

Transformational Leadership Relationship, Headmaster Academic Supervision, and Achievement Motivation with Teacher Performance

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ABSTRACT

This research aims to describe and analyze if there any relationships of (1) the direct relationship between headmaster transformational leadership and the teacher performance; the headmaster academic supervision with teacher achievement motivation; and (2) are there any direct relationship between; the headmaster transformational leadership with teacher performance through the achievement motivation; and the headmaster academic supervision with the teacher performance through achievement motivation. This is an *ex post facto* study with the linear regression analysis, which is simple and multiple. The population in this research is all civil servant teachers in the north Banjarmasin District, Banjarmasin City. The samples of this research are 163 teachers. The researcher collected the data through questionnaire techniques and observation. The analysis was done by using the correlation test and F test. The results show that: (1) transformational relationship has a direct relationship to teacher performance; the headmaster supervision with the teacher achievement motivation; and (2) there is an indirect relationship of the headmaster transformational leadership and the teacher performance through achievement motivation; the headmaster academic supervision with the teacher performance through achievement motivation. It is recommended that the parties involved in the world of education do monitoring to the transformational leadership, headmaster academic supervision, and the achievement motivation to increase the teacher performance so that the quality of education can be maximized.

Keywords: Transformational leadership, headmaster academic supervision, achievement motivation with teacher performance

Introduction

The development of knowledge and present technologies requires teachers to increase the role of education. It is hoped that students can face the challenge of a quick change era. That is why; the teacher performance is so important. The teacher must be an agent of change, too (Kass & Miller, 2011). Teacher performance, in this case, is a duty that must be done by a teacher. It is not only to teach but also more on the implementation of the character or morals of the students to face all problems that they may have. That is why; teachers must always increase their performance by reading

the book or joining some seminars that will have a good impact on the students (Ülger et al., 2014). Good and maximum performance is expected to enhance the student learning achievement. Maximum performance is certainly preceded by the competency of the teacher is also improved. The quality of teacher performance is stated in The Indonesian Minister of Education Regulation No. 16 of 2007 about Academic Qualification Standards and Teacher Competencies. Competency standards are fully developed into some major competencies that must be possessed by a teacher, namely: (1) Pedagogic competence that is a

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teacher must be able to understand students, to plan and implement learning, to assess learning outcomes, and to develop all the potential possessed by students, (2) Personality competence that is a teacher has mature personal abilities, has a noble character, wise, has the authority and can be a good example for students, (3) Social competence that is a teacher can communicate and interact interactively effective both in the school environment and outside the school, and (4) professional competence that is a teacher can develop themselves as a professional teacher such as mastering learning material, planning and implementing learning and can evaluate learning well. The fourth competency is integrated into teacher performance (Rusman, 2013).

The role of a school headmaster in addition to being managerial, as well as a leader, is very necessary for demonstrating existence as his role to improve the quality of education in his school. A school headmaster is expected to create a community that encourages collaboration to enhance education quality (Aydin & Hakan, 2015). A school headmaster must manage and control available resources to improve the quality of education effectively and efficiently. Optimization of available resources in schools is an alternative form of an independent and competitive school compared to other schools. The school headmaster is also expected to be able to evaluate teachers (Lavigne & Olson, 2019).

The ability of the headmaster as a manager in a strategic position in enhancing education quality is crucial because the progress of the school depends on his leadership. So that all the potential in schools can function optimally, it is necessary to adopt a transformational leadership style.

Transformational leadership is a leadership style that prioritizes the development of all the elements that exist within the school to work based on a noble ethical system. All elements in the school (teachers, students, employees, parents, community, and all related elements) are willing without coercion, increasing participation in achieving the school's desired goals (Mukhtar & Iskandar, 2013). Much research has been done in terms of transformational

leadership in schools (Hunt, 1999; Liu et al., 2019; Mitchell, 2019; Donna et al., 2018). This research in transformational leadership can be seen in how school headmasters can make changes to the organizations they lead (Marks & Printy, 2009).

The quality of education can be improved if teacher learning is carried out effectively and efficiently. To ensure the effectiveness and quality of learning, a supervisor (headmaster) needs to assist the teacher in planning, implementing, evaluating, and following up on learning so that it is more optimal and gets the expected results to improve the performance of the teacher concerned. So, academic supervision is needed by the headmaster.

According to Mukhtar and Iskandar (2013), Learning supervision is supervision to improve the quality of learning and aims to foster teachers to carry out their tasks professionally. Glickman (2007) said that learning supervision is a sequence of activities to help the teachers in improving their competence to make sure that the students achieve the learning objectives. This can be seen from the ways that the teacher does in developing the ability that he has in managing the teaching and learning implementation to achieve the learning objectives to the fullest.

The process of supervision by the headmaster focuses on aspects of teacher performance in the learning process according to the efforts of educational services in improving the quality of the learning process. Academic supervision will provide an overview of the quality of teacher performance in carrying out their duties in managing learning in the classroom (Suharsaputra, 2018).

This weak supervision will also have an impact on weak teacher evaluation and the lack of improvement in teacher pedagogical competence (Wakamatsu, 2016). This supervision and transformational leadership have a strong impact on a school's outcome. (Witziers, Bosker, & Kruger, 2003; Marks & Printy, 2009; Hallinger, 2005; Robinson et al., 2008; Leithwood & Sun, 2012). So these two things are important for improving the quality of schools. But in the implementation of this supervision, the head of the school often has

problems because of the many responsibilities and performance and lack of time management to do the supervision task to the teacher (Donaldson, et al., 2014; Derrington & Campbell, 2018; Ayub, 2010; Komarraju et al., 2009). The improvement of teacher resources must start from the existence of internal and external encouragement in the form of strong achievement motivation to increase their potential in developing their competencies to better benefit their students. In general, these two motivations are an important basis for teachers to pursue their careers in teaching (Brookhart & Freeman, 1992; Kyriacou & Coulthard, 2000; Karavas, 2010). In motivation theory, someone who has a strong inner motivation will enjoy completing tasks with pleasure, play a role in activities to increase experience to find something new in him (Deci & Ryan, 2000).

Achievement motivation is about a person's ability to discipline himself and be committed to achievement (Elliot & Thrash, 2001; Elliot & Murayama, 2008). It is supported by empirical data, which shows that there is a significant relationship between intrinsic factors in the development of achievement (Tanaka & Yamauchi, 2001; Lee, Sheldon, & Turban, 2003; Nien & Duda, 2008; Chen et al., 2019).

In addition to internal factors, nurturing factors that originate from outside oneself will also affect one's performance. These factors include work safety and safety, working conditions, wage systems, supervision, and interpersonal relationships between colleagues. To achieve maximum results, it takes an element of cooperation to achieve maximum results. Therefore, each individual must be able to naturally integrate external factors to improve performance (Deci & Ryan, 2000).

The improvement of educational resources, especially teachers' performance, is needed to achieve educational success. The teachers' achievement motivation to improve their competencies to become professional teachers will improve their schools' quality of education. A highly motivated teacher, that always works effectively and efficiently, will produce strong human resources, namely graduates who are efficient and effective by the established educational goals. Teacher performance appraisals are given to differentiate among other teachers

(Kraft & Gilmour, 2017; Suhaimi, 2019). They state that there is a relationship between teacher achievement motivation, the headmaster's transformational leadership, and the teacher performance directly.

The result of this research can be used by all parties involved in the world of education to design programs that aim at increasing achievement motivation to improve teacher performance both by improving the transformational leadership and academic activities of school headmasters.

Material and Methods

Method

This research is a quantitative study using regression techniques. This simple and multiple regression analysis techniques (path analysis) aim to prove whether or not there is a functional relationship between an independent variable and its dependent variable.

This study involves four variables, namely transformational leadership (X1), headmasters' academic supervision (X2) as independent variables, achievement motivation (Z) as the intervening variables (intermediate variables), and teacher performance (Y) as the dependent variable.

Population

This research was conducted at 41 elementary schools in the North Banjarmasin District, with 273 teachers who have the characteristics of the potential of students, teachers, and headmasters almost equally.

In this study, population characteristics are all elementary school teachers in the North Banjarmasin sub-district who have the status of civil servants and have teaching experience of more than five years serving as teachers assuming the teacher has had enough experience and maturity of teaching.

Sample

This research uses the Taro Yamane formula for taking the sample (Riduwan & Akdon, 2007). Those are as follows:

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

Information:

- n: number of samples
- N: Number of the population
- D: Prescribed precision

According to the calculation results from the formula obtained, the number of precision samples is 0.05%. Then the minimum number of samples needed in the measurement of transformational leadership, academic supervision of school headmasters, and achievement motivation and teacher performance in this study is as much:

$$n = \frac{273}{273 \cdot 0.05^2 + 1}$$

= 162,5 is rounded to 163

The sampling taken technique used is *proportional random sampling*.

Results and Discussion

Characteristic of respondent

Respondent characteristics from the number of 163 teachers were 27.61% consisting of men and 72.39% women. So, show more female respondents than men.

Research Trials

The instrument used was tested through:

- a. *The Validity Test*: The collected data were analyzed with SPS 20 and excel program tools by measuring valid data with the product-moment formula.
- b. *Reliability Test*: The reliability test was carried out with the SPSS 20 program aid with the Cronbach Alpha method greater than 0.6.

Testing requirements analysis

- a. *Normality Test*: The normality test is carried out by the Kolmogorov Smirnov test using the IBM SPSS Statistics 20 statistical analysis program. The results of the normality test for the four variables above show a significance value of $0.378 \geq 0.05$. The data is declared as a normal distribution.
- b. *Linearity Test*
The results of linearity aiming X1 against Y value of Sig deviation from

Linearity = 0.388, X2 against Y = 0.693, Z against Y = 0.071. Then it can be concluded the results of the three variable tests on the Y variable indicate that the Sig Deviation from Linearity value > 0.05 so that the three variables have a linear relationship.

- c. *Homogeneity Test*: The homogeneity test is done by using the Homogeneity of Variance Test using the statistical analysis program IBM SPSS Statistics 20. From the test, it was found that the Sig X1 value of 0,000; X2 is 0,000, and Z is 0,000, so the three variables are sig <0.05 so that the data are homogeneous.
- d. *Multicollinearity*: From the table above, it can be seen that the VIF value of X1 is 3,433; X2 values 4.026 and Z 1.397 mean that the VIF value of the three variables is less than ten, so it can be concluded that the variable data does not occur multicollinearity.

Hypothesis test

- a. *Simple Regression Test*
The direct relationship between transformational leadership variables, the headmaster's academic supervision, motivation, and teacher performance.
- b. *Multiple Linear Regression*
This analysis is used to determine the indirect relationship between the implementation of transformational leadership by the school headmaster and teacher performance through achievement motivation and school headmasters' academic supervision with teacher performance through achievement motivation and the magnitude of influence between variables.

From Table 1, it can be seen that the relationship between the five variables has a Sig ≤ 0.005 value. It can be concluded that there is a significant direct relationship of transformational leadership (X1) and teacher performance (Y); headmaster's academic supervision (X2) with teacher performance (Y), achievement motivation (Z) with teacher performance

(Y), transformational leadership (Y) X1) with achievement motivation (Z), and school headmaster's academic supervision X2) with achievement motivation (Z). It means that the hypothesis that states there is a significant relationship between variables is accepted.

Table 1. Simple regression test result

Model		Sum of Squares	Df	Mean Square	F	Sig
1 X1-Z-Y	Regression	10141.534	2	5070.767	115.083	.000 ^b
	Residual	7049.877	160	44.062		
	Total	17191.411	162			
X2-Z-Y	Regression	10781.560	2	5390.780	134.562	.000 ^b
	Residual	6409.851	160	40.062		
	Total	17191.411	162			

Table 2. Multiple regression test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	71.060	8.219		8.645	.000
	X1-Y	.764	.096	.532	7.967	.000
	(Constant)	56.188	7.163		7.845	.000
	X2-Y	.724	.064	.663	11.228	.000
	(Constant)	47.579	6.835		6.961	.000
	Z-Y	1.125	.086	.716	13.028	.000
	(Constant)	48.773	5.704		8.550	.000
	X1-Z	.353	.067	.386	5.301	.000
	(Constant)	56.188	7.163		7.845	.000
X2-Z	0.724	0.64	.663	11.228	.000	

Table 2 shows that the Sig ≤ 0.005 value. It can be concluded that there is a significant indirect relationship between transformational leadership (X1) and teacher performance (Y) through achievement motivation (Z). There is also an indirect relationship between school supervisors' academic supervision (X2) and teacher performance (Y) through (Z). The influence of the strongest relationship is the indirect

relationship of academic supervision (X2) on teacher performance (Y) through achievement motivation (Z) of 62.7%. Meanwhile, the weakest is the effect of transformational leadership relationships (X1) on achievement motivation (Z) by 14.9%. So, it confirms the hypothesis that there is an indirect relationship of transformational leadership, academic supervision of the headmaster, and the performance of teachers through achievement motivation.

Table 3. R Square Test

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1 X1-Y	.532 ^a	.283	.278	8.75123
X2-Y	.663 ^a	.439	.436	7.738771
Z-Y	.716 ^a	.513	.510	7.20988
X1-Z	.386 ^a	.149	.143	6.07354
X2-Z	.663 ^a	.439	.436	7.73871
X1-Z-Y	.768 ^a	.590	.585	6.63790
X2-Z-Y	.792 ^a	.627	.622	6.32942

Based on the description above, it is obtained that the magnitude of the direct effect of transformational leadership on teacher performance is 28.3%. From this data, it can be seen the role of transformational leadership's contribution to the performance of teachers in elementary schools in Banjarmasin. Although the impact of transformational leadership is not as big as other factors, it can be concluded that when school headmasters make efforts to change efforts, headmasters need to increase their ability in transformational leadership competencies to improve school outcomes.

Recent research also found significant results in different contexts, namely research conducted by Sangok, Shinhee, Ji Hoon, and Sanghoon (2020) They researched the effects of transformational leadership in two countries, namely the United States and South Korea. The same result obtained in this study is that transformational leadership has an influence, which makes the culture for school organizations support each other in organizing in schools—thus affecting the creation in knowledge. Thus, this study recommends that school leaders focus on developing transformational leadership skills through training development because this is an asset for the organization. This will create habits or culture for learning and have creative thinking to find renewal. Because of the importance of the impact of transformational leadership, another study conducted in Indonesia by Wiyono (2018) recommends for transformational improvement can do a self-evaluation.

The magnitude of the direct effect of academic supervision on headmasters with teacher performance is 43.9%. This data shows that academic supervision has a significant impact on teacher performance. These results are linear with research conducted by Yousaf, Usman, and Islam (2018). This study uses 300 school headmasters and 600 teachers in Pakistan as data. They also use the questionnaire method to get data. The data was then analyzed using t-tests, correlations, and regression analyzes. It is in line with the research results by Poernamawijaya, Sulaiman, Suriansyah, and Dalle (2018). Thus, it is necessary to focus on increasing supervision and developing teacher

professionalism in the form of training. In its implementation, the teacher is still not good at creating breakthroughs for formal education (Eraut, 2004; Poulson & Avramidis, 2003). It is especially useful in utilizing the latest technology in teaching and learning (Ariani et al., 2014).

The amount of direct influence of achievement motivation with teacher performance was 38.6%. This data shows that intrinsic motivation in the form of achievement motivation is vital in enhancing teacher performance. This result is supported by the results of research from Oz (2016), which states that when a teacher can compile motivational presenting, it will improve teacher performance. This study uses a quantitative method with a survey to obtain data. Oz (2016) says that to improve performance requires the clarity of achievement motivation. In this case, the headmaster is expected to provide clear direction and evaluation to determine what achievements must be achieved in the teachers' performance.

The magnitude of the effect of transformational leadership on achievement motivation is 38.6%. This study also shows that the role of headmasters, especially transformational leadership, in teacher achievement motivation. Suarsih (2017) conduct the same study as the research method; descriptive analysis, quantitative approach, analytical techniques with product-moment correlation, determination, and regression using SPSS Software from 20 existing responses with elementary school teacher respondents.

The results obtained reinforce this research that there is a significant influence between transformational leadership on achievement motivation. The states that individual sensitivity is needed by the school's leadership because each organization has its challenges and problems (Suarsih, 2017). Besides, another recommendation for improving learning by organizational characteristics and the area where the teacher works. It is what causes the development of progress can be measured. The magnitude of the effect of academic supervision on headmasters with achievement motivation was 66.3%. This data shows that the higher the headmaster carries out supervision,

the greater the influence on achievement motivation. The same thing was stated by research conducted by Lavigne & Olson (2019).

This study used respondents from 568 headmasters in the United States. This study states that formal supervision, such as observation in class and giving feedback, significantly affects the achievement motivation. The results of this study need to be emphasized because school headmasters should be given a certain period to find a supervision model that follows the local characteristics of the organization or school. Secondly, in supervising school headmasters can use the results of data, grades, and student achievement separately to improve achievement motivation. Among them is by increasing learning instructions from a teacher. Finally, the supervision assessment emphasizes the local elements where the school is located. It is useful for measuring the ability and motivation of teacher achievement. The supervision model developed can be adapted based on the school context.

Conclusion

This research can be concluded that there is a direct and significant relationship between the school headmaster transformational leadership and the teacher performance of 28.3%; the academic supervision of school headmasters and the teacher performance of 43.9%; the achievement motivation and the teacher performance of 38.6%; the transformational leadership to the achievement motivation by 38.6%; and the academic supervision of school headmasters with the achievement motivation of 66.3%, and there is a significant indirect effect between the transformational leadership and the teacher performance through the achievement motivation of 76.8%; and the academic supervision of school headmasters and the teacher performance through achievement motivation of 62.7%.

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