

## **The Relationship of Transformational Leadership Style of Principals and Participation of Teachers in MGMP with Mathematics Teachers' Performance**

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This study aimed at finding out (1) the relationship between the principals' transformational leadership style and the Mathematics teachers' performance; (2) relationship between teachers' participation in MGMP and Mathematics teachers' performance; and (3) the joint relationship between the principals' transformational leadership style and the teachers' participation in MGMP on the performance of Mathematics teachers in Palembang. This research was quantitative by using survey method. This research was conducted at the State Secondary School in Palembang with 73 Mathematics teachers. Data were collected by using questionnaires and documentation. The validity test applied on construction and content, while reliability tests used Cronbach's Alpha. The data were analyzed by using  $t_{\text{-test}}$  and  $F_{\text{-test}}$  techniques. The results showed that (1) there was a positive and significant relationship between the principals' transformational leadership style and the Mathematics teacher's performance in with a correlation score 0.432 or a moderate positive relationship; (2) there is significant positive relationship between teachers' participation in MGMP and the performance of Mathematics teachers with a correlation score 0.420 or a moderate positive relationship; and (3) there was a joint relationship between the principals' transformational leadership style and the teachers' participation in MGMP with the performance of Mathematics teachers with a correlation score 0.488 or a moderate positive relationship with a percentage of relations of 23.8% while 76 2% is determined by other factors not mentioned in this study.

**KEYWORDS:** Transformational Leadership Style; Teachers' Participation in MGMP; Mathematics Teachers' Performance

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### **I. INTRODUCTION**

The teacher is a part of the educational staff who plays the most important role in the formation of potential human resources. The quality of school education is determined by the competence of a teacher in carrying out his duties. UU No. 14 of 2005 concerning Teachers and Lecturers suggests that qualified teachers are teachers who have the ability to realize national education goals. Furthermore PP No. 19 of 2005 states that educators must have academic qualifications and competencies as learning agents including pedagogic, personality, social and professional. The quality of teacher will determine the quality of education.

One of the government's efforts is to issue teachers' certification. However, what happens in the field of certified teachers has not been satisfactory in its performance and remains the same as before, the teacher performance remains low. This was confirmed by the statement of the Director of GTK, Ministry of Education and Culture Surapranata, quoted from Kompas.com on September 16, 2016, there was no difference between teachers who were already certified and not certified.

The government initiated a new policy Teachers' Competency Test (UKG) which aimed at measuring teachers' performance. The 2015 UKG results, according to the Ministry of Education and Culture's Director General of Teachers and Education Personnel (GTK), Surapranata (4 January 2016) said that if the UKG details for the pedagogical competence alone, the national average is only 48.94 which is below the competency standard minimum 55. Even for this pedagogical field, there is only one province whose value is above the national average is DI Yogyakarta (56.91).

The teachers' performance has not been satisfactory, and it must be found a solution to improve. The teachers' performance in planning and implementing learning is a major factor in the achievement of teaching objectives and mastery skills of the learning process that are closely related to the duties and responsibilities of teachers as instructors. The problem of teachers' performance is important, because the teachers' performance have an influence on the quality of education.

Another factor that influences teachers' performance is principals' leadership and teacher participation in professional development. In the effort to develop teacher professionalism competencies, according to Supriadi (1998), optimize the function and role of PKG (Teacher Activity Centers), KKG (Teacher Working Groups), and MGMP (Subject Teacher Meetings) enable teachers various experiences in solving the problems they face in their teaching activities. Another opinion expressed by Surya (2003) that in carrying out its functions, the teacher does not act alone but must interact with other teachers who are related through an atmosphere of systematic, synergic and symbiotic partnerships. This is evidenced by the results of research conducted by Sulistiya (2013), the results of descriptive statistics showed that the principals' leadership has a significant effect on the teachers' performance.

According to Mulyasa (2004) the principal is one of the components of education that has an effect in improving teachers' performance. The principal is responsible for carrying out educational activities, school administration, coaching other education personnel, and utilizing and maintaining facilities and infrastructure. In the Principals' Workbook (Ministry of National Education, 2011) states that principals are required to be able to plan programs, implement work plans, carry out supervision and evaluation, run school leadership, and implement school information systems. In reality, the role of principal influences the high or low performance of the teacher. The higher of the principals' leadership the higher of the teachers' performance, but on the contrary the lower the principals' leadership resulted the lower teachers' performance. This result of Firmawati (2016) revealed that the significant influence between the principals' leadership toward teacher performance by 35.8%. This means that the two variables can go hand in hand, the more conducive leadership of the principal will be the better of teacher performance. The same study conducted by Maharrayni (2015) at SMK 4 Klaten stated that the principals' leadership contributed 52% to the teachers' performance.

MGMP is a form of professional development activities. Ministry of National Education (2009) revealed that MGMP is a forum for professional activities of the same subject teachers at the SMP/MTs level, SMPLB/MTsLB, SMA/MA/SMALB, and SMK/MAK which located in one region cluster from a number of schools. Teachers are expected to be able to participate in the MGMP program as a means of teacher professional development. The results of Sulisty research (2011) state that there is significant influence between MGMP activities on teachers' performance. Other research results were also carried out by Subani (2009), states that partially teacher education and training had a positive and significant influence on teachers' performance. From the results of these studies can be concluded that the more teachers attend education and training, the more the teachers' performance increases.

Based on the Decree of the Head of the Palembang Office in March 2017, there were 10 groups of Mathematical MGMP which consist of 58 public schools and 136 private schools, and in this study only public school. The MGMP problems were revealed at the opening of the Mathematical MGMP for group 1, on May 24, 2017 at Palembang that operational support funds are still lacking. The participation of teachers is less active because the teachers have to get permission from the principal and the arrival of teachers in the MGMP is not concurrent according to the schedule. From the observations of researchers and interviews with teachers who joined the MGMP in academic year 2016/2017, it turned out that several principals in Palembang had difficulty giving permission to teachers to participate in MGMP, because the principal felt that the teacher leaves the teaching assignment and also the fund factor.

According to Mulyasa (2004) the principal has 7 main functions, one of which is the principal as manager. In managing education personnel, the principal should carry out maintenance and professional development activities of the teachers. In this case, the school principal should be able to facilitate and provide extensive opportunities for teachers to be able to carry out professional development activities through various educational and training activities, both carried out in MGMP and education and training activities, outside of school, such as the opportunity to continue their education or take part in various training activities organized by other parties.

From the overall explanation and the conditions above the researchers examined whether there is relationship between principal transformational leadership style and teachers' participation in MGMP with the Mathematics teachers' performance in Palembang. In this study researchers only focused on the Mathematics teachers' performance, transformational leadership style, and teachers' participation in MGMP.

## **II. TRANSFORMATIONAL LEADERSHIP**

According to Burns (1978) transformational leadership is a process in which "leaders and followers raise one another to higher levels of morality and motivation" (Paraschiv, 2013). Meanwhile, according to Susanto (2016) transformational leaders are leaders who are able to change and motivate individuals to achieve higher performance. Suparno (2009) states the principal as the leader must transform leadership through the provision of guidance, advice to those who lead the school's objectives are achieved. Thus, the transformational leadership is a leader who influences his followers by giving motivation to his subordinates in improving the performance.

Wuradji (2008) suggests being a transformational leader, a school principal must carry out his duties (1) build awareness of his followers to develop organizational values, and to improve organizational productivity; and (2) developing organizational commitment. Transformational leadership is the process of engaging the commitment of employees in the context of shared values and shared vision. According to Bass (1985) the leader with transformational leadership is leadership who has a vision for the future and is able to identify environmental changes and is able to transform these changes into the organization, spearhead change and provide motivation and inspiration to individual employees to be creative and innovative, and build a team solid work, bringing renewal in work ethic and management performance, brave and responsible for leading and controlling the organization (Usman, 2016).

According to Pierce & Newstorm (2008) and Bass (1985) quoted from the International Journal of Business and Social Science, the transformational leaders engage in a particular set of behaviors. They are models of integrity and fairness, clear goals set, have high expectations, provide support and recognition, stir the emotions and passions of people, and get people to look beyond their self-interest to reach for the improbable (Sadeghi, 2012). To achieve the vision and mission created, transformational leadership must interact with all parties in the organization, as Kocher, 2009 interaction between leaders and their subordinates reveals to contribute to determining the success of a team in a hierarchical organization (Paraschiv, 2013). In addition to the opinions mentioned above, the opinion of Epitropica (2001) suggests six things why transformational leadership is very important for organizations (1) significantly improve organizational performance, (2) positively associated with long-term marketing orientation and customer satisfaction, (3) generate higher members' commitment to the organization, (4) increase workers' trust in management and organizational behavior, (5) increase worker satisfaction through work and leadership, and (6) reduce workers' stress and improve welfare (Usman, 2016).

Based on the Epitopic theory above, it can be concluded that transformational leadership of principals has an important role in building quality schools in accordance with the times. Good principals' leadership will create high teacher performance (Kristiawan, et. al. 2017). With the transformational leadership the principal can motivate the teacher to improve performance, provide new ideas are innovative in developing school quality in accordance with the vision and mission, as well as influencing teacher participation in an activity carried out in school and outside the school.

Based on the opinions stated above, it can be concluded that the transformational leadership style of the principal is a leadership that has a vision for the future, is able to identify change, provide motivation, and inspire the teacher or for all stakeholders in the school to be creative and innovative and build solid team work to achieve higher goals. To assess the quality of the transformational leadership style of the principal Yukl (2001) and Gamage (2003) have the same opinion about transformational leadership the principal is proposing an outline of transformational leadership consists of 7 dimensions (1) making a clear and achievable vision; (2) able to explain how vision can be achieved; (3) confident and optimistic; (4) grow confidence in subordinates; (5) using symbiotic actions to suppress important values; (6) able to give examples; and (7) giving subordinates the freedom to achieve vision. Whereas according to Bass and Avolio (1990a) (Yulk, 2001) to assess the quality of principals with transformational leadership style proposes four dimensions in (1) idealized influence; (2) inspirational motivation; (3) individualized consideration; and (4) intellectual stimulation. Based on these opinions, the indicator used in this study for the Principal Transformational Leadership Style variable followed the opinion of Yukl (2001) which consists of 7 dimensions.

## **TEACHERS' PARTICIPATION IN MGMP**

The Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers of article 20 paragraph (b) mandates that in order to carry out its professional duties, teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art. The statutory statement above essentially requires the teacher to have (1) minimum academic qualifications of S1 or D-IV; (2) competency as an agent of learning namely pedagogic, personality, social, and professional competence; and (3) educator certificates. This law is expected to provide an appropriate opportunity for teachers to improve their professionalism on an ongoing basis through training, research, scientific writing, and other professional activities. In connection with this matter, so that the process of improving academic qualifications and teacher competency is programmed and implemented properly, an independent and professional teacher development forum is needed.

The MGMP (Subject Teachers' Meeting) is a forum for professional activities for the same subject teachers at the SMP/MTs/SMPLB, SMA/MA/SMALB, and SMK/MAK consists of a number of teachers from a number of schools. The core program of the MGMP is aimed at improving the quality of the teacher's competence and professionalism. This core program can be grouped into routine programs and development programs. Thus, teachers who actively participate in MGMP activities will further improve their performance than before and in accordance with the times. Ministry of National Education (2009) on activity development

guidelines for KKG and MGMP states the importance of MGMP activities for teachers (1) increasing teacher competencies in preparing lesson plans, teaching materials, and assessment tools; (2) increasing competencies in conducting active learning, innovative, creative and fun; (c) it is facilitated to be a member or manager of the teacher professional organization in accordance with the field he is assigned.

From the description above, MGMP activities can improve teachers' performance in learning. So the teachers' participation in high MGMP will create high teachers' performance, and conversely teacher participation in a low MGMP will create low teachers' performance in teaching. According to Davis (2000) participation is "the mental and emotional involvement of a person in a group situation that encourages him to contribute to group goals and account for his involvement". In other words, participation is a person's involvement in an organization or activity. This opinion is almost the same as the opinion of Suryosubroto (2002), participation is the mental and mind involvement of community members in the activity of giving ideas, in planning, implementing and evaluating in the implementation of an activity. Teacher participation in organizations and activities can affect the success of a school.

Suryosubroto (2002) further stated that the objectives of participation (1) assist the smooth running of education in schools and outside of school; (2) maintain, improve and develop schools; (c) monitor, supervise and evaluate the implementation of education in schools and outside of school; and (d) assisting in the financing of education organized by schools. Another opinion expressed by Sumpeno (2011) defines participation as a series of activities that are systematic and structured by involving all elements of the surrounding community in expressing ideas, making decisions, setting goals ranging from planning, implementing, organizing, monitoring and evaluating to optimize the ability of its resources. Meanwhile, according to Sutapa (2002), participation is a statement of mental and emotional which demands more than just physical activity. In other words, participation is a social process in which they involve themselves more in the organization and want their work to succeed. Cohen and Uphoff's opinion (Astuti, 2011), distinguishes participation into four types (1) participation in decision making; (2) participation in implementation; (3) participation in utilization; and (4) participation in evaluation. Similar opinion expressed by Sumpeno (2011) suggests that there are four categories of indicators that indicate the level of participation (1) acceptance of results; (2) program implementation; (3) influence of participant programs or controls; and (4) the responsibility of participants.

In identifying and knowing the high and low level of participation, indicators are needed as key statements about the results and expectations of a goal that has been set beforehand. The indicators of teacher participation in the MGMP in this study were taken from the opinion of Sumpeno (2011) (1) acceptance of results; (2) program implementation; (3) influence of participant's program; and (4) responsibility participant answered.

## **TEACHERS' PERFORMANCE**

According to Abas (2017), performance is defined as an expression of ability based on knowledge, attitudes, skills and motivation in producing something. Work performance is defined as an achievement of certain job requirements which can ultimately be directly reflected in the output produced in both quantity and quality. Meanwhile, according to Robbins (Usman, 2008) performance is a product of a person's ability and motivation function. Furthermore, As'ad (2003) suggests performance is a person's success in carrying out a job. So, performance relates to what a person produces based on his behavior in carrying out these tasks. The same opinion expressed by King (1993) which explains the notion of performance is a person's activity in carrying out the main tasks that are charged to him (Abas, 2017).

Performance in the opinion of Brumbach (Jones, Jenkin & Lord, 2006) suggests performance means both behavior and results. Performance can be said to be successful and good if the results achieved are in accordance with the standards set. A person with a high level of performance can be said to be a productive person, whereas someone with a low level of performance is said to be an unproductive person.

According to Usman (2008), there are three main teacher tasks are (1) as a profession includes educating, teaching and training. The task of educating is to continue and develop the values of life; the task of teaching is to continue and develop knowledge and mastery of technology; the task of training is to develop skills in students; (2) the task of teachers in schools in the field of humanity is to be the second parent for their students. As parents in school, teachers must be able to be role models for students, teachers must be able to encourage and generate learning motivation in students; (3) the task of teachers in the social is to educate the nation towards the formation of a whole Indonesian human being based on Pancasila (Abas, 2017).

According to Susanto (2016) teachers' performance is the ability and effort of the teacher to carry out the learning tasks as well as possible in the planning of teaching programs, the implementation of learning activities and evaluation of learning outcomes. Based on this explanation, it can be understood that the performance of a teacher is closely related to his ability to carry out his duties as a teacher professionally. According to Abas (2017) teachers' performance can generally be measured through (1) ability to make lesson plans; (2) ability to carry out lesson plans; (3) ability to carry out evaluations; and (4) ability to follow up on

evaluation results. The opinion is almost the same as Yamin (2007), which states that the teacher has a managerial role in charge of planning learning, designing learning, managing the learning process, carrying out joint learning activities of students, and controlling the abilities and achievements of students. Thus, the information collected and used to determine the level of teacher performance (good or bad performance) is related to his duties as a teacher and as an administrator are activities to plan, implement and assess the teaching and learning process.

According to Usman (2008), there are 5 factors that are the most popular criteria in making performance appraisals (1) quality of work, including accuracy, appearance and acceptance of output; (2) quantity of work, including volume of outputs and contributions; (3) supervision required, including advice, direction and improvement; (4) presence, including regulation, trustworthiness and timeliness; and (e) conservation, including prevention of waste, damage and maintenance of equipment. Whereas in the opinion of Uno (2016) there are 5 dimensions related to the assessment of teachers' performance work quality, accuracy, initiative, ability, and communication. The equation of the two opinions is only on the work quality indicator, while the other four indicators are different.

In improving teacher performance there are factors that influence it, where these factors support each other. Among them, according to Soane et al (2016) quoted from the International LSE journal stated that leading for high performance requires an understanding of the relationship between leaders and followers. Another opinion was expressed by Marry (2010) school teachers' performance is contingent upon intrinsic and extrinsic motivation, if there is management of good personnel, good infrastructure and culture climate, teaching materials, and good supervision. The authors have been described as intrinsic and extrinsic in nature and both extrinsic and intrinsic motivation affects teachers' performance if the intervening effects are available (Tehseen, 2015).

According to Susanto (2016) factors that affect teachers' performance arise from external factors and internal factors. Internal factors arise from within the teacher itself such as talent, knowledge, and motivation. External factors arise from outside the teacher's self, for example the work environment. Whereas according to Syadam (1996) the performance of teachers is influenced by skills, experience, sincerity and the work environment itself (Susanto, 2016). According to Yamin and Maisah (2010) there are 5 factors that affect teacher performance (1) personal factors; (2) leadership factors; (3) team factors; (4) system factors; and (5) factors contextual. Furthermore Yamin and Maisah (2010) suggested that in order to obtain high and low teacher performance results can be obtained from sources of assessment of education personnel including self-assessment, assessment by students, peer assessment, and assessment by direct supervisor.

Yamin and Maisah's opinion is the same as the opinion of Armstrong and Baron (1998) that there are 5 factors that influence performance (1) personal factors, indicated by the level of skill, competence, individual motivation and commitment; (2) leadership factors determined by encouragement, guidance and support by managers and team leaders; (3) team factors, indicated by the quality of support provided by fellow workers; (4) system factors, indicated by the existence of work systems and facilities provided by the organization; and (5) contextual, indicated by the high level of internal and external partners and changes in the environment (Wibowo, 2016). According to Zainun (1989) there are 3 factors that influence teacher performance (1) a person's characteristics; (2) external environment (culture, law, politics, economy, social); and (3) work organization (management policy and philosophy, leadership style and terms of work) (Susanto, 2016). Based on the opinions stated above, it can be concluded that the teachers' performance is a behavior or response that results in referring to what they do when facing a task. The high and low performance of teachers can be influenced by various factors, including the leadership of school principals and teacher participation in education and training.

Based on the opinions stated above, it can be concluded that the teachers' performance is a behavior or response to what they do when facing a task. The high and low performance teachers can be influenced by various factors, including the leadership of school principals and teacher participation in education and training. Indicators of teacher performance variables in this study use the opinion of Uno (2016) (1) work quality; (2) accuracy of work; (3) initiative in work; (4) work ability; and (5) communication.

### **III. RESEARCH METHOD**

This research is a quantitative research with survey method. According to Kerlinger (1973) suggests that survey research is research carried out on large or small populations, but the data studied is from samples taken from the population, so that it is found relative events, distribution, and relationships between sociological and psychological variables (Sugiyono, 2016: 7).

This research was carried out in Palembang State Secondary School consists of 58 Public Middle Schools and divided into 10 MGMP groups. The population in this study were all Mathematics Teachers in Palembang about 364 teachers. While the sample is 73 Mathematics teachers, sampling used the theory of Arikunto (2009) which states, if the subject is less than 100 is better taken all, then if the number of subjects is

more than 100 can be taken between 10% -15% or 20% -25 %. In this study samples were taken 20% of the total population.

The data were collected by questionnaires and documentation. The questionnaire used in this study is a closed questionnaire. According to Umar (2005), the type of closed questionnaire has alternative answers provided. For the measurement scale using a rating scale, this closed questionnaire was in the form of a questionnaire given to teachers to determine the performance of Mathematics teachers, the principals' transformational leadership style and to assess teachers' participation in the MGMP. While the documentation is the number of Mathematics teachers in Palembang, the attendance list of MGMP members in the meeting with the reason as a reinforcement of the questionnaire on Mathematics teacher participation in the MGMP.

#### **IV. RESULTS AND DISCUSSION**

##### **1. Relationship between Principals' Transformational Leadership and Teachers' Performance**

Based on the results of the analysis of the correlation test between the principals' transformational leadership style ( $X_1$ ) and the teachers' performance ( $Y$ ), the correlation coefficient ( $r$ ) is 0.432. (Thus, it can be stated that the relationship between the principals' transformational leadership style ( $X_1$ ) and the teachers' ( $Y$ ) performance is medium positive.

The results of the significant analysis of the significance regression coefficients in relation to the principals' transformational leadership style ( $X_1$ ) with the teacher's performance ( $Y$ ) indicate that the  $t_{\text{-count}}$  score is  $4.034 > t_{\text{-table}} 1.994$  and  $p_{\text{-value}}$  is  $0.000 < \alpha = 0.05$ , then the partial hypothesis first ( $H_{a1}$ ) is statistically accepted. Thus, the first hypothesis in this study stated that there was a positive and significant relationship between the principals' transformational leadership style and the performance of Mathematics teachers in Palembang statistically proven and acceptable. So it can be concluded that with a correlation coefficient of 0.432 is a moderate and significant means that the coefficient can be generalized or applies to the population in this study.

The results of this study are supported by previous research conducted by Nuryadi (2011) with the results of his research stating that the principals' leadership has a significant influence on teacher professionalism by 53%. Another study was conducted by Firmawati (2016) who examined the influence of principals' leadership and work motivation on teachers' performance in Banda Aceh Senior High School 7, the results of his research showed that the principals' leadership had a significant influence on teacher performance by 35.8%. Likewise with Fatmawati's research on the role of school principals in the performance of students at SMK 4 Klaten from 75 teachers there are 39 teachers or 52% stating that the principal's leadership plays a role in teacher performance.

Subsequent research that supports other research is Koech and Namusonge (2012) quoted from the International Journal of Business and Commerce, the results of his study stated that the correlation between the transformational-leadership factors and organizational performance ratings were high (0.518 to 0.696,  $P < 0.05$ ), whereas correlations between the transactional-leadership behaviors and organizational performance were relatively low (0.219 to 0.375,  $P < 0.05$ ). As expected, laissez-faire leadership style is not significant correlated to organizational performance.

Subsequent research that supports this research is Nurbaya (2015) which states that leadership style can improve teacher discipline and teacher responsibility. Furthermore Nurbaya stated that the obstacles faced by the principal in increasing teacher responsibility were regarding teacher administration. There are still teachers who are less able to describe RPP and syllabus correctly, so that teachers only carry out teaching tasks without being accompanied by careful planning. Thamrin's (2012) research showed that 1) transformational leadership has a positive significant influence on organizational commitment; 2) transformational leadership has a positive significant influence on employees performance; 3) transformational leadership has no positive significant influence on job satisfaction; 4) organizational committees have a positive significant influence on job satisfaction and employees performance; and 5) job satisfaction has a positive significant influence on employees performance. Andriani, et. al. (2018) transformational leadership has a positive and significant effect on the teachers' performance; work motivation has a positive and significant effect on the teachers' performance; and transformational leadership and work motivation have a positive and significant influence on the teachers performance.

From the test results as explained above, the principal's transformational leadership style has a positive and significant relationship with teacher performance, which means that the higher the transformational leadership style of the principal, the higher the teacher's performance and vice versa. This reinforces the argument and theory that teacher performance is influenced by many factors including transformational leadership of the principal, namely leaders who can inspire, motivate, stimulate subordinates to be innovative and creative, provide support and pay attention to subordinates can be proven. Thus the transformational leadership style of the principal provides support in carrying out their duties and responsibilities, confidence, competence and communication between leaders and subordinates so that teacher performance can improve.

## **2. Relationship between Teachers' Participation in MGMP and Teachers' Performance**

Based on the results of the analysis, the correlation between teachers' participation in MGMP ( $X_2$ ) and teachers' performance (Y) results in a correlation score (r) of 0.420. Thus, it can be stated that the relationship between teacher participation in MGMP and teacher performance is moderate. The results of the analysis of the significance of regression coefficients relationship between teachers' participation in MGMP ( $X_2$ ) with the teachers' performance (Y) showed that the  $t_{\text{count}}$  score is  $3.901 > t_{\text{table}} 1.994$  and  $p\text{-value}$  is  $0.000 < \alpha = 0.05$ , then the second partial hypothesis ( $H_{a2}$ ) is statistically accepted. Thus, the hypothesis in this study stated that there was a significant relationship between teachers' participation in the MGMP and the performance of Mathematics teachers in Palembang statistically proven and acceptable. So the correlation coefficient score of 0.420 is significant, meaning that the coefficient can be generalized or can apply to the population in this study.

The results of this study are reinforced by research conducted by Minarni (2011) which states that MGMP activities have a positive influence on the teacher performance of Tawangharjo 1 Public Middle School with a contribution of 48.8%. Other research that supports this study was Sulistiyo (2011) who examined the effect of MGMP activities on the performance of ICT teachers in Cimahi where the results of the study stated that MGMP activities were in the very good category with a score of 4.41 with a large correlation of 34% and 66% influenced by other factors such as organizational climate, motivation and work ethic. Another study that supports this research is Adam (2016) with the results of his research states that the MGMP's contribution to the improvement of Indonesian language teachers' pedagogic competencies in learning planning can be classified into good categories is strengthened by the results of questionnaire and class observation data with average grades 72 in pre-MGMP to 89 in post MGMP, the implementation of learning also experienced an increase, this was reinforced from questionnaire data and classroom observation with an average value of 80 in pre-MGMP to 86 in post MGMP and learning evaluation was in good category this is reinforced by the results of questionnaire data and observation results with an average value of 77 in pre-MGMP to 84 in post MGMP.

Based on the findings, it can be seen that there is a positive and significant relationship between teacher participation in MGMP and teacher performance. And it proves the hypothesis proposed and in line with the theory and results of previous research. The difference lies in the aspect of the indicators studied and the object of research, while the similarities are equally researched about teacher participation in MGMP.

## **3. Relationship between Principals' Transformational Leadership Style and Teachers' Participation in MGMP with Teacher Performance**

Based on the results of the analysis of simultaneous correlation between the variables of the principals' transformational leadership style ( $X_1$ ) and the teachers' participation in MGMP ( $X_2$ ) simultaneously with the teachers' performance variable (Y), the correlation coefficient (r) was 0.488. Thus, it can be stated that the relationship between transformational leadership style of school principals and teacher participation in MGMP together with teachers' performance is moderate positive.

For the results of a significant test analysis with a significance level of 0.05, the F-statistic value ( $F_{\text{calculated}}$ ) is 10.948 with a s-s.  $F_{p\text{-value}}$  of 0.000. While the distribution price of  $F_{\text{table}}$  statistics is on the degree of freedom (df: 2/70), the  $F_{\text{table}}$  value is 3.128. and  $p\text{-value}$  0.000  $< \alpha$  0,05, the simultaneous hypothesis  $H_{a3}$  is statistically accepted. Thus, the hypothesis in this study stated that there was a positive and significant relationship between the principals' transformational leadership style and the teachers' participation in the MGMP with the performance of Mathematics teachers in Palembang statistically proven and acceptable.

Based on the results of this study indicate that the principals' transformational leadership style and teachers' participation in the MGMP together have a moderate positive relationship of 0.488 meaning, the better the implementation of the principals' transformational leadership style and teachers' participation in the MGMP, the higher the teachers' performance. The results of this study are supported by previous research conducted by Priyastutiningrum (2013) which states that there is a joint influence between the principal's leadership and teacher participation in the MGMP with the performance of English language teachers in high schools throughout Sleman Regency with a contribution of 21.6%.

Another study that supports this research is a study conducted by Mutmainah (2011) which examines the (case study) role of Subject Teachers (MGMP) in the development of professional competence in high school history teachers in Rembang District, the results of the study stated that MGMP activities were significant with the needs of high school teachers in Klaten Regency which includes the making of semester questions, KBM devices, making learning VCDs, making modules etc.

Subsequent research that supports this research is Wiryawan (2015) the results of his research stated that the contribution of teacher participation in KKG to the performance of elementary school teachers in Kota Gede Yogyakarta District was 10.4%, this is indicated by the determination coefficient value of 0.104 with the t count amounting to 3.519 at a significant level of 5%, Contribution of intensity of supervision by supervisors to the performance of elementary school teachers in the District of Kotagede Yogyakarta amounting to 25.8%, this

is indicated by the coefficient of determination of 0.258 with a t value of 6.098 at a significant level of 5%. The contribution of teacher participation in the KKG and the intensity of supervision together on the performance of primary school teachers in Kotagede Yogyakarta amounted to 31.5%, this is indicated by the coefficient of determination of 0.315 with a calculated F coefficient of 24, 358 at a significant level 5%.

With the existence of this research and previous studies reinforces the theory that teacher performance can be influenced by several factors including the leadership of the principal and teacher participation in MGMP contributing 23.8% while 76.2% is determined by other factors not examined in this study. Based on the findings, it can be seen that there is a positive and significant relationship between the principals' transformational leadership style and teachers' participation in the MGMP with teachers' performance. It proves the hypothesis proposed and in line with the theory and results of previous research. The difference lies in the aspect of the indicators studied and the object of research, while the similarities are equally researched about the teachers' performance.

## V. CONCLUSION

Based on the results of data analysis it can be concluded that 1) there is a positive and significant relationship between transformational leadership style of school principals and the performance of public secondary school Mathematics teachers in Palembang, with a correlation value of 0.432 (moderate positive correlation) and significant can be seen from the  $t_{\text{count}}$  value  $4,034 > t_{\text{table}} 1,994$  and  $p_{\text{value}} 0,000 < \alpha = 0,05$ . So the variable  $X_1$  with Y is significant because ( $t_{\text{count}}$  is greater than  $t_{\text{table}}$ ) at  $\alpha = 0.05$ . 2) There is a positive and significant relationship between teachers' participation in the MGMP and the performance of Mathematics teachers in Palembang with a correlation value of 0.420 (moderate positive correlation) and significantly this can be seen from the value of  $t_{\text{count}} 3.901 > t_{\text{table}} 1.994$  and  $p_{\text{value}} 0,000 < \alpha = 0,05$ . So the variable  $X_2$  with Y is significant because ( $t_{\text{count}}$  is greater than  $t_{\text{table}}$ ) at  $\alpha = 0.05$ . 3) Taken together there is a positive and significant relationship between the principals' transformational leadership style and the teachers' participation in the MGMP with the performance of Mathematics teachers in Palembang, with a correlation value of 0.488 (moderate positive correlation) and significant this can be seen from Statistical F value ( $F_{\text{count}}$ ) is 10.948 with p-value sig. F of 0.000 and significant level of 0.05 and  $F_{\text{table}}$  of 3.128 (df: 2/70), so that ( $F_{\text{count}}$ )  $10.948 > F_{\text{table}} 3.128$  ( $F_{\text{count}}$  is greater than  $F_{\text{table}}$ ) then the relationship of the three variables above is significant. This study provides contribution to the principal should facilitate the teacher to increase his participation in the Subject Teachers Meeting (MGMP) as a forum to exchange information and solve problems related to daily tasks. So that it can motivate teachers to be more successful and perform better so that they can improve the quality of learning.

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