

# The Influence Of The Transformational Leadership And Work Motivation On Teachers Performance

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**Abstract:** This study aimed at determining the effect of transformational leadership and work motivation on teachers performance. This research used quantitative method with correlational research type. The research population were 790 teachers of SMK Negeri in Palembang. The sample of research were 193 teachers. Sampling technique in this research was cluster sampling (area sampling). Data collection technique was questionnaires. Data were analyzed using correlation and multiple regression analysis technique. The results showed that (1) transformational leadership has a positive and significant effect on the teachers performance SMK Negeri in Palembang; (2) work motivation has a positive and significant effect on the teachers performance of SMK Negeri in Palembang; and (3) transformational leadership and work motivation have a positive and significant influence on the teachers performance of SMK Negeri in Palembang.

**Keywords:** Transformational Leadership, Work Motivation, Teachers Performance

## 1 INTRODUCTION

Improving the quality of education to be an excellent education is still a big plan for the education authorities department in Indonesia. It must be not regardless from the role of variety parties, which one is the teaching staff. The Indonesia's education is in critical condition at this time, it is based on a survey result by the United Nations Educational Scientific and Cultural Organization (UNESCO) on 2011 about the quality of education in developing countries at Asia Pacific, and Indonesia is ranked 10 out of 14 countries and for the quality of the teachers are in the last rank (Kompasiana.com, 2015). It shows that the teacher's competence and performance in Indonesia is still not good enough to produce the excellence graduates. This research it begins from Werang's research on 2014 that examines about the several factors that determine the quality of the teacher performance. The main factors that greatly affect the teachers performance is transformational leadership. In relation with the efforts to improve the teachers performance, headmaster that is professional will regard to some of things suggested by Sallies (Mulyasa, 2006), 1) have an strong vision or great visibility about the unified quality for the institution, the teachers, and the learners who are there; 2) have an obvious commitment to increase the quality of teachers; 3) give the information that is related with the educational quality; 4) ensure the necessity of learners as an activities concern and institutional policies; 5) support the development to educational personnel; 6) do not blame the other parties if there have a problems without a strong evidence; 7) make a good change for the institution; 8) build of an effective team work; 9) improve the suitable mechanism to monitoring and evaluating. Based on this, the role of headmaster is determined how the job can be finished well by his staff. This is according to Mantja's visibility (2002) whom is said that the headmaster leadership which give a high attention to teachers, open, calm, adapt, smiley, sympathetic, understanding and believe the teachers can be finish the jobs that was given with feeling happy and full of responsibility. From the result of data analysis, it is found that the transformational leadership have a significant effect to teachers performance. It means, the increasing of transformational leadership of the headmaster will be followed by the increasing performance of teachers. The professional headmaster will supervise the appearance of teachers and students at their schools, give a positive feedback for the improvement and development of systems and learning methods, encourage the use of time and facilities to learn an

effective and creative. The result of this research is according with the result of Collinson's research (1993) that said how much importance of the headmaster transformational leadership to the teacher performance. Expressed also by Collin, Dennis and Owen (Meggan, et al, 2005), that the headmaster transformational leadership give a positive effect to teacher performance. According (Gibson, et al. 2008: 123) more than there are three groups of variables as factors that can affect the performance and potential of individuals within the organization, First is individual variables such as: (a) ability and skills, (b) family's background, social level and experience; Second is organization variables such as: (a) resources, (b) leadership, (c) rewards, (d) structure, (e) design of job; third is psychology variables such as: (a) mental/ intellectual, (b) perception, (c) attitude, (d) personality, (e) study, (f) motivation. The human resource is a main factor on the organization. The organization included the education or school would need a management to organize the cooperation to achieve their goal. Therefore, the managing of educational activities at the school must have a good planning, organizing of the human resource effective and efficient, deployment of the teacher and school staff which according to their basically to improving their performance, and make a continuous control and supervision (Wukir, 2013:39). Tracing the crisis of national education is low grade, I think it's so hard to identify, but this tracing will arrive at the most important part of the school's activities, and it is a management of learning that handled by teacher should be considered. The teacher is one parts on education process and must have a good performance. The teachers performance is often become a foundation to achieve the quality of education institution graduates as expected. Therefore, the presence of teachers on the teaching and learning process still plays an important role. In an attempt to increase the quality of education, the main aspect is quality of teacher. This is because, the teacher is a central point to renewal and improvement the quality of education, in other words, one of the important requirements to improve the quality of education on the teaching and learning process is to have a reliable teacher on performance. Performance's problem is always take a attention in management, because it's closed with the productivity of institution. The main factor that can be affected of performance is ability and desire. It is recognized that many people who could do the job but do not necessarily want, so it does not produce good performance. Many people who want to do work, but not able to do it, this also cannot produce good performance. The performance is

something that achieved someone or group on achieving a specific goal (Susanto, 2016: 70). The criteria of teacher's performance who can be achieving their performance is directed at a competence of teacher as mentioned on The Government Regulations No. 19 of 2005 about the National Education Standards. It said that teachers performance, in this case is the competence of teacher that have four competences such as pedagogic competence, personality competence, professional competence and social competence. Some efforts we can do to increase the teachers performance such give a rewards and incentives beyond their salary, and then the headmaster join with the school supervisor make a professional education and administration supervision of learning at the classroom (Yuliandri, kristiawan; 2016). Suharjono, (2012: 6) says about the factors that can affect the performance, such training and experience, education, personality, organization, the leaders, social condition, individual needs, place of work condition, ability, work motivation, and etc. The Ministry of Education and Culture's data shows that the teachers competence in Indonesia is on low grade. The implementation of the Teacher Competency Test (UKG) on 2015 that is followed by 1.6 million teachers and more than 1.3 million got less than 60 tests score. Department of education is asked to use the UKG's result as a basis of the teacher competence improvement at respective areas and also to assessment of the teachers performance (Kompas.com, 2016). Clarity on teaching, use the instructional media, teacher's enthusiasm on teaching, focus on tasks and giving the students opportunities to learning and its five main things which the teacher must have in performing the task. The teacher who was the top motivation on performing their task would increase the spirit of work and have an effect to improvement the productivity work. This condition will make the teacher and the other people at the school to work properly and accordance to the standards and time that was determined (Ishak, Hendri, 2003: 16). To finish their jobs, not often we found the teacher who don't have spirit to do it (Hamzah, 2008: 63). Based on study at some of school that has been studied, there are teachers who don't have motivation to work. The teacher just teaching for comply the demands and responsibilities in teaching without innovating on the learning process. Therefore, if the schools want the teachers perform their duties with high teaching performance, it should be applying organizational factors (leadership) and psychological factors (motivation). In this case, the researchers focused on transformational leadership as a model of leadership and achievement motivation of teachers as part of work motivation. The transformational leadership of headmaster is contributed to the teaching performance of teachers directly or not. Through this transformational leadership of headmaster, all of resources will be run well including the teaching performance of teachers. To perform this leadership at school, the headmaster acts as a mentor and good educator for the schools community, especially for the teachers to carry out the teaching performance. The leadership should be able to give a spirit or motivate their members by inspiring their creativity in working. The leader, in this case is headmaster, his must be able to practicing the innovations, can be to directing the all of his members and school as a organization of education into a change of mindset, improving the vision and mission by utilizing the talent, skill, and abilities of his members. Yukl said, the leadership is a influencing process the others to work

for achievement of organization aims, in a leadership there is have some of leadership models as a tool to managing the organization, and that is the transformational leadership (Yukl, 2010: 345). The transformational leadership is described as a style of leadership that can be to awaken or motivate the employees, so it can be to grow and have achievement of performance at a high level, beyond what they expect before. Besides it, the style of transformational leadership is considered an effective in any situation and culture (Yukl, 2010: 306). After that, Engkoswara and Komariah who is explain that the transformational leader have a role to increase the all of existing human resource, trying to give a reaction that its can be to raise the spirit and power of quickly work and as much as possible, always appear as pioneer and bearer of change (Engkoswara and Komariah, 2010: 193). Based on it, the headmaster as a leader is must have a proper strategic to improve the professionalism of teacher at his school to achieve the school aims. Creating the climate of school that's conducive, advising the citizens of school, and giving the encouragement to all of the education personnel, and so on. The headmaster is also must try to instill, advance and improve at least a four values, that is mental coaching, moral coaching, physical coaching and artistic coaching (Wahjusumidjo, 2010: 95). In addition of theory and field studies above, the previous research is reinforces the researcher's assumption that the transformational leadership of headmaster is affects to the teacher teach performance. For example, conducted by Wasini (2016) in his research argued that the transformational leadership is partially have a significant effect on teacher performance. Then, the research is conducted by Kuswaeri (2016) in his research argued that transformational leadership it is can change the energy resources and situations to achieve the aims. The transformational leadership is has a vision, change agent, charismatic, emphatic, stimulates of intellectuality and fosters the creativity. The application of transformational leadership leads to learning professionalism, creation of an effective school culture and climate, and achievement of satisfactory student learning. The leadership style is not same between one leader and the other. Every leader is has own style to lead. This difference is due to various factors both of external and internal factors. The internal factors are more to the character and behavior of the leader itself, while the external factors are so many, either because of the social environment in which he lives or also his colleagues (teachers) at school. Every the leadership style is has own environment, its mean the leadership style is will be run an effective if the situations and conditions is support to that style. However, along with the stream of globalization, the pattern of leadership is changed drastically. The leadership is not more rigid, but dynamic and situational. This phenomenon is reinforces by the result of research that is conducted by Girsang (2015) in his research argued that although different schools and different leaders, there is have a positive effect between the transformational leadership of headmaster and teacher performance. Meanwhile, the calculation of determination coefficient analysis indicates that the transformational leadership of headmaster in an accredited private high school A in Bandung City has an influence on the teacher performance. Like we known, the effectiveness of leadership style is affect with the teacher performance. A school is must face a problem, so we needed a leadership style and it is the transformational leadership style. Through the transformational leadership of

headmaster at SMK in Palembang is expected to facilitate the teachers to develop their competence, and able to motivate the teachers' teaching performance for that better. Besides it the transformational leadership of headmaster, the other factors that affect the teacher's teaching performance it's the teacher's achievement motivation. It is assumed that a good the teacher's achievement motivation it would be result in a good teacher teaching performance too. According to Sunarjono, abilities and motivation are as factors that interact with the performance (Sunarjono, 2012: 5). A person's abilities can be determined by skill and knowledge, while the skills can be affected by competence. The personality and knowledge its can be affected by the educations, experiences and interests. The motivations are basically are sourced by a person or who is often known as the internal motivation and it can be also sourced by outside or it's also called the external motivation. And on the factors of that motivation there is have a positive or negative effect to the teachers. Mangkunegara (2005: 61) is stated that the motivation is formed from the attitude of employees to face the work situations at the company (situation). The motivation is a condition or energy that moves the employees self to achieve the goals of the organization company. The mental attitude of employees who are professional and positive of work situation that it's reinforce their motivation to achieve the maximum performance. The teacher's achievement motivation it can be interpreted as a high mental encouragement that's owned the teacher into the conduct their work for achieve the school aims. And the relation with the teacher's teaching performance is, high and good motivation is have an important role to assist the teachers to conducting the teaching and learning activities in the classroom, so the alumnus with the high quality is can be achieve. The success key as a leader to managing the teachers or his staff is on his ability to understand the motivational factors of work in such a way as to be an effective driving force (Siagian, 2006: 139). The needs that mean it's a clue for headmaster to meet the teacher's need as effectively as possible. Theoretically, the relationship of headmaster leadership is if it developed and implemented with properly, then the teacher's achievement motivation will be filled. With the high and good motivation, it will be arise within the teacher, a awareness to conduct the planning, implementing and evaluating learning that is will always be finished. The effect of the teacher's achievement motivation with the teacher teaching performance is reinforces by the previous research Sutikno (2016), in his research he proves that the motivation of teacher achievement is affects the teacher teaching performance. Sutikno explain that the motivation is a main factors that's support the teacher's performance success, with there is have a high motivation in a teacher self, so the teacher performance would be raised. And then, the research that is conducted by Azizah (2016) she argued that the teacher motivation become as a one of factors that important to determine the smoothness of learning process at school. The teacher motivation is become to be an important because the teacher that would be give their knowledge to the students is should be have a spirit and motivation that will affect with the result of student learning at school. As a headmaster, he should give the support to the teachers, so they will always try to develop themselves continuously. But progress to a better direction is expected not only for the teachers but for the headmaster himself too. The leadership of headmaster is slightly can be influence the education at the environment

school. The school is also need a figure of leader who is ready to hard work to improve and increase the quality of school that he leads. One form of leadership that is believed can to balancing the mindset and reflection of new views into the stream of globalization is the transformational leadership. The transformational leadership is described as a leadership that is can be awakens or motivates his staff to grow and achieve a higher performance or levels so as to achieve more than they had expected before. The leader of transformational is also mean a leader that is aware about the principles of organizational development and human performance, so he try to developing the side of leadership as a whole through the motivating employees and making them see that the goals to be achieved are more than just his personal interests. In Indonesia, the type of transformational leadership is began to arise that's in line with changes of policy by centralization to decentralization, where the school have a significant role to determine the policy itself with the basic of school is to headmaster can be to implementing how important leadership of headmaster to managed the models of school management and all of renewal efforts in education. If it does not support by the headmaster leadership that an aspirate with changes, the renewal efforts of education that had been create before it wouldn't have a optimum result. Based on theoretical review and previous research, so the researchers is also wanted to reveal how much affected the transformational leadership and motivation work to the performance of teacher SMK in Palembang.

## 2 THEORETICAL STUDY

### 2.1 Teacher Performance

In a technical micro - level, the teachers are a leader of education, she is determines about the learning process at the classroom, and a leadership role would be shown from how the teachers completed their jobs and responsibilities (Suharsaputra, 2013:166). Its mean that the teacher performance is a important factor to determine the learning quality that will be synchronized with the output of education after finished the school. Simanjuntak said, the performance is a level of achievement result in to implementation of task in order to achieve the organization goals (Simanjuntak, 2005: 56). In this case, Simanjuntak is confirmed that the performance is a something an important into achieve the organization goals, because every individual or organization is certainly have a goals that's hope to achieved with set the targets or goals. The success of individual or organization in to achieving the target or goals, it is what called the performance. Based on some of opinions about definition of performance that's mentioned above, so it can be concluded that the performance is a result or achievement work of someone or organization with the appearance of doing, describing and produce something, both a physical and non-physical that is accordance with their instructions, functions, and duties that's based on knowledge, attitude, skills and motivation. The performance problem is always getting a attention in management, because it's very close with the productivity of institution or organization. The main factor that can be affected the performance is ability and desire. Indeed is recognized that many people who can do the job but do not necessarily want, so it does not produce a good performance. So, the performance is a something that achieved by someone or a achievement or ability that shown by someone or organization



to meet the objectives and targets of achievement. In relation to the performance of teachers who are in a school organization, then the teacher is take a very important role in the process of education and learning into preparing the students can be achieve the competencies that had been determined (Susanto, 2016: 70) so, the teachers performance is means a work result or achievement work of teachers in order to achieving the school organization aims. The criteria of teachers performance who can be achieving their performance is more than directed at a competence of teacher as mentioned on The Government Regulations No. 19 of 2005 about the National Education Standards. It said that teachers performance, in this case is the competence of teacher that have four competences such as pedagogic competence, personality competence, professional competence and social competence. First, the pedagogic competence is a ability into management of students, as like: a) understanding of insight or educational foundation, b) understanding of students, c) curriculum/ syllabus development, d) learning design, e) implementation of educational and dialogical learning, f) evaluation of learning result, g) development of learners to actualize the various competencies it has (Susanto, 2016: 71). Second, the personality competence is a personality ability that includes: a) steady, b) stable, c) adult, d) wise and prudent, e) authoritative, f) noble, g) be role model for learners and society, h) evaluating own performance, i) developing themselves is sustainably (Susanto, 2016: 71). Third, the professional competence is the ability of learning materials mastery in a broad and deep, which includes: a) the concept, structure, and methods of science / technology / art that is shade / coherent with the teaching materials, b) the teaching materials that is exist in the school curriculum, c) the relationship of the concept of the interrelated subjects, d) the application of scientific concepts in everyday life, e) the professional competence in a global context while maintaining national values and culture (Susanto, 2016: 71). Fourth, the social competence is the ability of educators as part of the community to play a role in matters: a) communicating in verbal and written, b) using the communication and information technology with functionally, c) socializing an effectively with learners, fellow educators, parents of learners, d) get along well with the surrounding community (Susanto, 2016: 71). A teacher is considered to have a good performance if he has the four competencies that are mentioned above, so able to perform the task as an educator that in accordance with what is required by the organization in this case is the school. And into performing their role as an educator, the quality of their performance is an important contribution that will be decisive for the success of the educational process at school. Therefore, the attention to the teachers performance is should be continue to increase and improved to be a something an important, moreover to pay attention the demands of society that's still increase which related to the quality of education, and of course this matter would be implicating for the needs to improvement the quality of teacher performance. There is have many factors that's affected the development of a professional performance, including the teacher performance and in which related with the factors an influence it, both internally and externally. The internal factors that affect, for example is a belief system to life view as a teacher. This factor is have so greatly affect and even be the most potential for the work ethic formation of someone, not depend solely on the religious values or the

belief system and the theological views that's embraces, but the influence of education, information and communication is also responsible for the formation of a performance. Furthermore, the external factors of teacher performance, Arifin identified in some ways, including: a) the volume of work pay that can meet the needs of a person, b) an exciting working atmosphere or climate that is supported by a harmonious and humane democratic communication between the leaders and staff, c) honest and credible attitude of the leaders that it's manifested in reality, d) an appreciation of achievement that needs (desire and need for progress) or an appreciation for that achiever, e) the facilities that supported to mental and physical prosperity, such as sports venues, mosques, recreation and entertainment (Susanto, 2016: 73). The employees performance it's must to managing, especially to achieve the productivity and effectiveness in order to design a success, either individually or organization. For the success of performance, we must needs to evaluating or performance assessment and referring to the parameters and indicators has set, and measured an effectively and efficiently how its productivity, effectiveness by uses time, fund that's used and unused materials. As for the evaluation of work through the behavior is comparing and measuring the behavior of a person in run out the command or tasks that's assigned, how to communicate tasks and jobs with the others (Susanto, 2016: 75). The instrument of this research uses the theory of Susanto (2016: 75) which says teacher performance indicators are: (a) ability to make planning and preparation of teaching, (b) mastery of teaching methods, methods and strategies; and (c) evaluation ability. The following is explanation of each indicators: (a) make a planning and preparation of teaching that is the planning of teacher about what the activities that to be done by student during the learning process is take place (Saud, 2011: 51); (b) the mastery of material that will be taught to the students that is when she performing the learning process, the teacher is must to be mastering the material that is one of the elements that can determine the success or failure of teachers in organizing the learning process (Andra, 2013: 21); the mastery of methods and teaching strategic is choosing the teaching methods what will used in to the context of teaching planning, and it is necessary to considered about certain factors such as their conformity with instructional aims and their implementation it seen of time and means that available (Ibrahim and Syaodih, 2010: 108); (c) the ability of evaluating is giving the tasks to the students is the exercises that be done to train the learners, it means to developing the students skills (Andra, 2013: 23); as well as train the teachers skills to create and maintain the optimal learning conditions and restore them if there is has a event of disruption in the teaching and learning process. The headmaster's transformational leadership is a leadership way that prioritizes the provision of opportunities that's encourage the all of elements or elements school, is teachers, students, employees or staff, parents, community, and others, to work on the basis of a noble value system, so that all of elements at that school are willing to participate with optimally in to achieving the school vision. Teacher performance is a ability that shown by the teacher to performing their task or job. The performance its can be said good and satisfying if the goals that has been achieved its accordance with standards that has determined. For that, the teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who has

trusted the schools and the teachers in fostering students. From the explanation above we can be concluded, four factors that can affect the leadership of transformational headmaster, is: (a) idealized influence, (b) individual consideration, (c) intellectual stimulation, (d) inspiration and motivation (Northouse, 2013: 181). With these four aspects, the transformational leadership of headmaster has a process into the development of human resources of educators that will be an important factor that's crucial to encouraging the teacher performance to be increase. This increase not only implication the quantity, but also the quality of how the teachers performance is carried out in the context of changes mature today's innovative performance into an increasingly urgent demand to be implemented by the teacher in carrying out their roles and duties as educators so as can to produce the creative and innovative graduates who can compete in global era today's. Based on above description, the researcher is concludes that the effort to keep developing the teacher performance to be a something an important role in order to improving the quality of education and this requires a performance management that's appropriate, according with the school organization context. The implementation of transformational leadership for schools is directed to improvement the teacher performance so as to achieve the optimal student outcomes, in the sense of that transformational leadership, so the skills and competences of learners who become a goal of education and learning that has been determined can be achieved with more optimally and the skills, competencies it's really mastered by learners and can be a provision of their lives in the future.

## 2.2 The Transformational Leadership

The leadership is a process that must to exist and need to be held in human life as a social creature. The human beings cannot live as society as the nature if they escape themselves from their dependence to other. Life as a community is requires the leader and leadership, the leadership is can to determine the direction or purpose that's desire, and in what the way that direction or aims it can be achieved. In the level of educational institutions such as the schools, the educational leadership can be seen in the micro level of institutions, namely is the headmaster. The headmaster leadership is a leader in the organizational level of the school that will determine how the organization performance with overall (Suharsaputra, 2013: 124). The leadership's includes the attention to common goals. The leaders is direct their energies to the individuals who are trying to achieve something together. The attention to common goals is gave the leadership an ethical additional tone, because it emphasizes the need for leaders to work with the followers to achieve a specific goal (Northouse, 2013: 6). The emphasis of mutuality is reduces the possibilities that the leaders take an action to followers with the unethical or forced ways. This is increases the possibility that leader and follower will be work together for the common good. The headmaster is a person who is appointed to be a formal leader within an organization in this case is school, a headmaster who has duties and responsibilities to superiors, staffs, and work environment, and performs his duties as educator, administrator and creator of climate's work in order to achieve a goals which has been set (Ahmad, 2013: 20). The headmaster is a key into shaping the school culture, where the headmasters should be able to form a positive culture, where his staff share the insight and have a

dedication to the school improvement and teaching (Kristiawan, et al, 2017: 22). The leadership makes a organization is can move and directed in an effort to achieve the goals that have been set. The leadership is needed to bring the constructive changes in the teaching programs that according to the values and goals of decision makers (Efendi, 2015: 56). The spearhead of education is the learning, and the school buildings its can be simple, as well as the office facilities, transportation equipment, benches, tables and so forth. But the learning is must to receive the greater attention than the other aspect. The quality of education will be at stake through the learning process. Principals have an important role one of them in fostering administrative personnel by giving attention, guidance and training in order to improve the insight of the administrative staff. Based on the description of the data, there are several components of the Principal Leadership Role in fostering social competence (excellent service) School Administration Staff and principal's leadership related to how the guidance strategy conducted by the principal to the administrative staff in carrying out the task (Kristiawan, 2017). Wahyosumidjo argues that the leadership is a conscious effort by the leadership to influence his staff to carry out their duties an according to their expectations. The leadership is a influencing process of the other persons to achieve the development or organizational goals (Wahjosumidjo, 2010). There are four elements that is contained in the definition of leadership, the element of person who is mobilizing, namely is the leader, who is moved, we called a group or member, an element of the situation where the activity of the move takes place, we known as the organization and the element of the target of the activity that is undertaken. The school is one of educational organizations form. The headmaster is a educational leader at the school. If the definition of leadership it's applied in the educational organizations to achieve educational goals. This is according with the opinion that educational leadership is a process of influencing, mobilizing, motivating, and directing the people who is within the educational organization to achieve the educational goals (Nawawi, 2005). Based on the several definitions, the researcher is concludes that leadership basically is a process to mobilizing, influencing and guiding the others in order to achieve the organizational goals. The initial idea of a transformational leadership model was developed by James Mc Gregor Burns who is applied it in a political context and subsequently into the organizational context by Bernard Bass (Efendi, 2015: 193). The transformational leadership is a leadership that is contrasted with the leadership that is maintaining the status quo. This transformational leadership what is really meant as a true leadership because it is really works toward of the target and action what is directing the organization to ones goal that has never been achieved before. The leaders in real terms its must be able to directing the organization toward a new direction (Wahjosumidjo, 2005: 83). The transformational leadership is defined as a leadership that is involves changes in the organization. This leadership is also defined as a needy leadership that is requires action to motivating the subordinates to be willing work for "the high-level" targets that are considered beyond their personality interests at the time (Wahjosumidjo, 2005: 83). The people's attention to leadership in the change process (management of change) is begin when the people is realize that the mechanistic approach that has been used to explain the phenomenon of changes, an often contrary with the

assumption of people that the change it makes the workplace more humane. Into formulating the process of change, it is commonly used the transformational approach that is humane, in which a participatory work environment, an opportunity to developing the personality, and openness are regarded as the underlying conditions of that process, but in the practice, that process of change is driven by the transactional approach that is mechanistic and technical, in which human beings tend to be viewed as an economic entity who is ready to manipulated by using a system of rewards and negative feedback, in order to achieve the greatest economic benefits (Efendi, 2015: 195). Tjiptono and Syakhroza argue that the transformational leader its can successfully change the status quo in their organizations by practicing the appropriate behavior at each stage of the transformation process. If the old ways that's rated are no longer appropriate, so the leader will be compile a new vision about the future with a strategic and motivational focus. If the old ways that's rated are no longer appropriate, so the leader will be compile a new vision about the future with a strategic and motivational focus. The vision is expresses firmly about the goals of the organization and also serves as a source of inspiration and commitment, including: 1) personal characteristics; 2) education level; 3) long working in the organization; 4) long served in the current position (Efendi, 2015: 196). The transformational leader will start everything with a vision, which is a future view and hope that will be achieved together by integrating all of the strengths, abilities and whereabouts of his followers. It maybe that a vision is developed by the leaders themselves or the vision is already institutionalized it's has been formulated by previous predecessors and is still authentic and in line with the development of needs and demands at the present time (Sallis, 2006: 73). In Indonesia, the essence of transformational leadership, in fact still relatively rarely adorn the academic literature, especially the leadership literature of the school organization. Although the style of transformational leadership is not entirely new, most the authors are still struggling with the old theories, with accentuate leadership styles, such as democratic styles. The authoritarian, quasi-democratic, situational and others, seeing the authenticity of this transformational leadership style, he must become the headmaster's base in transforming his daily tasks (Efendi, 2015: 200). Therefore, every leader will successfully on lead an organization effectively when he meets the requirements, namely: 1) have a high enough intelligence to be able to think and find the ways of solving any problems that arise in right, wise, and contains the completeness and terms that is allow to be implemented, 2) have a stable emotion, not easy to swayed by the change of atmosphere that is no constant and can to separate between what is personal matter, household matter, and organization matter, 3) have the intelligence to face the humans and able to make subordinates feel at home and happy, 4) have the skills to organizing and mobilizing the subordinates wisely in realizing the organizational goals and knowing exactly when and to whom responsibility and authority will be delegated, and 5) have a management skills to face the society problems that is increasingly (Efendi, 2015: 203). There are four things that need to be done for the transformational leadership is to be realized, namely: First, idealizing the effect with the high enough ethical and moral standards while still developing and maintaining the trust between the leaders and followers as the foundation. Second, the inspiration that fosters the motivation such as challenges

in task and work. Third, the intellectual stimulation with the aim of cultivating creativity, especially the creativity into solving the problems and achieving a great common goal, Fourth, the individual considerations by realizing that every follower has a unique presence and characteristics that also have impact on the differences in treatment when coaching, because in the essence every individual is needs self-actualization, self-esteem and fulfillment of various personal desires (Sallis, 2006, 123). This approach in addition has a positive impact on the individual growth and the optimization of achievement results, will also has an impact on the formation of the next generation leadership. In a healthy organization, the problem of leadership regeneration is another important thing that we also need to think about and anticipate. The transformational leadership is build on early ideas from Burns (1978). The pattern of transformational leadership in the school is a leadership pattern that prioritizes the provision of opportunities and encourages the all of existing elements at school to work on a noble value system, so the all of elements what have at the school are willing and without coercion, will participate optimally in order to achieve the goals of the school (Wahyuningdyah, 2015: 32). According to Burns (1978), the transformational leadership has the characteristics such as; 1) between the leaders and followers has a common goal that describes their values, motivations, desires, needs, aspirations and expectations; 2) although the leaders and followers have a common goals, but their level of motivation and potential for achieving goals is different; 3) the transformational leadership is strives to develop an ongoing system by proposing a vision that encourages the development of a new society; 4) The transformational leadership is finally teaches to followers how to be a leader by carrying out an active role in change (Wahyuningdyah, 2015: 33). The leadership is a process where an individual can affect a group of individuals to achieve a goal. To be an effective leader, a headmaster is must be able to influence the all of citizens of the school where he leads through the positive ways to achieve the educational goals at school. Simply the transformational leadership can be interpreted as a process to change and transform the individuals to change and improve themselves, which involves the motive and fulfillment of needs and respect for subordinates. This research instrument uses Hall theory (2001: 98), which says there are four indicators for leading the transformational leadership, known as 4-I, namely: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. 1) Idealized influence: the headmaster is an ideal figure that can serve as a role model for the teachers and employees, trusted, respected, and able to make the best decisions for the benefit of school. 2) Inspirational motivation: the headmaster can motivate the all of teachers and employees to commit for the vision of the organization and support the team spirit into achieving the educational goals of the school. 3) Intellectual stimulation: the headmaster can foster the creativity and innovation among the teachers and staff by developing critical thinking and problem solving to make the school better. 4) Individual consideration: the headmaster can act as a trainers and advisors to the teachers and staff (Efendi, 2015: 209). Neatness dressed, polite way to sit, how to talk, eat, drink and how to lead will be much noticed by the teachers and learners. On the occasion of the flag ceremony, the headmaster will be a center of attention, because in that the headmaster can give advice to all participants of the ceremony about the value of moral life,



obedience to parents and so on (Efendi, 2015: 210). It is better for the headmaster at a certain time to enter the classroom and advise the participants about the implementation of the moral character taught by the teacher. The similar advice was delivered during the flag ceremony too. The headmaster is expected to communicate with the parents of the learners to ask the parents for advise their children to behave in accordance with the norms of life that apply wherever the child is located, especially in the school environment. Based on the above description, the researcher concludes the transformational leadership indicator that is, 1) charismatic; 2) inspirational; 3) intellectuals; and 4) sensitive to individuals. Then, someone who can display the transformational leaderships actually can show as an effective leader with better work. Therefore, it is very advantageous if the headmasters can apply the transformational leadership in their schools. Anderson, 1998 (Suriyansyah and Aslamiah, 2012: 140) argued that there are have some steps in the transformational leadership process. The steps are as follow is 1) Envisioning, is the first step in the transformational leadership requires the ability of imagination, creativity and understanding the histories of a group or organization that may be for the future can be accurate and realistic, specific and articulated. 2) Planning, the second step in the transformational leadership is the imperative for the leaders to plan about how to perform the activities effectively, who will do and when the things can be done well, and maybe also who will do something better. 3) Teaming, is the third step, the transformational leader is build team involvement in the various activities effectively, through the development of harmonious and productive involvement, selecting the people who will be involved in the team appropriately, assigning the tasks and responsibilities for the team and its members by paying attention strength and interest. 4) Motivating, is the fourth step, giving the motivation is should be given at the time of implementation activities by the people who led (subordinates) can be realized in reality. 5) Evaluating, is the fifth step, evaluating for the results has achieved after the renewal and efforts of strategy change into the execution of work is a necessity that must be done by the transformational leader. The criterion of success as a benchmark for evaluation is should be made as a measure. As a benchmark the evaluation is should be made as a measure. 6) Recycling the process through evaluation, is the sixth step. Periodically after the evaluation, all the steps in this process is need to repeated for look at and review again the possibility of assumption errors and make the policy how to get better (Wahyuningdyah, 2015: 49). Based on the above description the researcher is concludes the steps of transformational leadership are as follows: re-think the vision, reformulate, and renegotiate the planning, finding a new motivations, re-grouping the member of team to be more harmonious and productive and evaluating the all of people and organizations in fact it must be the activities what are doing by transformational leader, so as to obtain the potential that more positive and productive changes in achieving the vision and mission of the organization.

### 2.3 Motivation of Work

Motivation in a organizational context that explained by Hasibuan (1991) as a skill in directing the employees and organization to work successfully, so as to achieve the desire of the employees as well as the achievement of organizational goals (Engkoswara and Komariah, 2011: 209). In this sense, it

appears that the role of leader is give the subordinates a encouragement to work successfully and applying effective motivational techniques as Pole (1987) says "Motivation is concerned with personal energy directed toward the achievement of a particular goal". Hoy and Miskel (1978) define the motivation as "The complex of forces, drives, tensions, or internal, psychological mechanisms that start and maintain activity toward the achievement of personal goals" (Engkoswara and Komariah, 2011: 209). Therefore, the term of motivation is often used interchangeably with the term of motive is the need, encouragement, and motion of the heart. Hoy and Miskel (1992) is stated that the motivation of the teacher's work is the willingness of the teacher to do his duties. Coupled with Wiles (1955), that the high and low a motivation of teachers work is greatly affect the performance in completing their tasks. In a number of the motivational theories, it is asserted that the motivation starts from unmet needs, and causing the tensions that drive a person to action. It is said that a teacher who is perform the certain activities is always driven by certain motives, that's in an effort to meet his needs (Wahyuningdyah, 2015: 92). Basically, a teacher is also a human being, if they following the Maslow's hierarchy of needs theory, so every teacher have a need such as physiological, sense of security, self-esteem, and self-actualization. The needs what are encourage the teachers to work or whatever the teacher wants through his work. Wiles (1992) identifies eight the teacher needs, namely (1) security and decent living, (2) pleasant working conditions, (3) sense of belonging, (4) fair and reasonable treatment, (5) a sense of ability, (6) recognition and respect, (7) taking part in the formulation of school policy, and (8) the opportunity to develop self-respect (Wahyuningdyah, 2015: 93). Based on the theory of motivation as described above there are have some principles that applied by the headmaster into motivating the teachers to be willing and able to improve their performance so that will give birth a achievements or satisfactory results. Therefore, according with Mulyasa to motivate his employees, the brand is should be informed about the results of every job for those who achieve their efforts given the prize or praise (Mulyasa, 2012). Besides it the headmasters also try to meet the needs of the teachers by taking an attention with the physical condition, giving a sense of security, showing that the leaders pay attention to them, organizing the experience so the teachers will gain satisfaction and appreciation. According to Mitchell, there are have some performance criteria in the performance area: (1) quality of work, (2) accuracy, (3) initiative, (4) ability, and (5) communication (Wahyuningdyah, 2015: 94). Motivation is also a habit that owned by each individual for example: (a) hard work habits, (b) habit of work to completion, (c) good work habits, (d) work habits on time. The motivation of work in this paper is either from the teacher themselves (intrinsic) such as work achievement, trying to improve the work and responsible for the tasks that undertaken, in addition, its also the affecting factors from outside (extrinsic) such as peer relationships, superiors and subordinate procedures that support each other, opportunities, family environment, income, position, and working. The indicators to know the motivation work of someone in an activity (Engkoswara and Komariah, 2010: 210), namely: 1) the duration of activity is how long the ability to use the time to perform the activities; 2) the frequency of activities is how often the activities is carried out within a certain period of time; 3) the persistence of the provision and attachment to the

purpose of the activity; 4) the perseverance, tenacity and difficulty to achieve goals; 5) the devotion and sacrifice to achieve the goal; 6) the aspiration level is a intent, plan, aspiration, target or goal; 7) the level of achievement or product that's qualification achieved from the activities; 8) the direction of his attitude towards the objectives of the activity. This research instrument is used the McClelland's theory which states that the motivation is the decisive element that influences the behavior contained in each individual. And then McClelland says that the everyone has a desire to perform works that are accomplished or better than others, it is said that there are three motivational indicators namely, 1) the need for achievement; 2) the need to affiliate; 3) the need for strength. These three needs are very important elements for determining the one's achievement (Wahyuningdyah, 2015: 57). The schools success to producing the graduates that can compete with other excellent schools is one of the goals from the school. To achieve these goals is requires the human resources that have a high performance. The realization of performance that good quality is determined by management that's good and right. The headmaster as a managers and leaders is must have appropriate strategies to empower the educational personnel to work optimally (Wahyuningdyah, 2015: 64). The teachers who had intrinsic and extrinsic motivation will be more accomplished when coupled with the good discipline of work. Keith Davis (2003) states the discipline of work as the implementation of management to strengthen the guidelines that are closely related with the performance. According to Law No. 14/2005 about the teachers and the lecturers, "the teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education, formal education, basic education, and secondary education". In all aspects of life, wherever we are, the rules and order are required that govern and limits the every movement and behavior. These rules are meaningless if there is no commitment and sanction for the offender (Wahyuningdyah, 2015: 65). Based on the above description the researcher is concludes that to motivating the employees, they must be informed about the results of each job for the achievers are given a prize or praise. Besides it, the headmaster is also tried to meet the needs of the teachers by taking care of the physical condition, giving a sense of security and showing that the leader was watching them.

### 3 RESEARCH METHODS

The problems that would be discussed in this research is how the effect of the transformational leadership and work motivation on the performance of teachers SMK in Palembang. This study is use a quantitative approach. Arikunto (2002: 86) said that the quantitative approach is an approach that used by researchers in research by measuring the indicators of variables so that can be obtained the overview and conclusions of research problems. The quantitative approach is a well-planned and careful method of problem solving, with a design that's structured strictly, collection of data that's systematically, controlled and focus on the preparation of theory that inferred inductively in terms of the hypothesis verification empirically. The quantitative approach is an effort to measure the variables that exist in the study (variables X1, X2 and Y variables) to be sought the relationship between these variables. The type of research that used is the correlational research because this study aims

to see the relationship between one of variable with another. Product Moment Correlation is one of technique to find the correlation between two variables that are often to use. This correlation technique was developed by Karl Pearson, and often known as Pearson Correlation Technique (Sudijono, 2012: 190). Then the method that used in this research is the descriptive method. The descriptive method is a method that intended to solve the problems that occur in the present. As stated by Arikunto (2002: 86) that: "The descriptive method is the research method that used into reviewing the problems that occur for today or the present". The descriptive method was interpreted as a acquisition of the information or data that's relevant to the problem that's under study through the review of various concepts or theories that's stated by experts. The descriptive method in this research is appropriate, because the problem is centered on the actual problem and its at the time of research is conducted by the data collection procedure, the classifying of data to analyzed and drawn the conclusion.

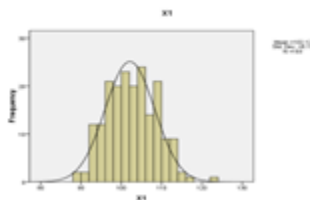
## 4 The Result of Research and Discussion

### 4.1 The Effect of Transformasional Leadership into the Teachers Performance

The transformational leadership is affect on the performance of SMK teacher in Palembang city. The hypothesis in this research is states that the transformational leadership is affect on the performance of teachers SMK in Palembang is proved true. The results of the tests like as the listed on the table is stated that the transformational leadership is have a positive effect for the teacher performance which means that "There is a positive and significant influence between the transformational leadership with the teacher performance which means the transformational leadership is followed by the teacher performance improvement". This is reinforces the argument that the teachers performance is determined by many factors. The success of school to implementing the all of aspects that have been planned it must be supported by the transformational leadership that essentially lies in the efficiency and effectiveness of the principal's appearance. The result is showed that the transformational leadership is affect significantly on the teacher performance with an influence of 99.1%. The transformational leadership style is a leadership style that encourages the teachers to have vision, mission and goals, encourage and motivate the teachers to demonstrate the maximum performance. The results of this study is support the results of Munawaroh (2011) study which states that the transformational leadership style partially is have a significant effect on the performance of teacher at Wijana Jombang junior high school. The style of headmaster leadership has a big role into influence the teacher performance. If the headmaster's leadership style is tends on a transformational leadership style that recognized as an effective leadership style, so will be also higher the performance of a teacher. Therefore, it can be said that the relationship between the transformational leadership styles and the teacher performance is positive. And then, in line with the Awaru (2015) research which states that there is have a positive and significant effect between the transformational leadership styles with the performance that has been proven. The transformational leadership in which the leader is delegate the tasks or jobs to the teachers, and involve the teachers into decision-making, care and attention to subordinates, and create a sportive and family-friendly of



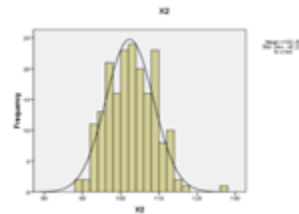
work environment. And then, it supported by the comfortable work, mutual respect, mutual trust between the leader and subordinates. Because the working atmosphere is safe, comfortable to make the subordinates are not feel burdened with their task. Then, in line with the research of Kailola (2016) which states the transformational leadership will lead an increase on the performance of teachers of SMP in Depok city. The improved of transformational leadership by a leader has an impact on the performance. In this case, the headmaster as a school leader is can motivate the teachers' performance in the learning activities at school, and headmaster is work together with the teachers to improve the quality of learning and performance of the teachers in schools. It is supported by the leader who inspiring, motivating, stimulates the subordinates to be an innovative and creative, who is provide the support and attention to their employees. Therefore, the transformational leadership is affect on the performance of teachers in performing their tasks and responsibilities, confident, competent, supportive school conditions, and communication between the leader and subordinates. Therefore, if the application of transformational leadership is improved it will have implications for the teacher's performance improvement.



#### 4.2 The Effect of Motivation Work on The Teachers Performance

The results of the tests like as the listed on the table is stated that the motivations work is have a positive effect for the teacher performance which means that there is have a positive and significant influence between the motivations work with the teacher performance, which means the motivations work is followed by the teacher performance improvement. The result of test is showed that the motivations work is affect significantly on the teacher performance with an influence of 98.7%. If the teacher has a high work motivation, so the teacher will give the best for the progress of the organization. Motivation in itself, responsible, risk-takers, have sustainable goals, always learn, creative, innovative, confident, and positive thinking. The teachers who is feel capable to applying the students' favorite learning and having a harmonious relationship with the students or parents, it will have an impact on the optimal performance of the teacher. So, the aspects of one's work motivation will affect the performance. The result of this study is supported by the Wasini (2016) research result that states the motivation works and the teacher performance has a positive relationship. This means that the higher application of work motivation, so higher the performance of teachers too. The conscious effort is a factor that motivates a teacher's work. If the teacher's conscious effort into conducting the learning activity is higher, so the teacher performance will also higher, and vice if the conscious effort is lower then the teacher's performance is also lower. And then, in line with the Heryana's (2015) study which states that teachers need knowledge and ability to create the situations that generate motivation for the teacher performance. The encouragement that arises from both inside

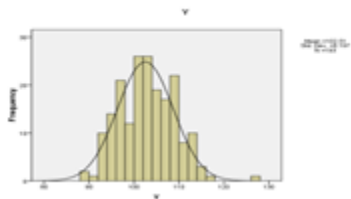
and outside that positive will stimulate or become the teacher's drive to improve their performance.



#### 4.3 The Effect of Transformational Leadership and Motivation Work on The Teachers Performance

The result of test is shown that there is have an effect between the transformational leadership and motivation work on the teacher performance. This is indicated by the result of the transformational leadership and work motivation values that's effect together on the teacher performance is 98,8%. The performance of teacher that's wanted be to achieve its affected by the transformational leadership and motivation work factors. The transformational leadership that is able to encourage and change the teacher's understanding will also increase the motivation work of teachers so that will achieve high performance as well. The factors in self that can encourages the someone to achieve the performance such as spirits work that high and motivation by the leader, so the teacher's performance will be better. The results of this study is supported by the results of Yanti (2016) research which states there is have a relationship between the transformational leadership, motivation work and teacher performance. The motivation work its can be optimized by increasing the perceptions of transformational leadership. The transformational leadership is done by providing guidance to the task of teachers in the learning process such as learning tools, mastery of teaching materials, management of learning in the classroom, and evaluation. The performance is influenced by motivation work that is closely related with the ability of a person in adjusting herself that departs from a variety of expectations for a business success and a better future. And then, in line with the results of research by Azizzah (2016) which states there is have a positive and significant effect between the transformational leadership style and teachers motivation work on the teacher performance. Observing the education as a system, so the teacher performance its can not be separated from the headmaster's leadership and the top management into managing schools and empower the teachers. The better of the headmaster leadership into empowering the teacher, so the teacher performance will be increase too. Then, according with the results of Wuradji (2013) research which states the transformational leadership and motivation work is together to influence the performance of teachers significantly. The teacher performance is highly dependent on the teacher itself. To produce the output / graduates that's creative is needs a teaching that is creative too. Therefore, the performance of teachers in performing their duties will obviously contribute for the successful implementation of any education / learning program. The leadership of headmaster is absolutely necessary in leading the organization to work, because the leadership attitude of headmaster its can affect the teacher performance. Ultimately, the teacher performance its can be improved and the achievement of educational objectives is can be easily to accomplished, as well as the realization of a

comprehensive and competitive intelligent man will be able to actually realized as a result of an educational / learning process. The headmaster is must have the right strategy to motivate the all of teachers to carry out their tasks and functions, this is can be done by setting the physical environment, working atmosphere, discipline, encouragement and effective reward. The function of leadership is to guide, leads, guiding, motivate, drive the organization, establish a good communication network, provide the supervision, efficient of observation and bring the followers to the intended target in accordance with the provisions and planning. This shows that there is have a positive relationship between the headmaster leadership with the motivation work on teacher performance.



## 5 CONCLUSIONS

Based on the results of this study that includes three variables, namely transformational leadership (X1), motivation work (X2) and teacher performance (Y) SMK in Palembang City that the frequency distribution of data is tend to be normal. From the three hypotheses of this study, its can be accepted the truth that empirically as follows:

- 1) The transformational leadership is have an effect significantly to the performance of SMK teachers in Palembang, its meaning the better of the transformational leadership, then its more too for the performance of teachers SMK in Palembang.
- 2) The motivation work is have an effect significantly to the performance of SMK teachers in Palembang, its mean that the better of motivation work, then its more too for the performance of teachers SMK in Palembang.
- 3) The Transformational Leadership and Motivation Work is influence significantly to the performance of teachers SMK in Palembang, its mean that the better of the transformational leadership and motivation work, the performance of teachers SMK in Palembang is better too. The transformational leadership is absolutely necessary in the organization of work, because the leadership attitude of the headmaster is can affect the teacher performance. Ultimately, the teacher performance its can be improved and the achievement of educational objectives is can be easily to accomplished, as well as the realization of a comprehensive and competitive intelligent man will be able to actually realized as a result of an educational / learning process.

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