



THE RELATIONSHIP BETWEEN THE LEADERSHIP STYLE OF TRANSFORMATIONAL PRINCIPALS AND THE PERFORMANCE OF EDUCATIONAL STAFF AT SMK SASMITA JAYA 1, SOUTH TANGERANG

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Abstract

This study aims to examine the relationship and how big the relationship is between the transformational principal's leadership style and the performance of educational staff at SMK Sasmita Jaya 1 Tangerang Selatan. Transformational leadership style is measured through charisma, inspiring motivation, attention to individuals, and intellectual stimulation. Meanwhile the performance of educational staff is measured using four indicators, namely work quality, work quantity, punctuality, and responsibility. This study uses a quantitative correlational method with a total number of respondents of 71 people taken by total sampling. Data collection using a questionnaire with a Likert scale, then analyzed using the Pearson correlation test has a value of 0.531 and a coefficient of determination (R^2) has a value of 28.2%. The results of the study showed that the results of the Pearson correlation test showed a significant relationship between the transformational principal's leadership style and the performance of educational staff, that the two variables had a moderate and positive relationship. While the results of the coefficient of determination show that the performance of educational staff is influenced by the transformational principal's leadership style variable. This study is expected to be a consideration for increasing the effectiveness of principal leadership and as a basis for further research.

Keywords: Transformational Leadership Style, Educational Personnel Performance

INTRODUCTION

Education is crucial for developing quality human resources. In Indonesia, vocational education, particularly in vocational high schools, is a strategic step in developing a competent, skilled workforce ready to face the challenges of the workplace. SMK Sasmita Jaya 1, South Tangerang, is one of the educational institutions committed to improving vocational education in South Tangerang. Therefore, understanding the various factors that impact the performance of educational staff is crucial, one of which is the leadership role of the principal.

The principal's leadership serves as a driving force and motivator for the teaching staff. An effective principal is able to create a work environment that motivates and inspires educators. The principal plays a significant role in influencing the performance and quality of the teaching staff at a school. (Suparman, 2019).

Based on the results of observations that have been carried out, the policies or programs made by the current principal look better than the leadership of the

previous principal with many activities carried out by the school that can be seen through the smksasmitajaya1.official Instagram account, such as more active extracurricular activities, the application of more innovative learning methods, and improvements to facilities and infrastructure to support the learning and teaching process. where the current principal has shown many changes in the management of his school.

Although the policies and programs implemented have improved, it remains uncertain whether this has also impacted the performance of educational staff. Therefore, educational staff are required to improve the quality of their duties to achieve good performance.

The teaching staff in a school significantly determines the quality of educational outcomes. Improving the performance of teaching staff is the extent to which they perform their duties as educators. Because teaching staff are directly involved in guiding students through the learning process, determining the quality of their work is crucial.

This issue highlights the need for a leadership style that can provide high motivation and instill work discipline in educational staff. Transformational leadership is a leadership model that focuses on improving the motivation and performance of subordinates through visionary and inspirational leadership. According to Robbins and Judge (2009), transformational leadership has four main components: charisma, inspiring motivation, individualized attention, and intellectual stimulation. Principals who adopt this leadership style are expected to create a conducive work environment, foster loyalty among educational staff, and motivate them to demonstrate maximum performance.

This leadership style is also believed to strengthen educators' sense of responsibility for their roles and responsibilities within the school environment. By being a good role model, the principal plays a role in fostering a disciplined and responsible work culture. This encompasses not only discipline but also the quality and quantity of teaching activities, accuracy in carrying out tasks, and consistency in fulfilling responsibilities.

In the context of globalization and increasingly dynamic competition, improving the quality of education by strengthening the role of the principal is becoming increasingly important. Therefore, this study aims to examine the relationship between the transformational leadership style of the principal and the performance of educational staff at SMK Sasmita Jaya 1, South Tangerang.

This study aims to determine whether there is a significant relationship between principal leadership and the performance of educational staff, and to what extent. A quantitative approach was used, with data collected through questionnaires distributed to educational staff as respondents. The aim is to uncover how principal leadership styles can influence educational staff performance and to obtain relevant data for analyzing this relationship and the factors that strengthen the relationship.

The findings of this study are expected to provide significant benefits to both school principals and educational staff in formulating policies to improve the quality of education and their work performance. This research not only provides academic value in the realm of educational leadership but also offers practical recommendations useful for strategic policy formulation.

Through broader knowledge regarding the relationship between leadership and performance, it is hoped that relevant parties can develop more effective school management strategies, particularly at SMK Sasmita Jaya 1, South Tangerang. Furthermore, the results of this study can also serve as a reference for policymakers in creating a conducive learning ecosystem to support the achievement of educational goals and shape a superior and competitive generation in the future.

Based on the problem background above, several problems can be identified as follows:

1. Lack of firmness from the principal has the potential to reduce the level of compliance of teaching staff with established policies, which ultimately impacts the effectiveness of performance in the school environment.
2. Based on an interview with one of the teachers at SMK Sasmita Jaya 1 Tangerang Selatan, there are still teaching staff who are not optimally disciplined, especially in terms of punctuality in attendance, which is indicated by late arrivals to school.
3. Supervision of the performance of educational staff has not been carried out optimally, and the evaluation system has not been implemented comprehensively to ensure improvements in work quality.

Based on this problem identification, there is an urgency to conduct a more in-depth study of the relationship between principal leadership style and teacher performance. This research is particularly important in the context of leadership transition and efforts to improve the quality of education at SMK Sasmita Jaya 1, South Tangerang.

This study has several limitations. To maintain its focus and avoid deviating from its primary objectives, several limitations were established. The study was conducted only at SMK Sasmita Jaya 1, South Tangerang, so the results are not intended to be generalized to other educational institutions with different characteristics. The research subjects focused on educational staff who were still actively teaching at the school. Principals and non-teaching educational staff were not included in the focus of the study, despite their roles in shaping the leadership environment at the school.

This research is limited to discussing the transformational leadership style of principals, without addressing other forms of leadership. The performance aspects of teaching staff analyzed include the quality and quantity of work, punctuality, and responsibility in carrying out tasks. Factors outside this scope are not discussed in this study.

In terms of time, the research focused solely on the leadership period of the current principal, thus not including previous leadership periods or future projections. The methodology used was a quantitative approach, with questionnaires as the primary data collection tool. This approach makes the data more subjective, as it is based on respondents' perceptions.

With these limitations, the research is expected to be more focused and produce relevant and measurable findings in the context of the Relationship between Transformational Principal Leadership Style and the Performance of Educational Personnel at SMK Sasmita Jaya 1, South Tangerang.

METHOD

This study uses a quantitative research design as the primary approach. According to Sugiyono (2019), quantitative research is based on the philosophy of positivism and is considered a scientific method because it systematically follows scientific principles. In this study, the quantitative approach focuses on hypothesis testing using correlation analysis techniques. Hypothesis testing is used to make decisions based on the results of data analysis, and in this case, hypothesis testing is linked to statistics to process the questionnaires that have been distributed to respondents. The data analysis technique used is the Pearson correlation test, which functions to determine whether there is a relationship between transformational leadership style and the performance of educational staff at SMK Sasmita Jaya 1, South Tangerang. In addition, the coefficient of determination (R^2) is used to see the extent of the relationship between the two variables.

In terms of operationalizing variables, according to Sugiyono (2017), a variable can be defined as anything with a specific form or characteristic that is determined for further study. Researchers identify the types of variables and determine indicators that represent each variable. This allows for precise and consistent measurement. This study measured the variables of transformational principal leadership style and educational staff performance using a Likert scale to assess respondents' perceptions of various existing indicators.

The population in this study consisted of all educational staff at SMK Sasmita Jaya 1, South Tangerang, totaling 71 people. Therefore, the sampling technique used was total sampling, where all members of the population were used as samples. This technique is in accordance with the opinion of Sugiyono (2017), who suggested the use of total sampling if the population size is less than 100 people. The data used in this study consisted of primary data and secondary data. Primary data was obtained through questionnaires distributed to educational staff, while secondary data was obtained from documents relevant to this study.

Data collection methods were conducted through questionnaires and documentation. The questionnaire contained questions relevant to the research variables and used a Likert scale to measure respondents' attitudes, opinions, and perceptions of the phenomena being studied. Documentation was used to collect secondary data to support this research. Prior to data collection, the research instruments were tested for validity and reliability to ensure that the questionnaire accurately and consistently measured the variables being studied.

Data analysis was conducted using a Pearson correlation test to determine the relationship between the independent and dependent variables. The coefficient of determination test was used to measure the contribution of leadership style to the performance of educational staff. Based on these test results, researchers were able to draw valid conclusions regarding the relationship between the two variables studied.

RESEARCH RESULT

Normality Test

The results of the normality test using the one-sample Kolmogorov-Smirnov test were 0.200, so it can be concluded that the normality test is normally distributed because it has a value of $0.200 > 0.05$. Thus, it can be said to be normal.

The following is a normality test table:

Table 4.1 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		71
Normal Parameters ^{a,b}	Mean	0
	Standard Deviation	2.97262273
Most Extreme Differences	Absolute	0.065
	Positive	0.065
	Negative	-0.051
Test Statistics		0.065
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Linearity Test

Linearity testing was carried out with the help of SPSS software version 25, which aims to determine whether there is a linear relationship between the two variables studied.

The basis for decision making is:

- If the significance value in the Linearity section is < 0.05 , it can be concluded that there is a significant linear relationship between the two variables.
- If the significance value in the Deviation from Linearity section is > 0.05 , then it can be concluded that there is no deviation from the linear pattern, so the relationship between the two variables can be considered to follow a linear pattern.

The results of data processing show a linearity test between the transformational principal leadership style variables and the performance of educational staff, which was carried out using SPSS software version 25:

Table 4.2 Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Aggressiveness * Religiosity	Between Groups	(Combined)	362,262	14	25,876	2,902	0.002
		Linearity	242,995	1	242,995	27,254	0,000
		Deviation from Linearity	119,267	13	9,174	1,029	0.438
	Within Groups		499,287	56	8,916		
	Total		861,549	70			

Source: Processed source SPSS 25

Based on the table above, the significance value in the deviation from linearity section is 0.438. This indicates that the probability value is greater than 0.05, i.e., $0.438 > 0.05$. Meanwhile, the linearity significance value is 0.000, indicating a value less than 0.05 ($0.000 < 0.05$). Based on these results, it can be concluded that there is no deviation from the linearity assumption, so the relationship between the two variables follows a significant linear pattern.

Thus, it can be concluded that there is a significant linear relationship between the transformational leadership style of the principal and the performance of educational staff, and has fulfilled the linearity assumption required in the analysis.

Pearson Product Moment Correlation Test

Based on the results of the Pearson product moment correlation test, a significance value of 0.000 was obtained which was smaller than 0.05 ($0.000 < 0.05$), so it can be concluded that there is a significant relationship between the transformational principal leadership style variable and the performance of educational staff. The correlation coefficient (r) value of 0.531 is in the range (0.40 – 0.59), which according to the Pearson correlation interpretation criteria is included in the moderate correlation category.

The following is a table of Pearson product moment correlation tests:

Table 4.3 Pearson Product Moment Correlation Test Results

Correlations		Religiosity	Aggressiveness
Religiosity	Pearson Correlation	1	.531**
	Sig. (2-tailed)		.000
	N	71	71
Aggressiveness	Pearson Correlation	.531**	1
	Sig. (2-tailed)	.000	
	N	71	71

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Processed source SPSS 25

Coefficient of Determination Test (R²)

The R value of 0.531 indicates a moderate positive relationship between the transformational leadership style of the principal and the performance of educational staff.

The results of the coefficient of determination (R²) test obtained a coefficient of determination (R²) of 0.282, meaning that 28.2% of the transformational leadership style of the principal has a relationship with the performance of educational staff. Meanwhile, the remaining 71.8% is influenced by other factors not included in this study.

The following is a table of the coefficient of determination (R²) test:

Table 4.4 Results of the Coefficient of Determination (R²) Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.531 ^a	.282	.272	2.994
a. Predictors: (Constant), Gaya Kepemimpinan Kepala Sekolah Transformasional				

Source: Processed source SPSS 25

The results of the data analysis, it can be concluded that the instrument used to measure the transformational principal leadership style variable (X) and the

performance variable of the educational staff (Y) has met the validity and reliability criteria. The validity test shows that all question items in both variables have a calculated r value that exceeds the r table value of 0.234. Thus, all statement items are declared valid. The reliability test shows that the Cronbach's alpha value is 0.890 for the transformational principal leadership style and 0.823 for the performance of the educational staff, which means that both variables are very reliable because the value is far above the limit of > 0.60 .

Furthermore, the normality test using the Kolmogorov-Smirnov test showed a significance value of $0.200 > 0.05$, which means that the data is normally distributed and is suitable to proceed to the linearity test stage.

The linearity test produced a linearity significance value of $0.000 < 0.05$ and a deviation from linearity of $0.438 > 0.05$.

This shows that the relationship between the transformational leadership style of the principal and the performance of educational staff is linear and statistically significant.

Based on the results of the Pearson product moment correlation test, a correlation value of 0.531 was obtained with a significance level of 0.000, which is below the threshold of 0.05. This indicates a significant positive relationship with a moderate correlation level between the transformational leadership style of the principal and the performance of educational staff. In other words, the more effective the implementation of the transformational leadership style by the principal, the more the performance of educational staff at SMK Sasmita Jaya 1 Tangerang Selatan tends to improve.

Based on the calculation of the coefficient of determination (R^2), the R value obtained was 0.531, indicating a positive relationship with a moderate level between the transformational leadership style of the principal and the performance of educational staff. The R Square value of 0.282 means that the transformational leadership style has an influence of 28.2% on the performance of educational staff. Meanwhile, the remaining 71.8% is influenced by other factors outside this study, such as work environment conditions, individual abilities, and other internal elements.

DISCUSSION

This study was conducted to determine and evaluate the relationship between the transformational leadership style of the principal and the performance of the educational staff at SMK Sasmita Jaya 1, South Tangerang. The analysis yielded several important findings, as follows:

The Relationship between the Transformational Leadership Style of School Principals and the Performance of Educational Personnel

Based on the results of the Pearson product-moment correlation test, a positive and significant relationship was found, indicated by a correlation value of 0.531 (moderate). This confirms the transformational leadership style of principals, which focuses on inspirational motivation, individual attention, charisma, and intellectual stimulation, which can improve the performance of educational staff.

How Big is the Relationship Between the Transformational Leadership Style of School Principals and the Performance of Educational Personnel?

The results of the determination coefficient test (R^2) obtained an R value of 0.531 indicating a moderate positive relationship between the transformational principal's leadership style and the performance of educational staff and an R Square value of 0.282 indicating that the transformational principal's leadership style contributed 28.2% to the performance of educational staff. This means that the principal's leadership style has a significant influence in shaping and improving the performance of educational staff. However, there is still 71.8% influence from other factors outside the variables of this study, such as the organizational environment, individual competencies, and other internal factors.

The R Square value of 0.282 has not yet reached 50%, but this is still considered normal in social research. (Sugiyono, 2017), explains that in the social field, a low coefficient of determination value does not always indicate a weakness in the research, but rather reflects that the variables studied are only part of the factors that influence a complex phenomenon. Meanwhile, according to (Ghozali, 2018), an R^2 value between 0.25 and 0.50 can be categorized as a moderate or sufficient contribution, and is still acceptable in behavioral or management research.

This finding is also in line with the opinion (SP Robbins & Judge, 2016), which states that leadership is one of the main factors that influences performance, but still needs to be supported by other factors such as the organizational environment, individual competence, and other internal factors.

CONCLUSION

Based on the results of research on the relationship between the transformational leadership style of the principal and the performance of educational staff at SMK Sasmita Jaya 1 Tangerang Selatan, it can be concluded that the implementation of the transformational leadership style by the principal at the school is classified as good. This is evident from the results of the analysis and testing of validity and reliability which show that important elements of the transformational leadership style, such as charisma, inspirational motivation, individual attention, and intellectual stimulation, have been implemented optimally. The performance of educational staff at SMK Sasmita Jaya 1 Tangerang Selatan is also at a good level, with aspects such as work quality, quantity, punctuality, and responsibility showing high values based on the results of the questionnaire that were processed statistically.

In addition, this study found a positive and significant relationship between the transformational leadership style of the principal and the performance of educational staff. The results of the Pearson correlation test showed a correlation value of 0.531, which is included in the moderate and positive correlation category, and a coefficient of determination (R^2) of 28.2%. This indicates that the principal's leadership style has a fairly significant influence on the performance of educational staff, although there are still other factors that influence it by 71.8%, such as the work environment, individual competencies, and other internal factors. Although the coefficient of determination obtained is relatively low, this does not indicate a weakness in the study, but rather reflects the complexity of the phenomenon studied. The R^2 value that is in the range of 0.25 to 0.50, as explained by Ghozali (2018), can be considered a sufficient contribution and is still acceptable in research in the field of behavior or management.

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