

Analysis of the Influence of Transformational Leadership Style on Performance at SDIT Luqman Al Hakim Yogyakarta

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Abstract

This study aims to analyze the influence of transformational leadership style on the performance of teachers at SDIT Luqman Al Hakim Yogyakarta. This research employs a quantitative method with a survey approach. The population consists of all permanent teachers at SDIT Luqman Al Hakim Yogyakarta, with the sampling technique using saturated sampling. Data were collected through questionnaires developed based on indicators of transformational leadership style and performance, and analyzed using simple linear regression. The results show that the transformational leadership style has a positive and significant effect on teacher performance. These findings indicate that the implementation of transformational leadership by the school principal can enhance teacher performance in terms of lesson planning, implementation, and evaluation. This study recommends that school leaders strengthen transformational leadership practices through an inspiring vision, motivational encouragement, individualized consideration, and intellectual stimulation.

Keywords: *Performance, SDIT Luqman Al Hakim Yogyakarta, Transformational Leadership Style.*

INTRODUCTION

Education plays a crucial role in shaping the quality of human resources, which ultimately determines the progress of a nation. Schools, as the primary institutions for education, require effective leadership to ensure the achievement of educational goals. In this context, the role of the school principal is vital in directing, motivating, and inspiring teachers to deliver optimal performance. Among various leadership models, transformational leadership has gained significant attention for its ability to inspire followers, foster innovation, and drive sustainable improvement in organizational outcomes.

Previous studies have shown that transformational leadership positively influences employee performance in various organizational contexts, including the education sector (Awaru et al., 2021; Nahdi et al., 2021). However, the implementation and impact of transformational leadership in private Islamic elementary schools, such as Integrated Islamic Elementary Schools (SDIT) in Indonesia, have not been extensively explored. This creates a gap in understanding how transformational leadership can address the unique challenges faced by Islamic educational institutions, including maintaining academic quality while upholding religious and moral values.

SDIT Luqman Al Hakim Yogyakarta is one of the leading Islamic schools that aims to integrate character

building with academic excellence. Despite its achievements, the school faces challenges in maintaining consistent teacher performance amidst increasing demands for innovative teaching methods and student-centered learning. This study addresses the gap by investigating how transformational leadership practiced by the school principal affects teacher performance in this specific context.

Therefore, the purpose of this research is to analyze the influence of transformational leadership style on teacher performance at SDIT Luqman Al Hakim Yogyakarta. The findings are expected to contribute to both theoretical enrichment in leadership studies and practical recommendations for educational leaders in similar institutions.

METHODS

This research employed a quantitative approach with a survey method to examine the effect of transformational leadership style on teacher performance at SDIT Luqman Al Hakim Yogyakarta. The study population consisted of all 35 permanent teachers at the school. Given the manageable population size, the sampling technique used was saturated sampling, in which all members of the population were included as respondents.

Research Instrument

Data were collected using a structured questionnaire consisting of two main variables:

transformational leadership style (independent variable) and teacher performance (dependent variable). The indicators of transformational leadership style were adapted from Bass and Avolio's (1994) framework, which includes:

1. Idealized Influence
2. Inspirational Motivation
3. Intellectual Stimulation
4. Individualized Consideration

Teacher performance indicators were adapted from the Ministry of Education and Culture's teacher performance appraisal standards, which cover:

1. Lesson Planning
2. Implementation of Learning
3. Assessment and Evaluation of Learning Outcomes

All questionnaire items were measured using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Data Analysis

Before hypothesis testing, the instrument underwent validity and reliability testing using Pearson's correlation coefficient and Cronbach's Alpha, respectively. Data were analyzed using simple linear regression to determine the effect of transformational leadership style on teacher performance. The regression model was evaluated based on the coefficient of determination (R^2), t-test for the regression coefficient, and significance level at $\alpha = 0.05$. Data analysis was conducted using SPSS software.

RESULTS AND DISCUSSION

The validity and reliability tests confirmed that all questionnaire items were valid (Pearson's $r > 0.30$, $p < 0.05$) and reliable (Cronbach's Alpha > 0.70).

Table 1.1 Simple Linear Regression Analysis

Variable	B	t	Sig.	R^2
Constant	12.5	34	–	–
Transformational Leadership Style	0.68	8.9	0.00	0.623

The analysis shows that transformational leadership style has a positive regression coefficient ($B = 0.685$) and a t-value of 8.942, which is greater than the t-table value at $\alpha = 0.05$ ($df = 33$, $t\text{-table} \approx 2.034$). The significance value ($p = 0.000$) indicates a statistically significant effect. The coefficient of determination ($R^2 = 0.623$) implies that

transformational leadership style explains 62.3% of the variance in teacher performance, while the remaining 37.7% is influenced by other factors not examined in this study.

The findings indicate that the application of the transformational leadership style by the school principal significantly improves teacher performance at SDIT Luqman Al Hakim Yogyakarta. This aligns with Bass and Avolio's (1994) theory, which states that transformational leaders inspire and motivate their subordinates to achieve beyond expectations through vision, intellectual stimulation, and individualized support.

Similar results were reported by Sani et al. (2020) and Rahman & Prasetyo (2021), who found that transformational leadership positively influences teacher performance in educational settings. The significant R^2 value in this study suggests that leadership practices such as providing a clear vision, encouraging creativity, recognizing individual contributions, and fostering professional growth play a central role in enhancing teacher effectiveness.

In the context of SDIT Luqman Al Hakim Yogyakarta, transformational leadership is particularly relevant because the institution integrates academic excellence with religious and moral education. The principal's ability to articulate a compelling vision that aligns with the school's values motivates teachers to excel not only in instructional delivery but also in character development for students. These results imply that leadership development programs focusing on transformational competencies could further strengthen teacher performance, leading to improved learning outcomes.

CONCLUSION

This study concludes that the transformational leadership style has a positive and significant effect on teacher performance at SDIT Luqman Al Hakim Yogyakarta. The results indicate that the principal's ability to inspire through a clear vision, provide intellectual stimulation, offer individualized consideration, and serve as a role model contributes substantially to improving teachers' planning, implementation, and evaluation of learning activities.

The coefficient of determination shows that transformational leadership style explains 62.3% of the variance in teacher performance, highlighting its strong influence in the educational context. These findings

emphasize the importance of school leaders adopting transformational leadership practices to enhance teacher effectiveness and achieve educational goals. Future research could expand the model by including other variables such as organizational culture, work motivation, or job satisfaction to provide a more comprehensive understanding of factors influencing teacher performance in Islamic educational institutions.

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