

The Influence of the Leadership of Head Master Transformational to Improve the Professionalism of Vocation Teachers

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Abstract: *The purpose of this study was to find out, test and analyze the influence of principals' transformational leadership on the professionalism of state vocational school teachers. This research was a quantitative descriptive research with data collection techniques in the form of questionnaires. Hypothesis testing was used simple and multiple linear regression analysis. The subjects in this study were 181 certified teachers with the sampling technique using the Slovin formula to obtain 124 samples. The results of the study generally showed a positive and significant influence between principals' transformational leadership on teachers as many 31.5%.*

Key words: *transformational leadership, teacher professionalism*

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I. Introduction

The advance country depends on the quality of education conducted. The successful education is influenced by the professional educator, good facilities and the management of education itself. Why as the teacher needs to improve the education due to it create the creative, smart people who face the world to make the country better. In order to the goal of education that hopes is realized, the teacher must have strong quality in conducting teaching and learning for the students (Lestari, 2018). This arguments was supported by Ujiarto (2017) said that teachers have role, function, and place to create better education. The teacher's professional ability is the ability to carry out tasks given with basic competencies.

The professionalism of teacher was influenced by internal and external factors for instance head master in managing of institution. Principal leadership has a very important role in the school organization, in order to create ideal conditions in school management a school leader figure who is able to adapt to school conditions and situations is needed, so that the resources available in the school can be optimally mobilized (Praja, 2014). Principal leadership at the operational level is the person at the forefront who coordinates efforts to improve quality learning. The principal is a teacher with additional assignments who are fully responsible for coordinating the joint efforts to achieve educational goals at the school level led (Yuliana, 2014) transformational leadership as a process of mutual enhancement between leaders and followers to a higher level of morality and motivation (Hilmi, 2011).

Transformational leadership consists of four aspects which include: ideal influence (idealized influence), inspirational motivation (inspirational motivation), intellectual stimulation, and individualized consideration (Robbins, 2008: 91 and Yukl, 2010: 305). Principal leadership is the initiator, motivator, stimulator, dynamist, and innovator in school organizations to achieve educational goals (Sudewa, 2013), so that the leadership of principals is considered successful if it can improve teacher performance and teacher professionalism in schools.

II. Method

The method used here was qualitative which test regression (influence) by applying the survey and ex. Post facto. It defined as the research which analyzes the results of the research was done by preview researchers (Sugiyono, 2016). The variables in this study are principal transformational leadership (X) as the independent variable and teacher professionalism (Y) as the dependent variable.

Study Design: Quantitative study.

Study Location: This research was conducted in all State Vocational Schools in Metro City, totaling 4 (four) schools.

Study Duration: February 2019 until March 2019.

Population and Sample: The subjects in this study were all State Vocational High School teachers in Metro City, which amounted to 181 certified teachers. The sampling technique in this study is Proportionate Random

Sampling. The number of samples is determined by the Taro Yamane formula with a total sample of 124 teachers.

III. Results and Discussion

Description of variables

The description of the data presented in this chart includes the leadership of head master transformational variables as independent variables, while teacher professionalism as the dependent variable.

Table 1. thedata description

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Y	124	31.00	51.00	82.00	8317.00	67.0726	.58504	6.51474	42.442
X1	124	39.00	46.00	85.00	8718.00	70.3065	.82227	9.15643	83.840
Valid N (listwise)	124								

Based on the results of the above calculations, it is known that each variable has a total of 124 respondents, with a minimum value of 46 and maximum 85 and the lowest standard deviation of 6.51474 highest 9.15643

Testing the normality of sample data in this study uses One-Sample Kolmogorov-Smirnov (K-S Test) with the help of SPSS and the results obtained as follows:

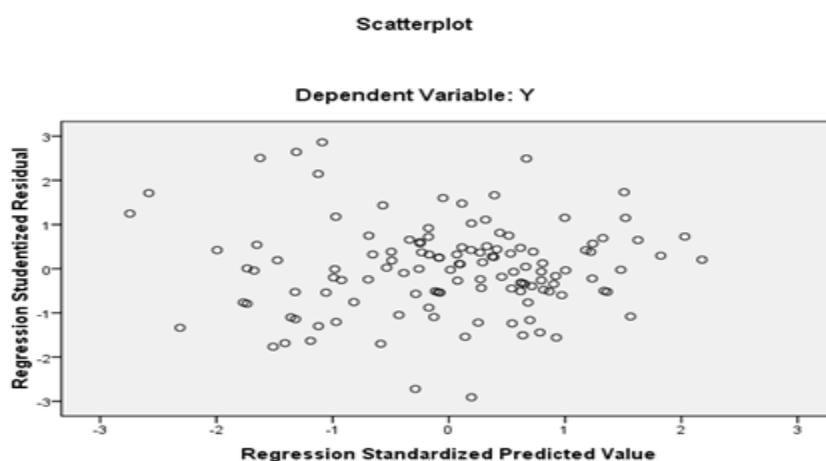
Table 2. Normal Distribution Result

		Y	X1
N		124	124
Normal Parameters ^a	Mean	67.0806	70.3145
	Std. Deviation	6.50278	9.14950
Most Extreme Differences	Absolute	.121	.110
	Positive	.056	.071
	Negative	-.121	-.110
Kolmogorov-Smirnov Z		1.344	1.223
Asymp. Sig. (2-tailed)		.054	.100

a. Test distribution is Normal.

Based on the calculation results obtained by the Asymp number. Sig. (2-tailed) on Kolmogorov-Smirnov for all variables is greater than 0.05 so Ho in other words the data distribution of all variables is normal.

Heteroscedasticity test considered to be taken Is in the regression model there is an inequality of variance from residue one observation to another observation, if the variance from residue one observation to another observation is different then it is called heteroscedasticity (Ghozali, 2013: 105). Heteroscedasticity can be seen in the scatterplot graph below.



The Scatterplot graph shows no pattern which indicates homoskedasticity data which means the data is homogeneous.

The linearity of the regression line (analysis requirements) was carried out in order to find out whether the regression model to be used in this study was linear or non-linear, testing using the ANOVA table and for linearity testing.

Multicollinearity test is used to determine the relationship between several or all variables that explain the regression model.

Table 3. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13.474	7.387		1.824	.071		
	X1	.329	.053	.463	6.177	.000	.894	1.118

a. Dependent Variable: Y

Based on the results of multicollinearity test in Table 4. it is known that the VIF value of the principal's transformational leadership variable toward teacher professionalism is 1.118 smaller than 10. Based on the test that it can be concluded that the variables are independent of multicollinearity.

Table 4. Linearity test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
X1 * Y	Between Groups	(Combined)	4584.073	26	176.310	2.994	.000
		Linearity	3241.188	1	3241.188	55.035	.000
		Deviation from Linearity	1342.885	25	53.715	.912	.588
	Within Groups		5712.661	97	58.893		
	Total		10296.734	123			

Significance value in Table 3. Shows deviation from linearity 0.588 > 0.005 which indicates that Ho is rejected or it can be concluded that the regression model is linear.

Table 5. Significance Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.043	3.777		10.338	.000
	X1	.399	.053	.561	7.486	.000

a. Dependent Variable: Y

Based on the results of table 5. It can be seen that the Sig value is 0.000 < 0.005 and the tcount is 10.338 > table 1.980, so that it can be concluded that the principal's transformational leadership variable toward teacher professionalism is acceptable or significant.

Table 6. The coefficient of determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561 ^a	.315	.309	5.40489

a. Predictors: (Constant), X1

Based on the results of table 6. It is known that the value of R² is 0.315. This means that the principal's transformational leadership variables influence teacher professionalism by 31.5%. While 68.5% is influenced by other variables.

Statistic Analysis

Based on the results of the statistical hypothesis testing that has been done above, it can be concluded that the hypothetical proportions proposed are fully acceptable. The details are as follows: Ho: There is no positive and significant effect of principal's transformational leadership on the professionalism of teachers in the State Vocational Schools in Metro City.

Ha: There is a positive and significant influence of the principal's transformational leadership on the professionalism of teachers in the State Vocational Schools in Metro City.

This is evidenced by t count of $10.338 > t$ table of 1.980 and significance value (sig.) $0.000 < 0.05$, so Ho is rejected and Ha is accepted.

IV. Conclusion

Transformational leadership is an effort to motivate employees to work towards achieving organizational goals and satisfying their needs at a higher level. In connection with the principal's transformational leadership in accordance with the tasks and functions, it will be good for the professionalism of the teacher. The results showed that 31.5% of principals' transformational leadership had a positive and significant effect on teacher professionalism. This shows that the higher the transformational leadership of the principal, the better the professionalism of the teacher. And vice versa if the transformational leadership of the principal is getting lower then it will affect teacher professionalism to be low.

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