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Implementation of Leadership Style and Motivation of Principals in Improving the Performance of Public Elementary School Teachers in Bandung (Descriptive-Qualitative Study at SD Negeri Cinunuk 05 and SD Negeri Percobaan)

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ABSTRACT

The principal as the highest leader in educational institutions has a strategic position in managing education in order to realize quality education. His position must be able to carry out the leadership function, able to face changes, be creative, give birth to fresh ideas, generate and stimulate creative and innovative thinking to create professional teachers. Preliminary research shows the implementation of leadership in Cinunuk 05 State Elementary School and Experimental Elementary School, Cileunyi District. Research methods and procedures are qualitative research approaches and qualitative methods while data collection techniques are by means of observation, interviews and document studies. The research findings that transformational leadership style and motivation in SD Negeri Cinunuk 05 and SD Negeri Experiment Cileunyi, have been implemented naturally, because the figure of the principal can be categorized as leadership with a transformational style. Conceptually, the research results can be explained that the implementation of leadership style is part of leadership management, considering that the principal is able to motivate teachers by bringing high ideals and values to achieve the school's vision and mission which is the basis for forming trust in the leadership. The leadership style is reviewed from 4 (four) aspects, namely Idealized influence, Inspirational motivation, Intellectual stimulation. Individualized consideration recommendations are addressed to principals, elementary school teachers, government, education practitioners, and researchers themselves.

Keywords: *leadership style, principal motivation, teacher performance.*

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of the learning process and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality and intelligence, noble character, and the skills needed by themselves, society, nation and state. . As stated in Law no. 20 of 2003 concerning SISDIKNAS.

Education is a human effort to broaden the horizons of knowledge in order to form values, attitudes and behavior. In the current era of globalization, the development of science and technology, especially information technology, is increasing rapidly. So that it will demand change, especially in the world of education. These conditions require us to improve quality human resources (HR) who have the will and ability to continually improve their quality continuously and sustainably.

National education has the duty and responsibility to deliver this nation so that it is ready to welcome and be able to compete with the era of globalization and change becomes an opportunity and then manages it to become a force capable of improving the quality of life of the nation and state in the future. Education as a conscious and planned effort means it is desired, desired, there are intentions and objectives both explicitly (real) and implicitly (hidden) from the educator. The preamble to the 1945 Constitution includes national goals, educating the life of the nation which is constitutionally incarnated into Article 31 of the 1945 Constitution paragraph 1 (1) which states that: every citizen has the right to receive teaching, while paragraph (2) emphasizes to the government to seek and organize one national teaching system. as a follow-up to the 1945 Constitution, article 31 paragraphs 1 and 2, then based on the Republic of Indonesia Law Number 20 of 2003 concerning the national education system, the goals of national education are set to develop capabilities and form dignified national character and civilization in the context of educating the life of the nation, "to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable creative, independent and become citizens of a democratic and responsible country" (Arifin, 2003:29) .

Government Regulation Number 19 of 2005 Article 5 paragraph 1 stipulates Minimum Service Standards (SPM). The education sector is a benchmark for the performance of education services held by the regions to guarantee the quality of education sector services to the community and serves as a guide in planning, implementing and supervising education in the framework of realizing quality national education. The implications for central and regional educational institutions as implementing organizations in the education sector as stipulated in the regulation have multiple functions. These functions are intended to fulfill internal institutional goals and social functions to provide maximum service to all user stakeholders in the context of participating in educating the nation's life.

Schools as educational institutions need principals who are able to lead and manage schools professionally. According to Wiyono (2017), states that: "Leadership of the Principal is one aspect that determines the success of education in schools. This is because the principal has an important role to carry out continuous improvement and development of the school". Meanwhile, according to Robbins (2006: 432) says that leadership is "the ability to influence groups to achieve goals". The same thing was conveyed by Rauch & Behling in Yukl (2010: 4) stating that leadership is "the process of influencing the activities of organized groups to achieve goals". Meanwhile, Yukl in Wahyono (1994: 11) says that leadership (leadership) is "the process by which individuals influence other group members to achieve organizational goals". The principal's behavior must be able to encourage the performance of teachers by showing a sense of friendship, closeness, and full consideration of teachers both as individuals and as a group.

Transformational leadership invokes the moral values of followers in an effort to increase their awareness of ethical issues and to mobilize their energy and resources to reform institutions. Timpe (2002: 336) says that "Transformational leaders must create something new from something old, leaders must develop and communicate new shadows from old shadows, and make people not see shadows but also commit to them.

The leadership style that is considered effective/superior is the Transformational leadership style which is a leadership approach by making efforts to change awareness, raise enthusiasm and inspire subordinates or members of the organization to expend extra effort in achieving organizational goals, without feeling pressured or pressured. A leader is said to be in a transformative style if he can change the situation, change what is usually done, talk about noble goals, has a reference value of freedom, justice and equality.

From several expert opinions about motivation, it can be concluded that motivation is a behavioral activity, driving force, and strength that arises within an individual that creates enthusiasm for one's work so that one wants to work effectively and is integrated with all efforts to achieve satisfaction. Therefore the teacher's work motivation can be interpreted as the encouragement that exists both within a teacher and from his surroundings which causes the teacher to have a strong desire to work and fulfill his duties as a teacher in order to achieve the goals of educational activities.

Teachers in learning not only teach science but also educate, direct and mobilize students to become whole human beings, not only smart and skilled but also with integrity and noble character. Through good school services not only services to students but to parents, school guests and so on. Service quality is also determined by the ability of school actors to be able to establish relationships and provide the best service to all school stakeholders. The quality of the school environment is shown by a clean, beautiful, peaceful school.

Good teacher performance will be realized by holding a performance appraisal process. Teacher performance evaluation is defined as an assessment of each item of

teacher's main task activities within the framework of rank and position (Permen PAN No.16 of 2009). Teacher performance assessment will be very helpful in efforts to manage teachers and develop them within the framework of achieving educational goals in schools (Barnawi and Arifin, 2012: 25). According to Sedarmayanti (2013: 261) suggests, performance appraisal is a formal system for periodically checking and evaluating a person's performance. Performance can also be seen as a combination of: work results (what a person must achieve) and competence (how a person achieves it).

Understanding of several terms: assessment is a systematic description, about the strengths/strengths and weaknesses related to the work of a person/group. The assessment period is the length of time to observe the teacher's performance, the work results are made into a formal report. Performance as a process for creating, the same understanding of what must be achieved, and the management of teaching staff so as to increase the possibility of achieving goals.

Meanwhile Mulyasa (2013: 102) "explains teacher performance assessment related to the effectiveness of learning which includes several aspects, both related to informal, process and output". Furthermore, the regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009 emphasizes that teacher performance evaluation is an assessment of each item of the teacher's main task activities in the context of career development, rank and position.

Teacher performance evaluation is carried out routinely every year which highlights 14 (fourteen) competencies for learning teachers, and 17 competencies for guidance counselor/counselor teachers, as well as the implementation of other additional tasks that are relevant to school/madrasah functions. Then the teacher's performance can also be shown from how much the required competencies are fulfilled. These competencies include: pedagogic competence, personal competence, social competence, and professional competence (Law No. 14 of 2005 concerning Teachers and Lecturers).

The empirical conditions at SDN cinunuk 05, Cileunyi District, Bandung Regency show that there are teachers who, in carrying out their duties, show performance that is still unprofessional. enter class, but are always late when entering class, and there is still a lack of ability for teachers to communicate everything to parents of students, and a lack of communication within the school's stakeholder environment.

The growing awareness of teachers towards improving their performance is based on a strong commitment to the school as an organization where they work and practice their knowledge. However, the low performance of teachers in teaching will result in losses not only to the teacher as an individual but also to students as users of educational services. The high commitment of teachers to work is expected to improve teacher performance as the key holder of success in learning.

The productivity of good quality education is needed by professional teachers, for this reason training and coaching is needed for teachers through seminars or teacher professionalism training held by the education office and other institutions related to education. For this reason, it really needs the support of a school principal who is able to implement his leadership style and is able to provide motivation to teachers in improving their performance, so that they will become professional and competent teachers.

METHODS

This study uses a descriptive analytical approach which is the choice of researchers in conducting research on the transformational leadership style of school principals in improving teacher performance in Bandung Regency. This analytical descriptive approach will be used by researchers to analyze and describe in a structured, factual, and accurate manner the facts in the field and the relationships between the variables studied.

Sugiyono (2009:29) reveals that "the analytical descriptive method is a method that functions to describe or give an overview of the object under study through data or samples that have been collected as they are without conducting analysis and making general conclusions". The researcher feels that it is suitable to use an analytical descriptive approach considering the problems and findings of problems during the research as they were when the research was carried out. The results of the research are processed and analyzed in depth to get maximum conclusions according to the conditions and facts of the research.

The design of this research method is naturalistic or natural because the research is carried out as it is, develops as it is, does not add or subtract, even further the presence of the researcher does not affect the object of research. The position of the researcher when conducting research as a research instrument that has been equipped with various theories, insights about the research object, and research methodology, is able to ask deeper questions, analyze carefully, photograph and construct the situation under study so that it is easily understood, not only by the researcher but by other parties who want to know about the object of research.

RESULT AND DISCUSSION

1. Implementation of transformational leadership styles and motivation of school principals in improving teacher performance at Cinunuk 05 Public Elementary School and Experimental Public Elementary School, Cileunyi District, Bandung Regency
 - a. Implementation of the Principal's transformational leadership style in improving teacher performance at SD Negeri Cinunuk 05 and SD Negeri Experiment, Cileunyi District, Bandung Regency
 - i. Idealized influence/charisma aspect

The situation and conditions as well as the attitudes and behavior of the principals of SD Negeri Cinunuk 05 and SD Negeri Experimental Cileunyi District are in line with the concept of leadership which has a specific meaning, consisting of the words leader as the subject and those being led as the object. The meaning of a leader can be interpreted: directing, fostering or managing, guiding and also showing, influencing and having physical and spiritual responsibility for the success of his subordinates. Leadership becomes one of the unique arts of leading and becomes a "personal attitude in carrying out activities to achieve the desired goals." (Shared Goal, Hemhiel & Coons, 1957, 7). Leadership in education according to Asmara (1985: 118) is "all activities in order to influence personal in certain situations in the educational environment so that they want to cooperate and work with full responsibility and sincerity in order to achieve a predetermined educational goal".

Every leader has a character and style in leading an educational institution or organization, because the style in leading will give new nuances to the life of the institution. In general, schools as educational institutions in which elements of both individuals and groups are gathered, such as: principals, teachers, staff, students or students, parents and committees, have an important and strategic role in developing schools to further develop and proceed. Elements of the Principal and Teachers and the elements above, are 2 (two) internal personnel that greatly determine the success of the teaching and learning process in schools. Without setting aside other elements, the position and role of the school principal as a school leader will greatly determine the direction and goals as well as the success of the school he leads. Young (Kartono, 2003: 58), says leadership is, "a form of domination based on personal ability, which is able to motivate others to do or not do something and has special skills that are appropriate for specific situations."

The principal as a leader is the most important figure in management, who is able to influence others to achieve well-defined goals. Good leaders have a special role in the process of influencing others so that their influence is firmly entrenched in others to guide, facilitate activities, and relationships within groups or organizations.

Referring to this definition, the results of the research show that the principals of Cinunuk 05 Public Elementary School and Experimental Public Elementary School, Cileunyi District, have been able to create an atmosphere of togetherness in the school environment with teachers, students and employees, and establish good cooperation with the surrounding community and madrasah committees, as well as cooperate in certain activities with the police, sub-district, Koramil, or other agencies outside the school.

ii. Aspects of Inspirational Stimulus (Inspirational Motivation)

Implementation of transformational leadership from the aspect of Inspirational Motivation, which was carried out by the Head of Cinunuk 05 Public Elementary School and Experimental Public Elementary School, Cileunyi District, as stated in an interview with EN, that the principal is a figure capable of motivating staff teachers and committee support, as well as parents of students, evoking and stimulates creative and innovative thinking. Each program is well communicated, always gives high expectations, gives awards, and fosters a sense of optimism.

Such a figure is in line with A. Nur Insan's thought that Inspirational Motivation is. A leadership model that acts by motivating and inspiring subordinates and involving subordinates in unifying the vision and mission of the organization. (2019:17). The figure of the school principal must be able to inspire teachers to rise to work enthusiasm and create professional teachers, and will have a positive impact on student enthusiasm and achievement.

The figure of Cinunuk 05 Public Elementary School and Experimental Public Elementary School in Cileunyi District was able to inspire teachers to do things that were suggested by the school principal, the implementation of various programs is inseparable from the vision and mission, arousing teacher motivation and performance. US recognition is proof that his leadership is able to generate new enthusiasm and improve the performance of teachers. The ability to establish communication with all groups, making it easy to use the communication media they have in the form of a telephone or WA, has been carried out by the US as recognized by the RSDL. This opinion is corroborated by Robbins and Judge 2008:91 that Inspirational Motivation is the behavior of leaders who are able to communicate high expectations, convey a shared vision in an interesting way by using symbols to focus the efforts of subordinates and inspire subordinates to achieve goals that result in important progress for organization.

iii. Aspects of Intellectual Stimulation (Intellectual stimulus)

Strong encouragement from the head of SD Negeri Cinunuk 05 and SD Negeri Experimental District of Cileunyi for all teacher teachers to participate in various seminars, workshops and be active in the SD Teacher Working Group (KKG). To SD Negeri Cinunuk 05 and SD Negeri Experimental District of Cileunyi, allocating the budget contained in the School Budget Work Plan (RKAS) is large enough to encourage teachers to participate in various scientific and other creative activities. Interview with g Sdr EN) Maximum motivation and support for SDN 5 in line with concept A, Nur Insan (2019: 17) with the term Intellectual Stimulation (Intellectual Stimulation) is a leader's behavior that encourages his subordinates to develop their creativity which has been hidden due to the bureaucratic process.

Intellectual Stimulation is a leader's behavior that is able to increase the intelligence of subordinates to increase their creativity and innovation, increase

rationality, and solve problems carefully. (Robbins and Judge 2008:91) Schools as an organization are required to continue to increase the capacity of human resources within the organization, which is strong evidence that a leader is able to follow the various changes that occur. According to Robbins (2007) in (A Yunus and A, Wahyudin (2013: 201)) that "a learning organization is an organization that has developed a sustainable capacity so that it is able to adapt and change"

iv. Individualized Consideration

Based on the facts in the field, Cinunuk 05 Public Elementary School and Experimental Public Elementary School, Cileunyi District, have implemented a transformational leadership style that has an impact on improving teacher performance at SDN 5 Cinunuk.

Some empirical research and expert opinion as stated by A Nur Insan (2019: 18) that "transformational leadership is the best in the organization because it produces changes that can ultimately improve employee performance in the organization"

b. Implementation of principal motivation in improving teacher performance at Cinunuk 05 Public Elementary School and Cileunyi Experimental Public Elementary School

The research fact at SDN 05 Cinunuk, that the figure of the principal of SD Negeri Cinunuk 05 and SD Negeri Experiment Cileunyi District has a strong impetus for teachers to do and not do in order to improve the quality of learning. The motivation of Cinunuk 05 Public Elementary School and Experimental Public Elementary School, Cileunyi District to improve teacher performance is conveyed at every opportunity, not only in formal events (meetings) but in personal relationships when hanging out always motivates teachers. According to J. Winardi (2001: 1) explains the term motivation (motivation) comes from the Latin, namely *movere*, which means "to move". Motivation is a desire or desire in humans to achieve goals.

Principals as managers in educational institutions are required to understand the psychological processes of teachers, staff and other employees so that it is easy to provide coaching directions and apply discipline. This thinking is in line with Winardi's opinion (2001: 1) that "managers need to understand psychological processes, if they wish to coach their employees successfully in an effort to achieve organizational goals".

In particular, Sondang (2012: 142) defines motivation as a mental state that encourages, activates or moves, and it is the motive that directs and distributes the behavior, attitudes and behavior of a person who is always associated with achieving goals, both organizational goals and personal goals of each member of the organization. concerned.

Managerial competencies of the heads of SD Negeri Cinunuk 05 and SD Negeri Experimental District of Cileunyi are maximally applied starting from planning, implementing, monitoring and evaluating. The ability to lead and direct and motivate teachers, staff and other employees adds to the passion and enthusiasm for work. The appreciation is conveyed in every morning ceremony every Monday and in meetings with teachers, the figure of the teacher feels appreciated

Organizing planning, motivation and supervision are inseparable components in Education management. Curriculum development, teacher and staff competency development, discussion of school budget work plans, motivating teachers to always take part in various human resource development activities and be active in SD Teacher Working Groups (KKG SD) initiated by the Head of SD Negeri Cinunuk 05 and SD Negeri Experimental District Cileunyi is a key component that must be developed in order to improve school performance and teacher performance.

2. Strategic steps for school principals in implementing transformational leadership styles and their motivation in improving teacher performance at Cinunuk 05 Public Elementary School and Experimental Public Elementary School, Cileunyi District, Bandung Regency

The strategic position of the head of SD Negeri Cinunuk 05 and SD Negeri Experiment Cileunyi District in increasing teacher professionalism and quality of education. Through his transformational leadership style, motivation and strategy he is able to effectively empower all school stakeholders such as teachers, parents of students and the surrounding community to be actively involved in the process of improving the quality of education in schools.

The principals of SD Negeri Cinunuk 05 and SD Negeri Experimental District of Cileunyi have created a teacher supervision program and included teachers and staff in training events if there is a request from the Bandung District Education Office. The head makes a list of teacher names to find out which teachers have or have not attended training. Teacher involvement in the KKG and MGMP programs is a priority for the principals of SD Negeri Cinunuk 05 and SD Negeri Experimental Cileunyi District to improve teacher competence.

The strategic steps for the Head of SD Negeri Cinunuk 05 and SD Negeri Experimental Cileunyi District, include:

- i. Academic Supervision
- ii. Teacher Competency Improvement Program
- iii. Activities Other Than Education and Training
- iv. Continuous Professional Development
- v. Assign teachers to participate in KKG and MGMP activities
- vi. Evaluation of Learning Strategies

3. Supporting and Inhibiting Factors of Implementing Transformational Leadership Styles and Motivating Principals in Improving Teacher Performance at Cinunuk 05 Public Elementary School and Experimental Public Elementary School, Cileunyi District, Bandung Regency

Supporting factors for the Implementation of Transformational Leadership Styles and Principal Motivation in Improving Teacher Performance at Cinunuk 05 Public Elementary School and Experimental Public Elementary School, Cileunyi District, Bandung Regency. Divided into 2 (two) groups, namely internal factors consisting of: teacher's education level, personality, dedication, teaching ability, and discipline. While external factors consist of: infrastructure, welfare guarantees, managerial capabilities of school principals, and relations with the community.

Besides that, there are other factors that support the implementation of the principal's transformational leadership style in improving teacher performance as follows:

1. A high sense of solidarity and togetherness as well as kinship among fellow teachers and employees at the school;
2. There is a willingness of teachers to continue learning and exploring their potential so that some teachers continue to a higher level;
3. There is a commitment by the principal and teachers to periodically conduct assessments of teachers so that teachers feel valued for their abilities

Inhibiting Factors for Implementing Transformational Leadership Style and Principal Motivation in Improving Teacher Performance at Cinunuk 05 Public Elementary School and Experimental Public Elementary School, Cileunyi District, Bandung Regency

1. Weak motivation in teaching so that the resulting performance becomes less, lack of motivation causes teachers to be less enthusiastic in teaching so that they are less effective in the teaching process.
2. There is no support and concern for parents of students. Parents of students never ask about the condition of their sons or daughters or the community environment.
3. Weak supervision from the principal who is not optimal causes the teacher to be negligent in carrying out his duties

CONCLUSION

Based on the results of the research, in general it can be concluded that the transformational and motivational leadership styles in SD Negeri Cinunuk 05 and SD Negeri Experiment Cileunyi have been implemented naturally, because the figure of

the principal of the two SDs can be categorized as leadership with a transformational style.

Conceptually the results of the study can be explained that the implementation of leadership style is part of leadership management, bearing in mind that the figure of a school principal is able to motivate teachers by bringing high ideals and values to achieve the vision and mission of the school which is the basis for establishing trust in leaders.

The leadership style is reviewed from 4 (four) aspects, namely Idealized influence emphasizing the type of leader who shows trust, confidence and is admired / praised by followers. Inspirational motivation emphasizes how to motivate and inspire teachers to challenge assignments. Its influence is expected to increase group spirit. Intellectual stimulation emphasizes the type of leader who seeks to encourage teachers to think of innovation, creativity, methods or new ways. Individualized consideration emphasizes the type of leader who pays attention to the development and achievement needs of teachers and students.

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