

Transformational leadership of school principals at the Muhammadiyah Junior High School level in Wonosobo Regency

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ABSTRACT

This research aims at finding out the principals' leadership of SMP Muhammadiyah in Wonosobo Regency in implementing transformational leadership. It is a survey research using mixed-methods research approach of qualitative and quantitative with the principals of SMP Muhammadiyah in Wonosobo Regency as research subjects. This research used data collecting technique of observation, questionnaire with likert scale model, and unstructured interview. The data were analyzed with the formula of simple percentage, then described, and strengthened with the results of the observation and unstructured interview. The result of the research showed that the transformational leadership of SMP Muhammadiyah principals in Wonosobo Regency belongs to moderate category (74%), with detail as follows (1) the charisma belongs to high category (76%), (2) the individual awareness belongs to moderate category (73%), (3) the intellectual stimulus belongs to moderate category (74%), (4) the individual inspiration belongs to moderate category (70%), (5) the transformational leadership of the principal of SMP Muhammadiyah 1 Wonosobo belongs to high category (75.8%), (6) the transformational leadership of the principal of SMP Muhammadiyah 2 Sapuran belongs to moderate category (62.1%), (7) the transformational leadership of the principal of SMP Muhammadiyah 3 Leksono belongs to moderate category (63.1%), (8) the transformational leadership of the principal of SMP Muhammadiyah 4 Kertek belongs to moderate category (62.7%), (9) the transformational leadership of the principal of SMP Muhammadiyah 5 Kaliwiro belongs to moderate category (63.5%), (10)) the transformational leadership of the principal of SMP Muhammadiyah 6 Tieng belongs to moderate category (60.6%).

Keywords : Transformational Leadership; Principal; Muhammadiyah.

INTRODUCTION

The topic of leadership is a widespread topic and has different qualities, a more in-depth discussion on this subject can always be done. This provides a goal to find out the extent to which the continuity of the organization or educational institution will continue to run (Kadiman et al., 2023). Humans become strong with good education, so that intelligent and pious humans are produced. In this regard, leaders take a proactive role in bringing about change in the education system (Abubakar et al., 2023).

Education is essentially an activity that will continue throughout the ages and will certainly experience many kinds of obstacles and challenges (Prestiadi et al., 2020). Quality education is not created instantly, but requires struggle and a long process and professional expertise (Ridho, 2022). Damainik and Muntaz Opinions (2021) explained that quality education is determined by the leadership of a qualified principal and a qualified principal is a professional one.

In realizing a quality school, the leadership model plays an important role in making changes so that it can achieve the expected school achievements and progress (Ali, 2022). This is in line with the opinion of Senny, et al (2018) states that a person's leadership is very influential and plays an important role in the activities of its members in formulating everything to achieve its goals, especially in educational institutions.

According to Sukerti and Sudianing (2023) the principal's leadership style influences the direction and goals of the school that was planned before, namely by optimizing all resources in the educational unit and one of these styles is transformational leadership. This is as the results of Adzkiya's research (2020) which stated that the principal's transformational leadership style had a positive and significant influence on the school climate in MTs Ma'arif NU Banyumas Regency. Research results of Fadhilah, et al (2020) shows that the principal's transformational leadership style has a major influence on the work ethic of teachers and staff at SMP Negeri 12 Bandung.

Transformational leadership is a leadership approach that emphasizes the ability to drive positive change, form a strong organizational culture and motivate team members to realize the vision, mission and desired goals (Jannah et al., 2023). Another opinion explains that transformational leadership is a leadership style in which the leader and his subordinates strive to achieve a higher level of morality and motivation (Wulandari et al., 2022). In addition, according to Albuni, et al (2022) transformational

leadership is the ability to inspire and motivate subordinates to achieve greater results than planned.

Transformational leadership essentially aims to build motivation, quality, innovation and institutional independence (Susilawati et al., 2022). Principals who implement transformational leadership can act as important agents to create the school's vision, assist teachers in increasing self-confidence, encourage quality teaching practices, and assist teachers in developing teacher competencies (Musadad et al., 2022). As for Prestiadi, et al (2020) explained that school principals who use the transformational leadership model are expected to be able to build commitment to teachers and education personnel to continue together in developing educational institutions.

According to Avolio and Bass as quoted (Idris et al., 2022) Explains that there are four dimensions of transformational leadership, namely inspirational motivation, ideal influence, individual consideration and intellectual stimulation. With this dimension, school principals are encouraged to be wiser in acting and dealing with teachers and education personnel in the school environment (Wulandari et al., 2022).

Based on observations made in 6 (six) Muhammadiyah junior high schools throughout Wonosobo Regency, the six schools are located in different types of areas within the scope of Wonosobo Regency. As follows (1) SMP Muhammadiyah 1 is located in an urban area with a radius of less than 1 kilometer with the center of related agencies and the city center, (2) SMP Muhammadiyah 2 Sapuran is in a rural area traversed by the rural urban fringe route or the main road to the city center, the radius with related agencies and the city center is approximately 18 kilometers, (3) SMP Muhammadiyah 3 Leksono is in a rural area, radius of related agencies and city center 15 kilometers, (4) SMP Muhammadiyah 4 Kertek is located in a suburban area traversed by the rural urban fringe route with a distance between related agencies and the city center of 8 kilometers, (5) SMP Muhammadiyah 5 Kaliwiro is in a rural area with a radius of related agencies and a city center of 24 kilometers, (6) SMP Muhammadiyah Tieng is in a rural area traversed by the rural urban fringe route with a distance to the related agencies and the city center, namely 21 kilometers.

Each school is located in a different sub-district with a different type of area. With different areas between schools, the six Muhammadiyah schools are ideal schools for conducting survey research on transformational leadership of school principals in Wonosobo.

METHOD

This study used a combined qualitative, descriptive and quantitative survey research method. This method is a research procedure with research data with numbers and analysis using statistics. While qualitative research is research conducted on its natural conditions (Sugiyono, 2016) and descriptive intent according to Best is as a research method that seeks to describe and interpret objects according to what they are (Sukardi, 2009). While what is meant by quantitative survey is research conducted to find data with observations (questionnaires or interviews) and the results tend to generalize the results of the study. The subject of this study was the principal of SMP Muhamamadiyah in Wosonobo Regency. There are 6 schools spread across 6 sub-districts out of 15 sub-districts in Wonosobo. Furthermore, data on school respondents were taken at least 5 teachers per school with a total of 33 teachers. The data collection techniques used in this study were pre-research observation, distribution of questionnaires and unstructured interviews on random respondents.

Instrument Development

Arikunto explained that instruments are tools chosen and used by researchers, in their activities to collect data so that these activities become systematic and facilitated by them (Arikunto, 2010) then it was clarified by Sugiyono that research instruments are a tool used to measure observed natural and social phenomena (Sugiyono, 2016). The instrument in this study has 40 questions. Researchers divided each indicator into 10 questions that the researchers asked. So that the total of the 4 indicators is 40 questions.

Measurement Method

The measurement of the four dimensions of transformational leadership was obtained through respondents' answers as a whole. The results of data acquisition will be described with a simple percentage formula, then the data obtained will be described with leadership theory and reinforced by the results of unstructured interviews with respondents and principals.

	Answer	Score
SL	Selalu	3
SR	Sering	2
KD	Kadang - kadang	1

TP	Tidak Pernah	0
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Data Analysis

$$p = \frac{Se}{Si} \times 100\%$$

Information:

P = Persentase Score

Se = Number of empirical scores of answers from respondents

Si = Number of expected ideal

Then the results of data processing with a percentage formula, explained as follows (Zamroni, 2013).

1. Find your highest and lowest scores

There are 4 alternative answers on each question sheet, then the highest score is formulated = $4/4 \times 100\% = 100\%$, highest score $1/4 \times 100\% = 25\%$

2. Search a range of data

Search a range of data by subtracting the highest score by the lowest.

Data range = $100\% - 25\% = 75\%$

3. Finding Length interval

Interval length with formula 100% divided by the number of alternative answers

$(5) = 100\% : 4 = 25\%$

4. Scale grouping

a. Very high = 76% to 100%

b. high = 51% to 75%

c. Currently = 26% to 50%

d. Low = 0% to 25%

FINDINGS/RESULTS AND DISCUSSION

1. Idealized Influence

In the tranformational leadership questionnaire of junior high school principals in Wonosobo Regency, the khrasima indicator has 10 questions out of a total of 40 questionnaire questions.

Table 1. Percentage of Idealized Influence of Junior High School Principals in Wonosobo Regency

No	Question	Score Empirical	Score Ideal	Presented	Category
1	Implement the vision and mission of the school	82	99	83%	Highly
2	Carry out duties and obligations in a disciplined manner	84	99	85%	Highly
3	Accept when getting criticism and suggestions	76	99	77%	Highly
4	Generate mutual respect for opinions	80	99	81%	Highly
5	Polite in command	81	99	82%	Highly
6	Have a high commitment	79	99	80%	Highly
7	Arouse teacher commitment and enthusiasm	73	99	74%	Currently
8	Making a follower enthusiast	73	99	74%	Currently
9	Make followers more loyal	71	99	72%	Currently
10	Show high confidence in their opinions	73	99	74%	Currently
Total		772	990	78%	Highly

The charisma indicator based on transformational leadership research of Muhammadiyah junior high school principals in Wonosobo Regency obtained 78% results which are included in the high category, the khrasima indicator is also an indicator that has the highest percentage score of other indicators. The highest aspect in the charisma category is carrying out duties and obligations in a disciplined manner with a score of 85%, this shows how the principal becomes a model for his followers as in the characteristics of transformational leadership in showing charismatic behavior.

Showing charismatic behavior can also be seen from how the principal strives for and implements the school's vision and mission in every activity carried out at school. The implementation of the vision and mission obtained a percentage of 83% which is included in the high category, this is in line with the explanation of Bass and Avolio in the category of idealized influence or charisma category (Khilmiyah, 2015). This category

mentions that one of the charismatic behaviors of leaders is to pay attention to the vision and mission of the school.

In other aspects such as accepting criticism and suggestions, arousing mutual respect and courtesy in ordering the principal of a Muhammadiyah junior high school can be categorized as high. This is like what Bass and Avolio conveyed in the transformational leadership dimension of the *khrasima* category with indicators of gaining respect, gaining trust with each other, and fostering a sense of belonging and characteristics of transformational leadership in charismatic characters, namely gaining respect for trust and trust in others (Khilmiyah, 2015).

In the aspect of forming charisma indicators makes followers more loyal get the lowest score with a result of 72%, this score is the lowest charisma indicator forming aspect in the charisma category. This is because some school principals are relatively new to serving as a principal and there are even principals who have just turned 6 months old to lead since this study was conducted.

2. Individualized Consideration

In the transformational leadership questionnaire of junior high school principals in Wonosobo Regency, the individual sensitivity indicator had 10 questions out of a total of 40 questionnaire questions.

Tabel 2. Percentage of Individualized Consideration of Junior High School Principals in Wonosobo Regency

No	Question	Score Empirical	Score Ideal	Presented	Category
11	Have a strong stance on his opinion	70	99	71%	Currently
12	Observing teachers in expressing ideas and opinions	66	99	67%	Currently
13	Listen to complaints and respond to teachers related to their duties	72	99	73%	Currently
14	Fostering a sense of optimism	71	99	72%	Currently
15	Giving awards gives praise and pride in teacher performance	75	99	76%	Highly
16	Recognize performance results and pay attention to teacher performance	74	99	75%	Currently

17	Offer and convey new ideas to teachers	71	99	72%	Currently
18	Provide teachers with the latest information and skills	73	99	74%	Currently
19	Get to know the teacher individually	74	99	75%	Currently
20	Care for absenteeism	80	99	81%	Highly
Total		726	990	73%	Currently

Individual sensitivity indicators based on transformational leadership research of Muhammadiyah junior high school principals in Wonosobo Regency obtained 73% results which were included in moderate geography. The highest aspect of individual sensitivity category is caring for attendance which is a score of 81%. In this case, the principal has an individual affinity to his family by giving personal attention.

In the aspect of forming the sensitivity category, individuals who obtain high categories in addition to caring about absenteeism are giving awards to teacher performance. In this case, Bass and Avolio explained the characteristics of transformational leadership, one of which is to make individuals feel valued (Susar et al., 2023). In addition to the principal's concern for their absence, they also give appreciation to teachers for the performance they have done, it motivates teachers to be more innovative and carry out their duties optimally.

Observing teachers in expressing ideas and opinions is the lowest aspect in forming individual sensitivity indicators, this aspect obtained a score of 67% which is included in the medium category. This is according to Maris (2016) In terms of transformational leadership that prioritizes effective communication as a factor in the transformation process is still not ideal. According to him, if communication to his group does not go well, it becomes an inhibiting factor for the progress of the community / school which will affect other inhibiting factors.

In addition, this low factor is also based on the decision of some school principals who do not involve all teachers or employees in handling problems. The headmaster chose to discuss it with more experienced senior teachers for time efficiency rather than involving all teachers and employees. If viewed from this, it is not ideal according to the basic meaning of transformational leadership, according to Akif transformational leadership involves all elements contained in the educational institution (Khilmiyah, 2015).

3. Intellectual Stimulation

Tabel 3. Percentage of Intellectual Consideration of Junior High School Principals in Wonosobo Regency

No	Question	Score Empirical	Score Ideal	Presented	Category
21	Provide freedom of expression	83	99	84%	Highly
22	Flexibly condition different views	73	99	74%	Currently
23	Give freedom to teachers to solve school problems	69	99	70%	Currently
24	Use a creative and in-depth approach to tackle a problem	72	99	73%	Currently
25	Encourage teachers to think in new ways of sharing activities	68	99	69%	Currently
26	Fostering teachers to develop skills in accordance with their duties	69	99	70%	Currently
27	Increase teacher motivation to be more successful	75	99	76%	Highly
28	Encourage all activities that are creative towards school development	76	99	77%	Highly
29	Make work related to teacher assignments	76	99	77%	Highly
30	Have incentives to develop teacher potential	70	99	71%	Currently
Total		731	990	74%	Currently

Intellectual stimulus indicators based on transformational leadership research of principals of Muhammadiyah junior high schools in Wonosobo Regency obtained 74% results which were included in the medium category. The aspect forming the intellectual stimulus indicator that obtained the highest score was providing freedom of opinion obtaining a score of 84% which was included in the high category, while the lowest aspect forming the intellectual stimulus indicator was encouraging teachers to think in new ways in various activities, obtaining a score of 69% which was included in the medium category.

The aspect forming the intellectual stimulus category that obtained the lowest score was encouraging teachers to think in new ways in various activities which obtained a score of 69%. In terms of intellectual stimulus, Bass and Avolio explain that intellectual stimulus is the principal's effort to encourage teachers to think and solve problems appropriately and carefully (Khilmiyah, 2015). However, based on the results of field research, transformational leadership, some principals, according to some teachers, are not too optimal in stimulating teachers to think about new problems. Often what will be done is based on the principal's previous experience or continuing the efforts that have been made in previous years. This has become a deep problem after the Covid-9 virus prevention quarantine period was carried out in the Wonosobo area, with no previous experience and so far relying on existing experience finally on this problem the principal and teachers experienced stagnation in efforts to solve the problem.

4. Inspirational Motivation

In the transformational leadership questionnaire of junior high school principals in Wonosobo Regency, the individual inspiration indicator had 10 questions out of a total of 40 questionnaire questions.

Table 4. Inspirational Motivation Presentation of Muhammadiyah Junior High School Principals in Wonosobo Regency

No	Question	Score Empirical	Score Ideal	Presented	Category
31	Assist teachers in overcoming problems related to their duties	76	99	77%	Highly
32	Communicate low expectations for teachers	70	99	71%	Currently
33	Conduct two-way communication regarding teacher expectations for school progress	73	99	74%	Currently
34	Sensitive to complaints from teachers regarding school progress	72	99	73%	Currently
35	Using symbols or artifacts in focusing the school's vision and mission	63	99	64%	Currently
36	Using keywords to inspire	65	99	66%	Currently
37	Develop keywords to generate commitment	61	99	62%	Currently

38	Carry out the vision and mission of the school in a simple and flexible way	76	99	77%	Highly
39	Have expertise in responding to change	67	99	68%	Currently
40	Turn problems into opportunities by building mutual communication	73	99	74%	Currently
Total		696	990	70%	Currently

In terms of individual inspiration, according to Bass and Avolio, leaders are able to provide inspiration and motivation for their subordinates in an effort to achieve the vision and mission of the school (Khilmiyah, 2015). From the results of field research the principal of Muhammadiyah junior high school in the category of individual inspiration obtained the lowest score from other categories, this category obtained a score of 70% which was included in the medium category. According to the principal, building trust in his followers requires two cooperations, namely the principal and his subordinates. This is like what Avin and Imam said that transformational leadership must have efforts to form and accept trust from subordinates in their leaders. At present, what is experienced by the new principal, the principal's one-way effort to convince his subordinates, there has been no effort by his subordinates in trusting his leader (Helmi & Arisudana, 2009).

The lowest aspect forming the individual inspiration category is developing keywords in increasing the commitment or efforts of the principal in increasing the commitment of his subordinates, this aspect obtained a score of 62%. According to Kouni, Koutsoukos, and Panta, transformational leadership plays a role in connecting teachers with principals in building, accepting, and achieving school goals (Zacharo et al., 2018).

The individual inspiration category is the category with the lowest percentage results but there is still the highest factor forming the individual inspiration category, which is helping teachers solve problems and carry out visions in a flexible and simple way, both of which obtained a score of 77% which is included in the high category. According to the individual inspiration, transformational leadership Bass and Avolio are leaders as coaches and advisors. It means that the leader gives direction to his subordinates in carrying out tasks and solving problems (Khilmiyah, 2015).

5. Transformational Leadership of SMP Muhammadiyah Wonosobo

From the discussion and percentage per indicator of transformational leadership of the principal of the Muhammadiyah junior high school above, the following outline can be drawn:

Table 5. Percentage of Transformational Leadership of Muhammadiyah Junior High School in Wonosobo Regency

No	Indicator	Score Empirical	Score Ideal	Presented	Category
1	Idealized Influence	772	990	78%	Highly
2	Individualized Consideration	726	990	73%	Currently
3	Intellectual Stimulation	731	990	74%	Currently
4	Inspirational Motivation	696	990	70%	Currently
Total dan Rata-Rata		2925	3960	74%	Currently

From the transformational leadership research of the principal of Muhammadiyah Junior High School in Wonosobo Regency on the charisma indicator (Idealized Influence) obtained 78% results, this score was included in the high category, the Individual Interpretation indicator (Inspirational motivation) obtained 74% results, this score was included in the medium category, on the intellectual stimulus indicator (Intellectual Stimulation) obtained 74% results, this score was included in the medium category, while on the sensitivity indicator individuals (Individualized Consideration) obtained a result of 73%, this score belongs to the medium category. The highest score on the charisma indicator while the lowest score on the individual sensitivity indicator.

These four indicators are in accordance with the opinions of Bass and Avolio as quoted in their book Khilmayah (Khilmayah, 2015) which explains that transformational leadership has an attitude that allows to achieve superior results by using four indicators, namely idealized influence, inspirational motivation, intellectual stimulation, and individualize consideration.

CONCLUSIONS

The dimension of charisma / idealized influence transformational leadership of the principal of Muhammadiyah Junior High School in Wonosobo Regency obtained a score of 78% which is included in the high category. The individualized consideration dimension of transformational leadership of the principal of a Muhammadiyah junior

high school in Wonosobo Regency obtained a score of 73% which was included in the medium category. The intellectual stimulus dimension of transformational leadership of the principal of Muhammadiyah Junior High School in Wonosobo Regency obtained a score of 74% which was included in the medium category. The inspirational motivation dimension of transformational leadership of the principal of a Muhammadiyah junior high school in Wonosobo Regency obtained a score of 70% which was included in the medium category. Overall, the transformational leadership of the principal of Muhammadiyah Junior High School in Wonoosbo Regency obtained a score of 74% which was included in the medium category.

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