

# TEACHER PERCEPTIONS ABOUT TRANSFORMATIONAL LEADERSHIP OF MADRASAH HEAD WITH TEACHER PERFORMANCE AT THE MADRASAH TSANAWIYAH NEGERI KABANJAHE

Oda Kinata Banurea<sup>1</sup>, Syafri Fadillah Marpaung<sup>2</sup>  
(Lecturer STIT Labuhan Batu Bara), (lecturer FITK UINSU)

## Abstrak

Teacher performance is the level of work success accomplished by a teacher with the skills and expertise in carrying out the task following the task. Teachers are instrumental in the teaching and learning process. The teacher's performance can be influenced by the leadership in the Madrasah, with the transformational leadership delivered by the head of the madrasah. The problems in this research are how the Teacher's perception of the transformational leadership of the head of the Kabanjahe School is the transformation? How is the performance of Guru in kabanjahe Madrasah tsanawiyah? Is there a teacher perception relationship about the transformational leadership of the head of Madrasah with the teacher performance at the Madrasah Tsanawiyah State of Kabanjahe?. The purpose of this research is to know the teacher's perception of the transformational leadership of the head of Madrasah in the state madrasah Tsanawiyah kabanjahe, to know the performance of the teacher in the state madrasah Tsanawiyah kabanjahe, to know the relationship of teacher perception about transformational leadership of Madrasah head with teacher performance in madrasah Tsanawiyah kabanjahe. This Research is a quantitative study conducted in the Madrasah Tsanawiyah Negeri kabanjahe. The number of samples in this study was 30 teachers. Data collection is done using a poll to find out the teacher's perception of the transformational leadership of the Madrasah head and teacher performance. The analysis in this study uses correlation analysis. The results showed that the teacher's perceptual relationship to the transformational leadership of the Madrasah head was in a very strong category of 8.1% against the teacher's performance. Based on the results of the analysis is known that the teacher's perception of the transformational leadership of the Madrasah head is a positive and significant relationship to the teacher's performance, the proven *pearson correlation* value (0.284) is greater than the significant value of 0.128.

**Keywords:** *Teacher Perceptions, Transformational Leadership, Teacher Performance*

## Introduction

The development of the increasingly advanced era demands the existence of qualified human resources. Quality is the main capital to achieve development goals. One of the rides to improve the quality is education. Law number 20 year 2003 on National Education System Chapter I Article 1 paragraph I states: education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess religious spitual power,

self control, and personality, intelligence, noble morality, and skills necessary to himself, society, nation and state.

Through individual education, they develop their skills and talents optimally. The presence or absence of a nation can be seen from the quality of education held in the country. According to Ujob ujob No 20 years 2003 chapter IV of article 5 of paragraph 1 of the National education system, it is explained that every citizen is entitled to a quality education. In addition to being seen from the quality side, education should always be an improvement over time.

In the Bahasa Indonesia dictionary, the principal is "a functional energy teacher who is given the duty to lead a school where the teaching process is held, or a place where interactions between teachers who give lessons and students who receive lessons". Leadership is the way a leader affects subordinate behavior in order to cooperate and work productively to achieve organizational objectives. This means that the headmaster's leadership greatly affects the achievement of national education objectives. Poor leadership involving subordinates in decision-making will result in lack of harmonic relations between leaders and subordinates. Good leadership certainly has an impact on achieving the objectives of the organization because the leader has a great influence on its subordinate performance.

In order to achieve effective objectives, school leadership should be good too. The intensity of two-way communication between the principal and the teacher is one way to create an effective school. The principal is the leader of the school organization, not only leaders and rulers. In connection with the school principal should be able to influence, encouragement, direction, and nurturing subordinates.

E. Mulyasa (2003:25) stated that: The principal is responsible for the implementation of education activities, school administration, coaching of educational personnel performance, and utilization and maintenance of infrastructure. Leaders function to establish and foster togetherness in the school environment. But with high mobility and tasks outside the school causes the headmaster to pay less attention to subordinate circumstances.

In accordance with the functions and objectives of the education contained in the legislation that has been mentioned, teachers as one of the determining factors of educational objectives are required to have a performance that is able to realize the expectations and wishes of all parties, especially the general public who have trusted the school in building learners. Teachers who have a good performance, fulfill some competencies as stated in the Law number 14 year 2005 about teacher and lecturer chapter IV of article 10 paragraph 1 which states the competency of teachers as mentioned in article 8 covering pedagogic competence, personality competence, social competence and professional competence obtained through professional education (Sagala 2013:87)

Efforts to improve performance in order to achieve educational objectives are not impossible. One of the efforts that can be done is with leaders who can

influence and guide an educator and education personnel to carry out their duties so that the objectives of education are achieved effectively and efficiently. Principals should be able to encourage each teacher and education personnel to carry out their duties according to the prevailing standards. In the education unit, the principal occupies two important positions to ensure the continuity of the education process as outlined by the legislation. *First*, the principal is the education manager of the school as a whole. *Secondly*, the principal is a formal education leader in his school.

Good leadership is a leadership that is able to optimize existing resources in the school. In the eyes of teachers and all school personnel both students and employees, the headmaster must have a good image for leadership activities to run effectively and efficiently. That way, teachers and all school personnel work together in advancing the school. Basically, school progress is not only the responsibility of the principal, but all personnel in the school environment. In shaping the good perception of the teacher, the headmaster should be able to prove that he was able to be fully responsible for the school.

The leadership of the headmaster is a major key in school education improvement. Any improvement efforts made to improve the quality of education will not succeed without the support of qualified teachers. This is because the teacher plays a very important role and determines the success of education and improves the quality of learning and establishes the competence of learners. The teacher is a learning leader in the classroom, facilitator and a student learning resource in the classroom. Teachers as one component in the teaching and learning activities, have a position that determines the success of learning. Because the teacher's primary function is designing, implementing, and evaluating learning. One of the factors affecting the success of the teacher's task is its performance in planning, implementing, and evaluating the teaching and learning process, (Musfah, 2015:302)

The teacher's task is closely related to the improvement of human resources in the educational world, therefore it takes efforts to improve the teacher's performance to be professional. As a leader in school principals must have good leadership skills. It aims to allow the headmaster to build, influence, supervise, control, and encourage teachers to perform their duties properly. Teachers are required to have a performance that is capable of providing good service to people who have trusted schools to guide students.

To improve teacher performance, you must first understand the function of the teacher. The teacher's function in the learning process is as an educator, teacher, mentor, and coach. For the duties and responsibilities of the teacher to be done, the teacher must have good performance. In general, the quality of education is a benchmark for teacher performance success. The meaning of performance is the achievement of work achieved by a teacher in carrying out the duties charged to him. In order for the teacher to have a good performance, a teacher must have good skills

in the learning process, which includes planning, implementation, and evaluation. The importance of teacher roles relates to the quality produced.

Based on observations found Some of the problems found among them were some teachers who lacked discipline and lack of awareness of teachers in carrying out their duties so that they should wait for orders from the principal. The lack of awareness of this teacher resulted in less discipline of the teacher in carrying out the duties given by the headmaster. Still lack of training followed by teachers, as for the training not all teachers can follow. It does not directly impact the way teachers convey material and the level of understanding of teachers in teaching. It also resulted in the teacher's proficiency in teaching not maximally. The headmaster has not been routine in conducting a reduction in the implementation of learning made by teachers who are the provision of teachers in teaching. Less empowered principals in motivating teachers. Principals also seldom do class visits, whereas principals need to know how teachers work in teaching school. This is because the headmaster has a lot of task.

## **THEORETICAL REVIEW**

### **Perception**

Ivancevich (2006:116) perception is an empirical thing in the sense that it is based on past experiences. Perception can be defined as a process pursued by individuals to organize and interpret the effects of their senses in order to give meaning to their environment. What is perceived in one's perception can be different from objective reality. Not to be so, but often there is disagreement. Why is perception important? This is because people's behaviour is based on their perception based on what their perception of what reality is. The world as perceived is an important world in terms of behavior.

Perception is essentially the cognitive process experienced by everyone in understanding the information about the environment, whether through vision, hearing, passion, feeling, and smell. The key to understanding perception is that it lies in the introduction that it is a unique interpretation of the situation, rather than a correct record of the situation. As it was said by Davidh Kreth in Toha, (2011:141). *The cognitive map of the individual is not, then, a photographic representation of the physical world; it is, rather, a partial, personal construction in which certain object, selected out by The individual for a major role, are perceived in an individual manner. Every Perceiver is, as it were, to some degres a nonrepresentational artist, painting a picture of the world that expresses his individual view of reality.* (The individual Cognitive map is not a graphic presentation of a physical reality, but rather a less-than-perfect personal construction of a particular object, selected in accordance with its main interests and understood according to its customs. Every understanding (*perceiver*) is on a certain level is not

a representative artist, because painting a picture of that reality only expresses the view of its individual reality).

### **Transformational leadership of the head of Madrasah**

Langue leadership according to the preface of the world leady by leading the prefix to lead then interpreted, pointing out the path and guiding in this word can be likened to the understanding, to head, to guide and trains in the sense of educating and teaching to be able to work on its own the Big Dictionery Launge Indonesian, (2008: 874)

In the view of Islam, leadership is a mandate and a responsibility that is not only accountable to the members he led, but also will be accountable before Allah SWT. Thus, the accountability of leadership in Islam is not only the formal horizontal of our fellow human beings, but is a vertical-moral, i.e. the responsibility to Allah SWT in the hereafter. This is according to the hadith of the Prophet that reads:

حَدَّثَنَا عَبْدُ اللَّهِ بْنُ مَسْلَمَةَ عَنْ مَالِكٍ عَنْ عَبْدِ اللَّهِ بْنِ دِينَارٍ عَنْ عَبْدِ اللَّهِ بْنِ عُمَرَ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: أَلَا كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ فَالْأَمِيرُ الَّذِي عَلَى النَّاسِ رَاعٍ عَلَيْهِمْ وَهُوَ مَسْئُولٌ عَنْهُمْ

Meaning: narrated Abdullah ibn Maslamah from Malik from Abdullah bin Dinar from Abdullah bin Umar Ra said: I have heard Rasulullah saw say: Everyone is a leader and will ask for responsibility for his leadership. A head of state will be asked for answers regarding the people he led. Narrated by *al-Bukhaari (Muslim)*.

Prophet SAW also said:

إِذَا ضُيِّعَتْ الْأَمَانَةُ فَأَنْتَظِرُ السَّاعَةَ قَالَ كَيْفَ إِضَاعَتُهَا يَا رَسُولَ اللَّهِ قَالَ إِذَا أُسْنِدَ الْأَمْرُ إِلَى غَيْرِ أَهْلِهِ فَانْتَظِرِ السَّاعَةَ

Meaning: If the wasted trust then wait for the destruction. (At that time) there was a friend who asked, what indication of wasting trust is yes the apostle? He replied: "If a thing is handed over to a non-expert person then wait for the its destruction". Narrated by *al-Bukhaari (Muslim)* .

Both Hadith signals how important the nature of trust and professional in leadership. Therefore, the leadership should not be seen as a facility to master, but there is a sacrifice and trust as the most appropriate . Leadership is also not a arbitrariness to act, but the authority to serve to nurturing and to do as a fair (Zainuddin and Mustaqim, 2008:17-19)

Leadership is the process of influencing others in the relationship between leaders and followers. In fact, the meaning of leadership as a process affects others achieving goals in a situation. Leadership can take place anywhere. While on the other hand emphasizes the focus of leadership on the ability of someone to acquire actions from others. ( Syafaruddin, nurmawati 2011:181)

Rivai, (2009:745) leadership is defined as the ability and skill of a person who ranks as the head of the working unit to influence the behavior of others, especially his subordinates, to think and act in such a way through positive behaviour he made a real donation in achieving the objectives of the school. So it can be concluded that leadership is an activity to influence the behavior of others, or the art of affecting human behaviour of both individuals and groups. So, leadership can take place without having to be bound by the rules.

### **Definition of Transformational Leadership**

The leadership process is where an individual connects a group of individuals to reach a specific goal. A form of leadership that is believed can be a balance of thought pattern and reflection of new paradigms in the current globalization in R. Das a transformational leadership of Kepala Madrasah. One form of leadership that is believed can be a balanced mindset and reflection of new paradigm in the global current is formulated as transformational leadership. According to Maris, (2016:177) in the Journal of Education Administration explained that in education, along with the renewal efforts made, the form of leadership is also formulated. The transformational leadership based on conceptual richness through charismatic, inspiring motivation, intellectual stimulation and attention to the individual is believed to be able to give birth to thoughts that contain future reach, the significance of the Kedemocrasian and the transparency that is therefore necessary in adoption into school leadership.

As for the theory of transformational leadership according to Hadijaya, (2012:131) expressed the ability of leaders to change work environment, work motivation, work patterns and work values perceived by subordinates so that they are better able to optimize performance to achieve organizational objectives.

According to Danim, (2012:142) explains that: The leadership of the transformational school principal involves raising the view of people beyond the self-interest toward joint ventures for common purposes. The Transformational headmaster makes people act on behalf of the collective interests of their group or school community. This leadership has the basic reason that while individuals might have multiple interests and fragmentary goals, they are all united by the headmaster in achieving higher objectives, for example, the achievement of the best student learning outcomes in the region.

Thus, the transformation style of the head of the Madrasah has the nature of stimulus, inspiring and motivating his subordinates for a better purpose.

Lexical terms or the word transformational leadership consist of two syllables namely leadership and transformational. As for the term transformational or transformation means transfiguration (form, nature, function, etc.). There are even those who say that the transformational word comes from the word "to transform" which has the meaning of transforming or transforming accordingly into another

different form. For example transforming the vision into reality, heat into energy, potential to be actual and so on. So on self-transformational leaders there are constructive-constructive relationships with subordinates, even transformational leaders motivate subordinates to do better with what the subordinate actually expects to increase the value of the assignment, by encouraging the subordinate to sacrifice their own interests for the sake of the organization that is coupled with increasing the level of subordinate needs to a better level of Setiawan, (2013:96)

So in such a framework, transformational leadership is a process whereby leaders and followers raise themselves to a higher level of morality and motivation as a spirit in the organization.

Transformational leadership is also a leadership that has the ability to inspire and motivate followers to achieve greater outcomes than the original planned and for internal rewards. With a vision, transformational leaders persuade followers to work hard to achieve the goals depicted. This leader's vision gives self-esteem.

## **TEACHER PERFORMANCE**

The word performance is a translation from the English language, namely from the word *performance* which is often interpreted as performance or achievement work (Wibowo, 2007:7), performance has a broader meaning, not only stated as a result of work, but also how the process of work, performance is also a result of work that has a strong relationship with the strategic objectives of the Organization, customer satisfaction, and

Many experts or researchers give different understanding about the teacher's performance. Sudarman (2013:135) stated: The performance of Guru can be interpreted as the success rate of the teacher in carrying out the education task in accordance with the responsibilities and authority based on the performance standards that have been set during the specified period in the framework of achieving educational objectives ". Furthermore Prabu, (2008:67) and Maisah stated: "The performance of the teacher is a behavior or response that gives results referring to what they are working on when he/she faces a task". Sutrisno, (2010:170) stated, Performance (work achievement) is the result of work in quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities given to him.

Based on some of the opinions that have been conveyed, it can be concluded that the understanding of the teacher's performance is the level of work success achieved by a teacher with the skills and expertise in carrying out the task in accordance with the task. Teachers are instrumental in the teaching and learning process. The success of the school can not be separated from the role of teachers as educators in producing graduates who are able to face the tougher of life competition. Teachers are required to have various competencies in the teaching and learning process in order to achieve

good performance. Law number 14 year 2005 about teacher and lecturer Chapter IV article 10 paragraph 1 states the competency of the teacher as intended in article 8 covers pedagogic competence, personality competence, social competence and professional competence obtained through professional education.

Priansa, (2014:123) declares the following four types of teacher competencies:

1. Personality Competencies

Personality competence is a personal ability that reflects a steady, stable, mature, wise, and authoritative personality, being an example of learners, and noble morality.

1. Pedagogic competence

Paedagogic competencies include understanding of learners, learning planning and execution, evaluation of learning outcomes, and the development of learners to actualize their potential.

1. Professional competence

Professional competence is a broad and profound mastery of learning materials, which includes the mastery of the curriculum materials in the school and the scientific substance that oversees the material, and the mastery of the structure and methodology of science.

1. Social competence

Social competence is the ability for teachers to communicate and associate effectively with students, fellow educators, educational personnel, parents/guardians, and the community.

The next verse that relates to a person's work is in Q.S. Al-Jumuah 62:10 which reads:

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِنْ فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ

Meaning: when the prayer has been made, then you shall be clothed in the earth; and seek the gift of God and remember God many-many so that you are lucky (Ministry of religious Affairs, 2007:203)

Works orders always improve performance also serious attention in Islam because every work done is always noticed by God and his apostles asanfaith found in the letter at-Tawbah (9: 105) yanG reads:

وَقُلْ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عَالِمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ

Meaning: And let's say work ye, then God will see your works, so have his apostles and believers, and you will be returned to (Allah) who know of the unseen

and the real, and then preached to you what you have been doing. (Ministry of Religious Affairs, 2007:203)

According to Tafseer ibn Katheer explained that this is a threat from Allah against those who oppose his commandments, that the charity of their deeds will be shown before Allah SWT. And his Apostles and believers. This will happen later in the next day.

## **Discussion**

Based on the findings of research shows that the teacher's perception of the transformational leadership of the head of Madrasah relates to the performance of teachers in the Madrasah. In terms of improving teacher performance, it takes a leader who has the ability to lead an education. That is not separated from the leadership style of Madrasah head. The head of the Madrasah as the manager and leader is responsible for translating and implementing the national education established by the Government.

Based on data processing and variable X Description of teacher perception about transformational leadership of Madrasah and variable Y, namely performance Guru, through the poll data that has been outlined on the percentage tabulation, then the hypothesis can be tested truthfulness that the hypothesis presented in the receipt of the truth is: there is a significant relationship of teacher perception about the transformational leadership of the head of Madrasah with the performance of the teacher in the State madrasah Tsanawiyah Kabanjahe. The research was conducted in Kabanjahe Madrasah Tsanawiyah District as many as 30 teachers. The results of the study using a poll was obtained on average of teacher perception relationship score about the transformational leadership of the head of Madrasah in Kabanjahe madrasah Tsanawiyah state by 98.23 with the highest score of 106 and the lowest of 91. Furthermore, based on the list of teacher performance sets obtained an average value of 85.00 with a score of 90 highs and a lowest score of 80.

From the results of research can be concluded that there is a positive relationship between the teacher's perception of the transformational leadership of the head of Madrasah with the teacher's performance. This can be demonstrated with the level of correlation obtained by 0.284 being at a significant level "very weak". Thus the perception of teachers about the transformational leadership of the head Madrasah has a relationship with the teacher's performance, but not significant. The better the perception of teachers about the transformational leadership of the Madrasah head in the Madrasah, the better the performance of the teachers in the District of Kabanjahe Madrasah Tsanawiyah. This also applies to the contrary if the perception of the teacher about the transformational leadership of the head of low Madrasah then the lower the performance of the teacher.

Thus based on the results of the research done in Madrasah Tsanawiyah Negeri Kabanjahe. and based on the theory, it is evident that there is a positive relationship between the master's perception of the transformational leadership of the head of Madrasah with the teacher performance.

## CONCLUSION

Based on the results of the research data analysis, it can be decided that:

1. There is a relationship between the teacher'S perception of the transformational transformation of the head of Madrasah with the teacher performance in the kabanjahe madrasah Tsanawiyah State.
2. As for the relationship of perception of teachers about the leadership of the transformation of the head of Madrasah with the performance of teachers in the madrasah Tsanawiyah kabanjahe State is in a very strong category, because the results of the study shows the performance of teachers with the perception of teachers about the leadership of the transformational Madrasah head with the performance of teachers in madrasah tsanawi0.284 yah
3. There is a positive but insignificant relationship between the teacher's perception of the transformational Transformation of the head of the Madrasah with the teacher's performance at Kabanjahe State madrasah.

## REFERENCE

- Anwar P M. (2008). *Perencanaan Dan Pengembangan Sumber Daya Manusia*, Refika Aditama: Bandung.
- Bahar A S. (2013). *Transformational Leadership (Ilustrasi di bidang Organisasi Pendidikan)*, Raja Grafindo Persada: Jakarta.
- Departemen Agama RI, (2007). *Al Quran dan Terjemahan*, Diponegoro: Bandung.
- Donni J P. (2014). *Kinerja Dan Profesionalisme Guru*, Alfabeta: Bandung.
- Mulyasa E. (2003). *Manajemen Berbasis Sekolah*, Remaja Rosdakarya: Bandung.
- Sutrisno E. (2010). *Budaya Organisasi*, Kencana: Jakarta.
- Alwi H. (2008). *Kamus Besar Bahasa Indonesia*, Balai Pustaka: Jakarta.
- Silvana I. (2016). *Kepemimpinan Transformasional Kepala Sekolah, Kinerja Guru dan Mutu Sekolah*, Jurnal Administrasi Pendidikan. Vol XXIII, No 2.
- Ivancevich, Dkk. (2006). *Perilaku Dan Manajemen Organisasi*, Erlangga: Jakarta.
- Musfah J. (2015). *Manajemen Pendidikan Teori Kebijakan Dan Praktik*, Kencana: Jakarta,
- Thoha M. (2011). *Perilaku Organisasi: Konsep Dasar dan Aplikasinya*, Raja Grafindo Persada: Jakarta
- Sudarman M. (2013). *Profesi Guru, Di Puji, Di Kritisi, dan Di Caci*, Raja Grafindo: Jakarta,

- Zainuddin M dan Mustaqim A. (2008). *Studi Kepemimpinan Islam (Telaah Normatif dan Historis)*, Putra Mediatama Press: Semarang
- Danim S. (2012). *Kepemimpinan Pendidikan (Kepemimpinan Jenius (IQ + EQ), Etika, Perilaku Motivasional dan Mitos)*, Alfabeta: Bandung.
- Syafaruddin, Nurmawati. (2011). *Pengelolaan Pendidikan (Mengembangkan Keterampilan Manajemen Pendidikan Menuju Sekolah Efektif)*, Perdana Publishing: Medan
- Sagala S. (2013). *Human Capital Kepemimpinan Visioner dan Beberapa Kebijakan Pendidikan*, ALFABETA: Bandung.
- Rivai V, Murni S. (2009). *Education Management (Analisis Teori Dan Praktik)*, Rajagrafindo Persada: Jakarta.
- Wibowo. (2007). *Manajemen Kinerja*, PT Raja Grafindo Persada: Jakarta.
- Hadijaya Y. (2012). *Administrasi Pendidikan*, Perdana Publishing: Medan.