

TRANSFORMATIF LEADERSHIP OF SCHOOL PRINCIPLES IN IMPROVING THE QUALITY OF EDUCATION MANAGEMENT

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Abstract

This study focuses on the transformatif leadership of school principals in improving the quality of education management. By using qualitative methods and a literature study approach, this study concludes that the principal's transformatif leadership in improving the quality of education management needs to pay attention to the principal's learning competency criteria. In addition, school principals also need to pay attention to various dimensions of transformational leadership and the existing concept of quality improvement. It is intended that the principal's transformatif leadership will ultimately be able to improve the quality of educational institutions. Thus, the principal's transformatif leadership in improving the quality of education can be achieved optimally, so as to be able to create quality educational institutions.

Keywords: Leadership, Transformatif, Principal, Quality

A. INTRODUCTION

Currently, the quality of education management in schools tends to decline. This is based on several indicators including the following: 1) the quality of the curriculum in some schools is very low in terms of innovation so that it affects the quality of graduates, 2) human resources consisting of educators and education staff seem careless on the pretext that the human resources are cadres were immediately accepted without a qualified selection, and 3) the limited infrastructure owned by several schools in supporting the learning process even some of them were not suitable for use, this was due to the lack of financial capacity owned by the school.

Based on this reality, according to the author, one of the factors that influence the condition of the school is the low quality of the principal's leadership. This leadership factor is very important because it is part of the management standard which is one of the standard elements of the 8 National Education Standards, namely:

- 1) Content Standards,
- 2) Standard Process.
- 3) Educational Assessment Standards,
- 4) Graduate Competency Standards,
- 5) Standards of Educators and Education Personnel,
- 6) Management Standards,
- 7) Education Financing Standards, and
- 8) Facilities and Infrastructure Standard.

Human resource management is an absolute requirement that must be met to determine success in every activity in the school. Human resources are the most important main driving force in every basic education.

Northouse stated that transformational leadership is a process that changes the mindset of people in caring about emotions, values, ethics, standards, and long-term goals. This includes motivating and treating them as whole people. Transformational leadership includes an extraordinary form of influence, which moves followers to achieve more than what is normally expected of them. Transformational leadership can be used to describe leadership in a broad range, from very specific attempts to influence it, although transformational leaders play an important role in causing change, followers and leaders are involved in the transformational process. (Northouse, 2012).

Leadership is the energy of influencing and giving direction which is contained in the leader's personality. Leadership is also an energy that can move, guide and maintain people's activities so that organizational goals can be achieved. Owen, as quoted by Danim, explains that leadership is an interaction between one party as the leader and the party being led. Leadership only exists in the process of one's relationship with others. No followers, no leaders. Thus, effective leaders must know how to inspire, motivate, and work with their subordinates. No Followers, No Leader, No Leadership, No Followership (Danim, 2009). Meanwhile, according to Mulyasa, the principal's leadership performance is the efforts made and the results that can be achieved by the principal in implementing school management to realize educational goals effectively and efficiently, productively, and accountable. (Mulyasa, 2007). Therefore, the principal has a very important position in moving school management so that it can run in accordance with the demands of society and the development needs of the times, especially the progress of science, technology, culture, and art.

The principal's role as a leader will be able to reflect the principal's responsibility to be able to mobilize all existing resources in the school, so that work effectiveness and high productivity are born in achieving very high and also very important educational goals. This leadership function is very, very important because in addition to being a driving force, the principal also acts as a controller of teacher activities, such as efforts to improve and maintain something professionalism in the leadership.

Suherman cites the opinion of Joseph Sj (1978), on the Concept of Transformational Leadership. Joseph mentions:

“Transformational leadership is characterized by the ability to bring about significant change. Transformational leaders have the ability to head changes in the organization's vision, strategy, and culture as well as promote innovation in products and technologies. Rather than analyzing and controlling specific transactions with followers using rules, directions, and incentives, transformational leadership focuses on intangible qualities such as vision, shared values, and ideas in order to build relationships, give larger meaning to separate activities, and provide common ground to enlist followers in the change process. Emotional intelligence plays a major role in achieving these goals” (Suherman, 2010).

Based on Joseph Sj's statement above, broadly speaking, a transformative leader will continue to try to increase the awareness of his followers by inviting them to achieve their goals and pay attention to moral values such as justice, freedom, harmony, peace and humanity, so that through this transformational leadership model they can build a democratic, cooperative working atmosphere. That is, the ability required of leaders of educational institutions in the transformational leadership model is to have the ability to make changes to a significantly better direction in developing the quality of school management. (Suherman, 2010).

Based on the discussion of the background of the problem above, the researcher considers that the problem of transformational leadership of school principals and the quality of management of educational institutions is very important and crucial for research to be carried out..

B. METHOD

The approach used in this study is a qualitative research approach, because the study that will be discussed is about Principal Transformational Leadership in Improving the Quality of Education Management. The data collection technique uses library research techniques, namely the author collects various literature sources related to the problems that the author is researching. (Arikunto, 2006).

C. RESULT AND DISCUSSION

Transformational Leadership

Leadership is etymologically derived from the word leader which means (in a state) to be guided and guided (Poerwadarminta, 1993). Etymologically, the leader is a person who has one or more advantages as a predisposition (inborn talent) and is a necessity from a situation, so that he has the power and authority to direct and guide the innate. He also gets recognition, as well as support from his subordinates and is able to move subordinates towards certain goals (Kartono, 2005). The word leader then gets the suffix to-in to become leadership which means about leading. Etymologically, leadership is the way a leader influences the behavior of his subordinates to want to work together and work productively to achieve organizational goals. (Danim, 2009).

According to Miftah Thoha, leadership is an activity to influence the behavior of others or the art of influencing human behavior, both individually and in groups (Thoha, 2001). Then Burns in Gary Yukl added, that leadership is a situation that occurs when a person mobilizes institutionally, politically, psychologically and other resources to arouse, involve and fulfill the goals of his followers. (Yukl, 2012).

Furthermore, Siagian in Dadi Permadi and Daeng Arifin asserts that leadership as a person's skills and abilities influence the behavior of others, both those in higher, lower, and higher levels in thinking and acting so that behavior that may initially be individualistic and egocentric turns into organizational behavior. (Permadi & Arifin, 2010)

In terms of terminology, Tannenbaum in Wahjosumidjo said that: "leadership is interpersonal influence exercised in a situation dan directed through the communication process toward the attainment of a specified goal or goals" (Wahjosumidjo, 2002). Leadership is an interpersonal influence that is carried out in a situation and is directed through the communication process towards the achievement of predetermined goals or objectives.

Thus, the notion of leadership is an activity of influencing, directing, mobilizing and modifying the behavior of a leader to others. This is done with the aim that followers carry out tasks according to their abilities, so that they are able to deliver the organization to achieve the goals that have been determined.

The word transformational stems from the word "to transform" which has the meaning of transforming or changing something into a different form. Transformational means properties that can change something into another form. For example: converting potential energy into actual energy or achievement motives into real achievements (Danim, 2009).

According to Burns in Aan Komariah and Cepi Triatna defines transformational leadership as a process which basically "leaders and followers raise each other to a higher level of morality and motivation". The leader in question is a person who is aware of the principles of organizational development and human performance so that he seeks to develop his leadership aspect as a whole through motivating staff and calling for higher ideals and moral values. Such as: independence, justice and humanity. Not based on emotion. Such as: greed, jealousy or hatred (Komariah & Triatna, 2006).

Furthermore, according to Bass in Nur Efendi, transformational leadership is defined as leadership that involves change in the organization (as opposed to leadership designed to maintain the status quo). This leadership is also defined as leadership that requires actions to motivate subordinates to be willing to work for "high-level" goals that are considered to be beyond their personal interests at the time. (Effendy, 1986).

In line with this opinion, Bass and Aviola in Raihani add, that transformational leadership is a process in which leaders take actions to increase the awareness of their co-workers about what is right and what is important, to increase the maturity of their co-workers' motivation, and encourage them to go beyond their personal interests to achieve the benefit of the group, organization or society (Raihani, 2010).

Meanwhile, according to Yukl, transformational leadership is a leadership style that attracts the moral values of its followers in its efforts to increase their awareness of ethical issues and mobilize their energy and resources to reform institutions. (Yukl, 2012).

The term transformational leadership is the result of a development of thought several leadership theorists. Starting with the thought of James Mac Gregor Burns (1978) who used the term Transforming Leadership, then it was developed by Bernard M Bass (1985) in his book entitled *Leadership and Performance Beyond Expectations* which used the term Transformational Leadership, which according to his admission was inspired by Burns thought. Since Bass, the term Transformational Leadership is a standard term in leadership science (Burns, 2012).

Minnah El Widdah, quoting Bernard M Bass, states that transformational leadership is leadership that is able to transform and motivate its followers by: a) making them more aware of the importance of the results of a job; b) encourage them to put the organization or team above their own interests and c) activate their higher needs (El-Widdah, 2012). Transformational leadership is a type of leadership that inspires and motivates followers to achieve results that are greater than originally planned and internally rewarded. Transformational leadership is not just influencing followers to achieve the desired goals, but more than that intends to change the attitudes and basic values of their followers through empowerment. The experience of empowering followers increases their confidence to continue to make changes even though they may be affected by the changes themselves. Transformational leadership as a type of leadership that uses charisma,

intellectual stimulation to carry out transformational and revitalize followers and the organization as a whole rather than giving top-down instructions, and a leadership type that positions itself as a mentor who is willing to accommodate the aspirations of his subordinates. Followers of transformational leadership will feel trust, admiration, loyalty, and respect for themselves.

Based on some of the opinions of the experts above, that transformational leadership is leadership that is able to inspire, motivate and direct and move followers to make changes through empowerment in achieving certain goals. Or in other words, transformational leadership is a leadership style that has the ability to get commitment from everyone in the team, as well as a leadership model that is always present to provide motivation in the form of high commitment.

Transformational Leadership Traits

Munandar quotes Bass (1990), which states that the characteristics of transformational leadership are as follows:

a) Attribute Charisma

Charismatic leaders are leaders who are able to instill good values such as mutual respect and mutual respect. Charismatic is a great power that leaders have to motivate subordinates in carrying out their duties properly and correctly. Subordinates believe because their leaders are professional, honest, fair, and work hard in realizing their vision and mission. Therefore, charismatic leaders can more easily influence and direct subordinates to act according to applicable rules.

b) Inspirational Leadership

Inspirational leader behavior can make subordinates enthusiastic and enthusiastic about working on their respective tasks and can foster subordinates' confidence in their ability to complete tasks properly and correctly in an effort to achieve goals..

c) Intellectual Stimulation

Stimulasi intelektual merupakan upaya pimpinan terhadap problems and influence subordinates to see the problem through a new perspective. Through intellectual stimulation, the leader can foster the creativity of subordinates and encourage them to take new approaches to old problems. So through intellectual stimulation, subordinates are encouraged to think about the relevance of ways, value systems, beliefs, expectations and are encouraged to innovate in solving problems and be creative to develop self-ability and are encouraged to set challenging goals and targets.

The intellectual contribution of a leader to subordinates must be based on an effort to bring up the abilities of subordinates. The intellectual stimulus aspect collaborates positively with extra effort, meaning that leaders who can contribute

intellectually always encourage subordinates to be able to devote efforts to planning and providing solutions to the problems they face..

d) Individualized Consideration

Attention or consideration of individual differences implies maintaining direct face to face contact and open communication with subordinates. Personal influence and the one-to-one relationship between the top and bottom is the most important and the main thing. This individual attention can be used as an initial identification of subordinates, especially those who have the potential to become a leader. While monitoring is a form of individual attention shown through consultation, advice, and guidance given by the leadership to inexperienced subordinates.

Quality of Education Management

In the Indonesian dictionary, quality is defined as a measure of the good or bad of an object; grade, level, or degree (intelligence, intelligence, and so on) (Poerwadarminta, 1993). In English, quality is termed "Quality" (Echols & Shadily, 1988). While in Arabic it is called "Juuda"(Munawwir, 1997).

Etymologically, the word quality comes from the English "quality" which means quality or quality (Echols & Shadily, 1988). Quality can be interpreted as a characteristic or attribute that is unique and makes it different, the highest standard of goodness, and has the highest goodness (Minarti, 2011). In terminology, quality is the overall characteristics and characteristics of a product or service whose ability to satisfy needs, both expressed and implied (Zainal, 2013).

According to William Edward Deming in Ella Siti Chaeriah, quality is something that has conformity to market or consumer needs (Chaeriah, 2016). Joseph M. Juran in M. Nur Nasution added that quality is the suitability of product use (fitness for use) to meet customer needs and satisfaction. The suitability of the user of the product is based on five main characteristics, namely: (1) technology, namely strength or durability; (2) psychological, namely the image of taste or status; (3) time, namely reliability; (4) contractual, namely the existence of a guarantee; (5) ethics, namely polite, friendly or honest (Nasution, 2005). Then Philip B. Crosby in Mulyadi stated that "conformance to requirement", which is in accordance with what is required or standardized. That is, conformity with the quality standards that have been set, both input, process and output.

Furthermore, Rinda Hedwig and Gerardus Polla added that quality is a relative measure of the goodness of a service consisting of design quality and conformity quality. Design quality is a function of service specifications. While the quality of conformity is a measure of how far a service meets the requirements or quality specifications set (Hedwig & Polla, 2006).

Meanwhile, Agus Zaenul Fitri emphasized that quality or quality is conformity with the objectives shown by dynamic standards in accordance with environmental changes and satisfaction. This is because every organization that has reached the set standards, should set a higher standard (re-benchmarking) so that continuous quality improvement and improvement can be achieved. (Fitri, 2013).

The term management, based on the KBBI comes from the word "manage" which means to control or manage (Poerwadarminta, 1993). Management has at least four meanings: first, the process, method, act of managing; the second process of carrying out certain activities by moving the energy of others; the three processes that help formulate organizational policies and objectives; and four processes that provide oversight on all matters involved in implementing policies and achieving goals. Bambang Ismaya said that many identify the term management with management. Furthermore, he cites the opinion of Hersey and Blanchard from Stoner in the book Sudjana (2000) that management is an activity carried out together and through people and groups with the aim of achieving organizational goals. In addition, he also cites the opinion of Sumijo and Soebedjo (2000) who say that management is a series of activities to plan, organize, mobilize, control, and develop innovatively all efforts to regulate and utilize human resources, facilities and infrastructure effectively and efficiently. to achieve the organizational goals that have been set (Ismaya, 2017) .

Quality in the context of education includes three things, namely input, process and output (Nasution, 2005). Quality in the context of input and process includes teaching materials (cognitive, affective and psychomotor), learning methodologies that vary according to the ability of teachers, appropriate learning media, complete learning resources, effective assessment and evaluation systems, school administrative support, and advice support infrastructure. Meanwhile, quality in the context of output refers to the achievements of the school within a certain period of time. For example: at the end of each semester, the end of the learning year, two years, five years, and/or ten years which includes: academic and non-academic achievements (Chaeriah, 2016).

Based on the description above, it can be concluded that the quality of education is an effort to manage the components of education effectively and efficiently starting from input, process to output, thereby adding to the value possessed by an educational institution. It aims to create an education that has more overall value. The resulting increase in value will lead the institution towards improving the quality of educational institutions.

Quality management can be interpreted as a superior service process that can provide satisfaction to service users dynamically, even exceeding their expectations by mobilizing other personnel and providing supervision to all things involved to achieve a goal effectively and efficiently. If the service provider is a school, it must be ensured that service users consisting of students, their parents, the government, service users and others are satisfied. Students can gain knowledge, continue their education to a higher level, or can

work according to their field of expertise. Parents are proud of their children's learning achievements. The government is successful with its education program policies. Graduate service users feel happy and satisfied with the competence of graduates from educational institutions.

Principal's Transformational Leadership in Improving the Quality of Education Management

Principal leadership is a leadership process carried out and the results that can be achieved by school principals in implementing school management to realize educational goals in an effective, efficient, productive and accountable manner. The principal creates a model for improving the quality of learning by identifying the needs, strengths, weaknesses of opportunities owned by the school and preparing school community plans that empower resources towards the school's vision, mission, values, and continuously conduct studies for the performance that has been produced to continue to strive for improvement. quality in a sustainable manner. Therefore, the principal must have competence in accordance with his role as a leader in educational institutions. This is so that the leadership style possessed by the principal is in accordance with the demands of today's era.

There are ten criteria for the principal's learning leadership competence, namely: (Andang, 2014):

- a. Act according to the school's vision and mission.
- b. Formulate goals that challenge yourself and others to achieve high standards.
- c. Developing schools towards a learning organization (learning organization).
- d. Creating a school climate that is conducive and innovative for learning.
- e. Uphold the school's goals by setting an example and acting as a learning leader.
- f. Implement inspiring leadership.
- g. Build mutual trust and facilitate cooperation in order to create strong collaboration among school members.
- h. Work hard to achieve school success as an effective learning organization.
- i. Develop curriculum and learning activities in accordance with the vision, mission and goals of the school.
- j. Manage students in developing their capacity optimally.

Transformational leadership in education is an important leadership style to consider, especially for school principals. This leadership is applied as a solution to the leadership crisis that exists in the world of education today and is one of the styles that can improve the competence of school principals. The reasons why it is necessary to apply a transformational leadership style for an organization, namely:

- a. Significantly improve organizational performance.
- b. Positively associated with long-term marketing orientation and customer satisfaction.

- c. Generating a higher commitment of its members to the organization.
- d. Increase employee confidence in the management and daily behavior of the organization.
- e. Increase worker satisfaction through work and leaders.
- f. Reduce workers stress and improve well-being

The presence of transformational leaders in an educational organization changes the whole organization through the transformation of the organization towards their views on what the organization should do and how the organization should run well towards the quality goals that have been set. Transformational leaders can exert a strong influence on quality strategic plans that implement the direction of the goal of continuous quality improvement. Specifically, transformational leaders are able to implement the direction and goals of continuous quality improvement, and make effective decisions about quality improvement, in order to increase internal and external customer satisfaction as well as employee empowerment.

The principal's transformational leadership is able to improve the quality of education, if the principal pays attention to several dimensions of transformational leadership. Bass and Aviola in Rahmi explain that there are four dimensions in the level of transformational leadership known as the 4I concept, namely the dimensions of idealized influence, inspirational motivation, intellectual stimulation and individual consideration. The 4I concept can be described as follows:

- a. Idealized influence. That is, the principal is an ideal figure who can be used as a role model for teachers and employees in implementing the vision and mission of educational institutions.
- b. Inspirational motivation. That is, principals can provide encouragement that inspires all teachers and employees to achieve educational goals.
- c. Intellectual stimulation. This means that principals can develop creative ideas among teachers and employees to develop critical thinking and problem solving in order to make educational institutions better.
- d. Individualized consideration. That is, the principal gives individual attention to teachers and employees as a form of concern for subordinates.

In an effort to realize the transformational leadership of school principals to improve the quality of education, a school principal needs to carry out integrated quality management or commonly known as TQM (Total Quality Management). One of the TQM theories that can be used is the PDCA (Plan, Do, Check, Act) concept from William Edward Deming. In this concept, there are four steps of quality improvement activities that will bring an organization to experience quality improvement. The four steps are as follows:

- a. Plans (P). That is, the first step is to determine the problem to be overcome or the weakness to be corrected and develop a plan (solution) to overcome the problem, which means improving quality.

- b. Do(D). That is, the second step is to implement the plan at the pilot stage and pay attention to all the processes.
- c. Check (C). That is, the third step is to observe or examine what has been implemented and find the weaknesses that are corrected, in addition to the things that have been done correctly. Based on these weaknesses, an improvement plan was prepared for further implementation.
- d. Act(A). That is, the fourth step is to carry out the overall quality improvement plan, including the improvement of the weaknesses in the third step.

Furthermore, transformational leadership in the aspect of managing Islamic educational institutions as an effort to improve the quality of education, is never separated from Islamic values with certain rules or techniques. Therefore, a leader who carries out transformational leadership of the principal needs to pay attention to four rules or techniques, as follows:

- a. Upholding *amr ma'ruf nahi munkar*.

A transformational leader is obliged to uphold the truth or set an example for his subordinates not to carry out various forms of practice that deviate from the Qur'anic ethical values.

- b. Duty to uphold the truth

Educational management as a form of good and correct management of educational resources in achieving the goals of educational organizations. On the other hand, to prevent educational organizations from making mistakes. Therefore, a transformational leader must hold fast to the truth.

- c. Upholding justice

The pattern of education management is a form of activity related to the management of educational institutions that must be carried out fairly in various ways. Therefore, a transformational leader must always strive to uphold justice.

- d. Delivering a message

Delivering the mandate aims to build success from the bottom, especially from the education component. Such as: teaching staff or stakeholders. A transformational leader must be able to convey every message to those who deserve it.

D. CONCLUSION

The principal's transformational leadership in improving the quality of education management needs to pay attention to the principal's learning competency criteria. In addition, school principals also need to pay attention to various dimensions of transformational leadership and the existing concept of quality improvement. It is intended that the principal's transformational leadership will ultimately be able to improve the quality of educational institutions. Thus, the transformational leadership of school principals in improving the quality of education can be achieved optimally, so as to be able to create quality educational institutions.

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