

The Effect of Principal's Transformational Leadership and Ethical Behavior on Teacher's Performance at Lab School Senior High School DKI Jakarta

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Abstract: *The purpose of this study was to study the information of the effect of principal's transformational leadership and ethical behavior on teachers at LAB School Senior High School DKI Jakarta. This research employed a survey method and path analysis method. To collect desired data, the researcher used questionnaires and distributed them to 87 sample teachers who were selected by random sampling technique. The Result of research: First, there is influence of transformational leadership to Job performance; Secondly, there is an effect of ethical behavior on work performance; third, there is an influence of transformational leadership on ethical behavior.*

Keywords: transformational leadership, ethical behavior, and job performance

1. Introduction

Education distinguishes humans as beings who have the ability to think rationally and empirically. Humans also have values in action compared to other creatures. For humans, education is a part of cultural elements that builds a progressive civilization. The changing cultural cycle is also accompanied by changes in educational system. This is because human needs for education always increase. Education is considered important by humans to support their daily needs. Human needs include the need for education itself, economics, technology, food, and law. All of these needs must be studied through formal education and non-formal education by humans.

In relation to formal education, the constitution that explains formal educational personnel is the Law Number 20 of 2003 Article 1 paragraph 5, which states: Education personnel are members of community who are dedicated to education. According to this paragraph, those who have the right to become educational personnel are all members of the community who devote themselves to the administration of education. Whereas the definition of education personnel is stated in Article 39 paragraph 1, which says that educational personnel include administrative staffs, management / heads of educational institutions, supervisors, researchers, educational developers, librarians, laboratory assistants, and learning resource technicians. In Article 39 paragraph 1 mentions the management / head of educational institution which indirectly this Article also refers to the process of how a leadership is in an educational institution.

As educational institutions schools should have a good system so that the objectives of formal education are fully achieved. Members of school community include principals, teachers, employees and students. Moreover, as formal educational institutions, schools are under the authority of official educational agency or regional educational office.

As a place for teaching and learning process, school is also a system because in it are arranged regulation. Everything inside school accustoms to the system agreed by the educational staffs at school. School is a system because it has input, process and output. Input includes human, money, teaching materials needed. Input is used for helping the processes in school which produce output. While the output generated from school activities is everything learned from school. What is learned is in the form of cognitive knowledge, skills and moral attitudes. School output is in the form of student graduation result, if the result meets school objectives, then a school is considered successful.

Efforts to increase the educational output are related to the quality of the educational process in schools. The quality of learning is determined through methods, input, atmosphere, and ability to manage the learning process itself. Another very important thing in school management is the influence of principal's leadership.

The principal is an educational unit who has a strong basis of leadership. Basically a principal has two main tasks, responsibly for administration and supervision. The administrative responsibility is a task related to the management of education in school including teaching management, student affairs, staffing, finance, facility and infrastructure, and school relationship with the local community. As for supervision, principal has a task related to teacher training for teaching improvement. Supervision is school principal's effort to provide assistance to the teacher to improve the teaching learning process and situation. The ultimate goal of supervision activities is to improve student learning outcomes. In addition, the principal is also responsible for providing guidance, assistance, supervision, and assessment of problems related to the technical implementation and development of teaching, in the form of improving programs and educational activities to good create teaching and learning situations.

Principals are also closely related to leadership, where principals carry more responsibility because of their position. Leadership can be defined as a process of influencing individual or group activities in an effort to achieve goals in a certain situation.¹ In addition, Wexley and Yukl define leadership as a factor that influences people to increase efforts to complete several tasks or change their behavior.² Another opinion says leadership is a process of individuals influencing with their actions, facilitating the movement of a group of people towards achieving agreed goals.³

Educational leadership also deals with the principal matters to increase opportunities and hold meetings effectively with teachers. The meeting should be in a conducive situation so that the principal can convey his vision and mission openly to the teacher. Principal leadership is also expected to encourage changes in teacher performance by showing work ethics that can encourage, direct, and motivate all school elements, especially teachers, so they can work together in realizing the school's vision and mission.

Leadership consists of several types. One of them is transformational leadership, a type of educational leadership that brings success to school management in the future (Reinhartz).⁴ Transformational leadership is a leadership style that can bring moral values to employees in a business and raise awareness about work ethics. Transformational leadership is also able to move the energy of each employee and resources to reform an institution if needed. Transformational leadership can improve subordinates' trust, admiration, loyalty, and respect for their leaders, so they are motivated to do more than expected. This can be done if transformational leadership used in managing the school contains values of work ethics.

Principal leadership that brings a change without leaving values, of course, will make teachers work better. The result of good work can also be named as work performance. Tjutju and Suwatno opined, performance is a real achievement that is displayed by someone after s/he has carried out his/her duties and roles in the organization.⁵

Regarding teacher performance, according to legislation Number 20 of 2003 concerning the national education system in article 39 paragraph 2 states that the teacher's job is to plan and carry out the learning process, assess learning outcomes, conduct guidance and training. Furthermore, Law number 14 of 2005 concerning teachers and lecturers in Article 1 paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students in formal early

childhood education, primary education, and secondary education. Furthermore, Article 20 states that one of the teacher's professional obligations is to plan learning, carry out quality learning process, assess and evaluate learning outcomes, and improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art. Government Regulation Number 74 of 2008 concerning teachers in article 52 paragraph 1 confirms that the main task of the teacher is to plan learning, carry out learning, assess learning outcomes, guide and train students, and carry out basic activities in accordance with the workload of the teacher.

There is also a term that defines the success rate of the teacher in completing work as "level of performance" or performance level.⁶ Teacher performance is the result of the work achieved by the teacher in the school in order to reach school goals. Teacher's performance can also be seen from his responsibility in carrying out the mandate of his profession, as well as his morality. This will be reflected in his obedience, commitment, and loyalty in developing student official and advancing the school. Teachers who have high performance levels are teachers who have the same productivity as / above the specified standards, and vice versa, teachers who have low levels of performance is an unproductive teacher.⁷

LabAchool Senior High School is located at Pemuda Street of Rawamangun Complex Jakarta Timur and at KH. Ahmad Dahlan Street Number 14 Kebayoran Baru, Jakarta Selatan. It was founded in 1968. It was initially aimed to be laboratory school of IKIP Jakarta. It served as a place for teaching practice, educational research, and educational innovation. It also served as a Comprehensive School (TPK school) or a comprehensive school project of the Ministry of Education and Culture. The purpose of the project is to try new ideas in education.

In 1974, TPK school changed name and had new function. It was well-known as PPSP (Development School Pioneering Project). Its main purpose is still trying ideas in education in order to contribute in and renew the national education. PPSP had run for 12 years and had been discontinued in 1986.

The ending of PPSP project resulted in the change of school names under the auspices of IKIP Jakarta. SD (elementary school), SMP and SMA (senior and junior high school) of PPSP IKIP Jakarta changed into state schools; SD Negeri Komplek IKIP Jakarta, SMP Negeri 236, and SMA Negeri 81. Meanwhile, the kindergarten of TK IKIP Jakarta was still a private school. In 1992, SMP Negeri 236 was relocated to Penggilingan street PIK Cakung housing complex, while SMA Negeri 81 was relocated to Kodam Cipinang Melayu housing complex.

After that, at the request of local community, starting in the 1992/1993 academic year the Pembinaan IKIP Jakarta Foundation opened SMP and SMA of IKIP Jakarta with

¹Hersey dan Blanchard, Blanchard, *Manajemen Of Organizational Behavior*: utilizing human resources (New Jersey: Prentice hall, 1988), p. 86.

²Kenneth N. Wexley dan Gary A. Yukl, *Organizational Behavior and Personnel Psychology*, (Illinois: Richard D. Irving, 1987), p.143.

³Stephen P. Robbins (c), *Managing Today* (New Jersey: Prentice Hall, 1997), p. 418.

⁴Wibowo agus, *Manager & Leader Sekolah Masa Depan*, Yogyakarta, Pustaka Pelajar, 2014. p. 64

⁵Bardawi & Mohammad Arifin, *Kinerja Guru Profesional*(Yogyakarta Ar-Ruzz Media, 2012),p.11

⁶Priansa Donni Juni, *Kinerja Dan Profesionalisme Guru*, (Bandung: Alfabeta, 2014), p. 79

⁷Ibid., p. 79

official regional registration number P and K DKI NO. KEP.854 P / I01.a1 / 1/93 and No.Kep 853 A / I01.a1 / 1/93 respectively dated March 15, 1993. Next, as the mandate expanded and the name IKIP Jakarta became Jakarta State University, then in 1999, TK, SLTP, and SMA of IKIP Jakarta changed their name to TK, SMP, and SMA of Lab School Jakarta.

Today, in school year of 2017-2018, Rawamangun Lab School has 59 teaching staff and 10 administrative staff. According to the head of curriculum, Mr. Warsito, in general the performance of the teachers at Rawamangun Lab School is quite good. The teachers do not only teach in the classroom but also do other activities such as writing short literatures that have been published in print media and online media. However the teachers are not without lack. Some of them are sometime late in class and at school. This is because their residence is quite far from the school.

Minor errors has been dealt with by the principal by making a teacher control book and reprimanding the teachers if they make mistake. The purpose is certainly to produce good output and achievement for the school. As for the order of school achievement in DKI Jakarta, Rawamangun Lab School High School is currently number 20 out of a thousand more schools. Even so, Labschool schools still need to improve teacher performance to achieve the highest spot in DKI Jakarta.

Based on the description above, Transformational Leadership will encourage teachers to work harder, improve productivity, have work moral and ethics, higher job satisfaction, increase effectiveness, reduce the level of absence, and have the ability to adjust to fellow educational staff. Transformational leadership also builds work ethics such as discipline, togetherness, trust, obedience, fairness, honesty, openness, and awareness of having responsibility. The output of a school is also inseparable from the performance of teachers who have done their job. The teacher's performance includes working with students individually, preparing and planning the learning, utilizing learning media, involving students in a variety of learning experiences, and active leadership of the teacher. And in general, the condition of the teaching staff at Lab School schools is close to ideal condition. The success of a school leader is measured by the output achieved by the school. This research was limited to principal's transformational leadership and ethic behavior that could improve teacher's performance. Therefore, the writer was motivated to study about it so the research was conducted under the title: The Effect of Principal's Transformational Leadership and Ethic Behavior on Teacher Performance in Lab School Senior High School DKI Jakarta.

2. Research Method

A. Research design

Based on the research problem and purpose, the best method used in this research was a survey with causal approach. To analyze the data, the writer used *Path Analysis* method. The survey method in this research explained the causal relationship between variables. While past analysis was used

for finding the causal relationship between dependent variables.

B. Research Subject and Object

The target population in this reasearch was all Lab school teachers DKI Jakarta with a total reached population were 112.

C. Sources and types Data

Since the data collected was in form of numbers that would be statistically analyzed, the correlation between variables should be clear so a suitable statistic approach could be chosen to process the data and produce reliable and valid result (reliability and validity). Such result would be easily generalized and accurately used for a reference.

D. The Technique of Data Collection

The technique of data collection was questionnaire. It consisted a number of questions that would be answered by the respondents. This is to collect information of the effect of transformational leadership (X_1) andethic behavior (X_2) on performance (X_3). The questions were made based on indicators developed from various variable concepts used in this research.

E. The technique of Data Anaiysis

The sample was selected through *simple random sampling* ny drawing. The numbers of samole in this research was determined through *Slovin* formula:

$$n = \frac{N}{N \cdot d^2 + 1}$$

Information:

n= sample.

N= population.

$d^2 = 5\%$ Precision with Confidence Level of 95%

Thus the calculation of the sample size for this study is as follows:

$$n = \frac{N}{N \cdot d^2 + 1}$$

$$n = \frac{112}{112 \cdot (0,05^2) + 1}$$

$$= \frac{112}{1,28}$$

$$n = 87,5$$

n=87 (rounded).

The result above shows that the sample of this research is 87 orang.

3. Result

According to the first hypothesis testing, the researcher concluded that there was a direct positive correlation between Transformational Leadership and Teacher Performance. The result was the correlation coefficient value of $r_{13} = 0,572$ andpat coefficient value of $p_{31} = 0,440$. This explained that Transformational Leadership directly affected Teacher Performance. Then, according to the second testing, the researcher concluded that there was a direct positive correlation between Ethical Behavior and Teacher Performance. The correlation coefficient value was $r_{23} = 0,522$ and the path coefficient value was $p_{32} = 0,3360$. This

indicated that Ethical Behavior directly affected Teacher Performance. Moreover, on the the testing it was concluded that there was a direct positive effect between Transformational Leadership on Ethical Value. With correlation coefficient value $r_{12} = 0,368$ and path coefficient value $p_{21} = 0,368$. This means that Transformational Leadership directly affected Ethical behavior.

4. Discussion

Based on the above explanation, ethical leaders use constructive social services to serve others. The leader will also provide fair treatment, especially by providing honest and accurate information for the purpose of work effectiveness. Leaders who behave ethically also apply high ethical standards through their own behavior. In the condition that the principal applies ethical behavior, that is where the importance of Transformational Leadership is seen. This is because transformational leadership delegates moral values, gives trust and motivation to work to subordinates, delivers work information objectively.

Thus, when Transformational Leadership strengthens, the high value of Principal Ethical Behavior is obtained, based on clear descriptions, Transformational Leadership has a positive direct effect on Principal ethical Behavior

Conclusion

Based the result above, it can be concluded that:

- 1) Transformational Leadership directly positively affected creativity. In other words, the stronger the Leadership the more improved thr teachers of Lab School Senior High School DKI Jakarta.
- 2) Principal Ethical Behavior directly positively affected teacher performance. In other words, the more intense the principal ethic behavior the more improved teacher performance.
- 3) Transformational leadership had a direct positive effect on Ethic behavior. Perilaku Etis. This means that the stronger the Leadership the more intense the principal ethic behavior.

To improve Teacher Performance, the principal implementation could be by setting a good example as a firm stance of the principal, motivating teachers to work based on values, complaining, mobilizing teachers to be more innovative, hard working and professional, and providing direction to reach school goals. In addition, principals must provide a training to improve teacher performance such as workshops, seminars and comparative studies. School principals need to regularly evaluate teacher performance. Thus, the principal can see the extent to which the teacher's performance is going well.

As for the implementation of ethical behavior, principals can strive to always respect fellow workers, create work systems with the aim of raising ethical awareness, evaluate the performance of ethical and unethical behavior. Principals should be consistent with decisions that are considered by teachers as ethical behavior of a principal, the principal invites the teacher to always think positively, and the principal shows an attitude of openness. The school

principal strives to award teachers, provide a sense of security, comfort and a conducive school environment. The principal also encourages teachers to be motivated to continue learning or to find up-to-date information by providing facilities that can support teachers' needs in seeking information or media for teaching materials. The purpose of encouraging the teacher is to be able to compete between teachers at school and outside school as a form of implementation of teacher performance.

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