



The Effect of Principal Transformational Leadership on Teacher Performance to Improve Student Achievement: A Literature Review

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Abstrak

Pentingnya kepemimpinan transformasional kepala sekolah dan pengaruhnya terhadap kinerja guru untuk meningkatkan prestasi belajar siswa menarik peneliti untuk menyelidikinya dan artikel ini membahas hasil kajian literatur yang dilakukan oleh penulis. Ada beberapa artikel yang mengulas tentang pengaruh kepemimpinan transformasional kepala sekolah terhadap kinerja guru untuk meningkatkan prestasi belajar siswa, khususnya dalam konteks dunia yang dapat ditemukan. Tujuan kajian ini adalah untuk mengetahui pengaruh kepemimpinan transformasional kepala sekolah terhadap kinerja guru untuk meningkatkan prestasi belajar siswa dalam konteks dunia. Berdasarkan hasil kajian literatur dari berbagai negara di dunia, penulis menemukan bahwa kepemimpinan transformasional kepala sekolah mayoritas berpengaruh positif dan signifikan terhadap kinerja guru terhadap prestasi belajar siswa.

Kata Kunci: *kepemimpinan transformasional, kepala sekolah, kinerja guru, siswa berprestasi*

Abstract

The importance of school principal transformational leadership and its influence on teacher performance to improve student achievement attracted researchers to investigate it and this article discusses the results of a literature review conducted by the author. There are several articles reviewing the influence of school principals' transformational leadership on teacher performance to improve student achievement, especially in world contexts that can be found. The purpose of this review is to determine the influence of the transformational leadership of school principals on teacher performance to improve student achievement in the world context. Based on the results of a review of literature from various countries in the world, the authors found that the majority of school principal transformational leadership had a positive and significant influence on teacher performance for student achievement.

Keywords: *transformational leadership; principal; teacher performance; student achievement*

Introduction

The development of the education system in Indonesia has undergone rapid changes from time to time which encourages every school

principal to adapt to change to transform education. Transformational leadership affects similar outcomes in culturally different countries [1]. Improving the quality of education to become a superior education is

still a big plan for the education authority in Indonesia [2]. Transformational leaders win the support, cooperation, and obedience of subordinates through favorable employment, security, long-term employment, and appraisals [3].

An effective leader should be able to create social change in expressing and defining a transformational leader as a person who takes care of his followers, mobilizes their strengths to meet their needs and potential. Educational leaders, particularly effective principals, are able to encourage subordinates to embrace leadership with new perspectives because they are intellectually stimulating [4]. Performing a school leadership role is a key element in an effective school. The teacher is a resource element that greatly determines the success of education in schools, because the teacher is a human element that is very closely related to students in their daily educational efforts at school. A teacher's sense of effectiveness influences student engagement, classroom management, and delivery of instruction, all of which directly impact student achievement [5]. To take teacher performance and student achievement to the next level, principals can empower teachers to make expert decisions in the areas of work they are most familiar with [6]. The importance of teacher quality on student achievement also shows that teacher quality can have a long term effect on student achievement [7]. The role of the teacher in improving the quality of education is very dominant. Teachers must be able to plan programs, implement programs, and evaluate learning programs properly. The teacher must be able to generate motivation for students to study diligently in an orderly, organized and directed manner [8]. Teachers must provide the best service to their students and facilitate them to be able to provide excellent service to meet their needs. Thus, the teachers must get adequate welfare, feel comfortable at work, and get opportunities to improve their professional abilities. It is known that many studies have examined the transformational leadership of school principals, influencing teacher performance to improve student

achievement in various countries such as Indonesia [9], [2], Malaysia [10], Yaman [11], Serbia [12]. California [13]

The effectiveness of leadership in an organization greatly determines the success of the organization, leaders must be able to improve performance by motivating their subordinates such as teachers to be more optimal in carrying out their duties or responsibilities [14]. Characteristics of organizational structure that were found to be associated with teacher performance beliefs include a school culture that focuses on a strong preference for academics. The teachers are the key to improving the quality of education and they are at the central point of any educational reform efforts directed at qualitative changes to improve quality teachers who have served in schools through in-service training. Evaluation of the performance of teachers as professionals is in fact also shown in two main interests, namely the interests of the teacher and the interests of the principal (organizational developer) [15]. School leaders are responsive to teachers' concerns and encourage them to try new ideas, and teachers who encourage each other in their efforts to meet students' needs [6]. It is important to identify potential mediators of school leadership's influence on student achievement, as this should provide practitioners with guidance on how to direct their efforts. Professional school principals will oversee the appearance of teachers and students in their schools, provide positive feedback for improvement and development of learning systems and methods, encourage the use of time and facilities for effective and creative learning so that student achievements can be achieved. Therefore, it is necessary to understand more deeply about Principal transformational leadership influences teacher performance to improve student achievement in the world context.

Principal Transformational Leadership

Transformational leadership, in a nutshell, provides intellectual direction aimed at innovating within organizations, while

empowering and supporting teachers as partners in decision-making [16]. The principal transformational leadership has a positive effect on teacher performance. This is raised because of the inspirational attitude, vision and positive energy inherent in the leader. More than that, transformative leaders do not "lose ideas" to realize innovation, so that it becomes a special attraction for subordinates to enrich the experience of their leaders. [17]. The essence of transformational leadership is to empower followers to perform effectively by building their commitment to new values, developing followers' skills and beliefs and creating a climate conducive to innovation and creativity. [18]. Transformational leadership requires the principal's skills to communicate persuasively with the community. Those who are able to do so will receive support in the sequential transformation of their leadership [19].

Principals have an important effect on all the individuals that make up the school community, especially on teacher performance and student achievement [20]. Principals are asked to equip themselves with effective leadership skills to manage schools by directing subordinates towards the goals previously set [10].

Principals play an important role in creating school conditions that promote effective teacher performance [21].

Effective school principals involve teachers in decision making because effective school principals have a significant impact on student achievement [22]. School leadership is the second most influential factor, after teaching in the classroom, predicting student achievement [23]. For example, principals are second only to teachers in accounting for differences in student achievement [13]. Thus, teachers make a difference in student achievement [24].

Teacher Performance to Improve Student Achievement

Teacher is an educator whose position is very strategic, as the spearhead of education. He plays an important role in education and,

therefore, must always be able to show the best performance in the process of implementing education. Of course, the success of the education system in any country is due to the hard work and commitment of the teachers and principals at school. [11] Commitment to teaching, and specifically to teachers' perceptions that their work, is driven by a responsibility to develop students' knowledge and skills.

Commitment to students' social well-being is linked to commitment to students but engagement with teachers' self-perceived commitment to fostering good social relations and mediating interpersonal problems in among students is important as well [25]. Teachers who have good performance obtain learning quality and optimal quality in students. Ideally teachers have optimal and quality performance so that they can make a positive and significant contribution to improving the quality of learning [26]. Student achievement is impossible to be achieved or produced by students as long as they do not carry out activities in earnest or with persistent struggle. In reality, getting an achievement is not as easy as turning the palm of the hand, but must be full of struggle and various obstacles that must be faced to achieve it.

Only with tenacity, persistence and optimism can these achievements be achieved [27]. The leadership function appears to influence overall organizational performance [28]. Teacher performance is the key to the success of an educational institution [29].

The main factor that greatly influences teacher performance is transformational leadership. In connection with efforts to improve teacher performance, professional principals will pay attention to a number of things as suggested by Sallies to 1) have a strong vision or great visibility of integrated quality for the institution, teachers and students who are there; 2) have a clear commitment to improving teacher quality; 3) provide information related to the quality of education; 4) ensure the need for students as a concern for

institutional activities and policies; 5) support the development of education personnel; 6) not blame the other party if there is a problem without strong evidence; 7) make good changes to institutions; 8) build effective teamwork; 9) improve appropriate mechanisms for monitoring and evaluation [30]. Using a transformational leadership model focuses their efforts on the capacity and motivation of classroom teachers, thus improving teacher quality which can influence student achievement [12].

Method

This research can be categorized as literature review research. The purpose of conducting a literature review is to obtain a theoretical basis that can support solving the problem being studied. The review process begins with a search engine, Google Scholar, to find articles by keywords. "The Influence of Principal Transformational Leadership on Teacher Performance to Improve Student Achievement". Searches ranged from 2003-2023 and identified a total of 200 studies and articles. The criteria for inclusion in this study were as follows:

- a. Quantitative results of the effect of principal transformational leadership on teacher performance to improve student achievement
- b. Research is conducted in the world
- c. This research uses English
- d. Dissertations and theses are excluded.

The steps in the literature review of each variable of the principal's transformational leadership on teacher performance to improve student achievement include:

Step1: Formulate the Problem

- Choose a topic that fits your issues and interests
- Problems must be written completely and precisely

Step 2: Search Literature

- Search for literature relevant to research
- Get an overview of the research topic

- Research sources are very helpful if they are supported by knowledge of the topic being studied.
- The sources provide an overview/summary of previous research.

Step 3: Data Evaluation

- Look at any contributions to the topics covered
- Search and find the right data sources as needed to support research
- Data can be in the form of quantitative data, qualitative data or data derived from a combination of the two

Step 4: Analyze and Interpret

- Discuss and find and summarize literature.

Results and Discussion

This section reports the main findings reviewed from several articles that the authors have read. The analysis shows that most of the articles focus on the transformational leadership of school principals, teacher performance and student achievement. The articles that have been reviewed are research conducted in a global context.

The research on the influence of school principals' transformational leadership on teacher performance to improve student achievement in the world has been carried out in various countries. The research has been conducted in schools. The results of the research mostly show that the principal's transformational leadership has a positive and significant influence on teacher performance for student achievement [4]. However, the data were collected using survey methods and questionnaires as instruments and the data were analyzed using SPSS showing that transformational leadership style has no significant effect on work motivation. [4]. In general, the conclusion is that the reviews of the articles revealed that school principals' transformational leadership affects teacher performance to improve student achievement conducted in various countries. This shows that transformational leadership has a positive

and significant influence on teacher performance and student achievement.

The premise of this article is to find out how the principal's transformational leadership influences teacher performance to improve student achievement. Given the novelty of research on the influence of school principals' transformational leadership on teacher performance to improve student achievement, there has been no research exploring this relationship and the findings of this study are noteworthy, the importance of understanding the influence of school principals' transformational leadership on teacher performance to improve student achievement requires further discussion. The main finding of this article is that it is difficult to find literature that combines these three variables, so the authors will separately present the findings for each variable. The findings related to the principal's transformational leadership are that, the principal's transformational leadership significantly influences the collective efficacy of teachers [10]. The finding regarding teacher performance is that research reveals all dimensions of transformational leadership have a positive influence on teacher performance [11]. Other findings reveal that transformational leadership has a positive and significant influence on teacher performance [2]. In addition, findings related to student achievement suggest that the influence of the principal's leadership accounts for a greater proportion of differences in school achievement [23]. The findings of other researchers reveal that educational leadership has a moderate effect on student achievement. As expected, the most comprehensive effects among leadership styles were found to be distributive and transformational leadership [20].

Conclusions

The broad conclusion that when we consider all the studies reviewed on the influence of

transformational leadership of school principals on teacher performance to improve student achievement conducted in various countries in the world, there is a significant relationship between the three variables. The school principal's transformational leadership has a positive and significant influence on teacher performance to increase student achievement.

As with this review, it has limitations, including; first, the articles reviewed were only in English so other studies were not reviewed due to limitations. Second, dissertations and theses are not discussed in this article because they can cause publication bias in the results. Third, the scope of the articles reviewed is still very limited, and it is very difficult to get literature that combines the three variables.

However, these limitations show the further research in the future, particularly to have empirical data using qualitative, quantitative, or both approaches.

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