is $(0.621)^2 = 0.3856$ or 38.56.

3. The inspiration motivation variable is the third most powerful variable affecting school effectiveness. The influence of individualized considerance is $(0.560)^2 = 0.3136$ or 31.36%.

4. The intellectual stimulation variable is the fourth most powerful variable affecting school effectiveness. The influence of intellectual stimulation is $(0.415)^2 = 0.1722$ or 17.22%.

This research has produced findings and provided an in-depth explanation of the characteristics of effective leadership and the factors that support schools' efforts to achieve effectiveness in the era of independent learning.

Qualitative findings explain that transformational leadership with characteristics of (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration is the power of leadership to realize school effectiveness. Quantitative findings that the idealized influence variable is the variable that most strongly influences school effectiveness by 41.1%; individualized considerance is the second most powerful variable affecting school effectiveness by 38.56%; inspiration motivation is the third most powerful variable affecting school effectiveness. 31.36%; intellectual stimulation is the fourth most powerful variable affecting school effectiveness by 17.22%. The direct influence of the principal's transformational leadership describes the impact of the leader's behavior on efforts to achieve school goals (school effectiveness), namely idealized influence where the principal's behavior raises strong emotions and identification of teachers with the leader. Inspirational motivation in the form of communicating a compelling vision, emphasizing goals to focus teachers' efforts and modeling behavior that teachers should

do. Intellectual stimulation of the principal's behavior raises the teacher's awareness of the problem and influences the teacher to view the problem with a new perspective. Individual consideration is the provision of support, reinforcement, and guidance for all teachers.

All components of transformational leadership (ideals, inspirational motivation, intellectual stimulation, and individualized consideration) [19], are positively related to leadership and organizational effectiveness [20]. Transformational leadership is an inspiring force and a good role model for teachers and staff in schools [21]. Transformational roles can create the expected culture and work climate [23], where the traits and personality of a leader become the embryo of a culture in the organization [24]. Principals must be able to be leaders who transform values and goals for followers [25], empower and motivate teachers, improve teacher performance and morality [26].

Principal transformational leadership is the behavior of principals who empower [27], move awareness and motivate teachers to work beyond expectations through idealized influence, inspirational motivation, intellectual stimulation, individual consideration to achieve common goals [28]. The transformational school research findings explain that to maximize school effectiveness [29], the internal elements of the school, such as learning, school structure, school culture and school climate, power and politics and motivation must work [30]. Many transformational leadership studies identify a set of concepts called essential supports for achievement along with drivers and environmental conditions that facilitate academic achievement [31]-[33]

4. Conclusion

The conclusion from the findings of this study is that the quantitative research findings strongly support and strengthen the qualitative findings. Transformational leadership as a force for school effectiveness, through behaviors that motivate teachers to be creative and innovative in learning, developing new ways of learning and developing the curriculum. Empowering teachers by giving them the authority to make decisions in the classroom and learning, developing their potential continuously, so that there is a learning process for teachers. Leadership creates values and builds high morality to develop a spirit of cooperation, a sense of brotherhood, commitment to a common goal and vision. Leaders motivate and support teachers in their work and various programs, both individual and group and provide school resources for the smooth achievement of goals. Visionary leaders in developing programs and schools. This visionary thinking shows that the principal has charisma.

5. Acknowledgments

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