

Elementary School Teachers Performance: How The Role of Transformational Leadership, Competency, and Self- Efficacy?

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Abstract-- This study aims to analyze the relationship between transformational leadership, competency, and self-efficacy on the performance of elementary school teachers. This research method is quantitative with data processing tools using SPSS software. Data were obtained through the distribution of online questionnaires to 210 elementary school teachers in Tangerang who were selected using the simple random sampling method. Based on the data analysis, it can be concluded that transformational leadership has a positive effect on teachers performance, competency has a positive effect on teachers performance, self-efficacy has a positive effect on teachers performance, and transformational leadership, competency, and self-efficacy simultaneously have a positive and significant effect on teachers performance.

Keywords: Competency, self-efficacy, teacher's performance, transformational leadership.

I. INTRODUCTION

School as an organization, its management is led by a principal. The principal's leadership factor is related to efforts to improve teacher performance. In general, school principals in Indonesia cannot be said to be professional managers (Maesaroh et al., 2020; Novitasari, Asbari, et al., 2020; Novitasari & Asbari, 2020a; Pramono et al., 2021a; Purwanto; et al., 2019; Purwanto, Asbari, Prameswari, et al., 2020; Yuwono et al., 2020). This is also indicated by the World Bank report that one of the causes of the declining quality of education in schools in Indonesia is the lack of professionalism in the role of school principals. According to Purwanto, Tukiran, et al. (2020), one of the barometers of the success of education in realizing superior human resources is by measuring the quality of human resources which is marked by increasing the quality of knowledge, attitudes, and skills that are more dynamic and independent in the life of society and the nation with a national and international order. The teacher is a factor driving creativity for students. Humans are the most important element in an organization, without the role of humans even though the various factors needed are available, the organization will not run. Because humans are the movers and determinants of the course of an organization. Therefore, the organization should provide positive direction for the achievement of organizational goals (Agistiawati & Asbari, 2020; Asbari, Novitasari, et al., 2021; Novitasari, Supriatna, et al., 2021; Purwanto et al., 2021; Purwanto, Asbari, & Santoso, 2020). Human resource management cannot be separated from teachers who are expected to perform as well as possible to achieve the goals of government organizations or institutions (Amri et al., 2021; Hutagalung, Admiral, et al., 2021; Pramono et al., 2021b; Silitonga et al., 2021a). Employee performance is a very important thing in an organization to improve. One is through performance appraisal or performance management. Factors that affect performance are ability factors, motivational factors, and leadership factors.

Talking about the problem of increasing the institutional workforce, it is necessary to pay attention to self-efficacy. The factor that drives teacher performance is to measure self-efficacy to believe in one's ability to carry out the

steps taken for optimal achievement. Self-efficacy affects innovation and also reward, which is given by the teacher if the manager will be satisfied with the ability of the teacher (Silitonga et al., 2021b). If innovation is high, it will provide good self-efficacy and will produce a good performance. Self-efficacy is defined as a person's belief in their work to complete tasks in the right time frame (Silitonga et al., 2021b). Kamar et al. (2020) view that those who state that individuals are confident in their abilities to do a task well even though the task has many obstacles, and conversely individuals who are not confident in their abilities with work will not be able to complete their tasks. According to Novitasari & Asbari (2021), leadership behavior or leadership can affect the performance of teachers in an institution. Leadership is the way the leader influences, directs, motivates, and controls subordinates in a certain way so that subordinates can complete tasks effectively and efficiently. So leadership is a process in which a person influences others to become subordinates in achieving a common goal.

A preliminary survey conducted by elementary schools in Tangerang, there are still some teachers who lack confidence in carrying out the assigned tasks, and the teacher's attitude in assessing the leadership is not following the expectations of the teacher. Other than that, sometimes there is behavior and leadership that is less able to be shown as an example for the subordinates and interactions between teachers are not going well anymore and it affects the organization's movements in achieving goals/targets, where there are still teachers who do not work optimally as evidenced by the existence of teachers who lack seriousness and perseverance in completing the tasks given.

II. METHOD

This research method is quantitative with data processing tools using SPSS software. Data were obtained through the distribution of online questionnaires to 210 elementary school teachers in Tangerang who were selected using the simple random sampling method. Before the questionnaire was distributed to the respondents, the validity and reliability of the questionnaire were first tested. The validity test uses product-moment correlation while the reliability test uses Cronbach Alpha (α). The results of the questionnaire validity test for the variables of self-efficacy, leadership, and teacher performance.

The hypotheses of this research are:

H1: Transformational leadership has a positive effect on teachers performance

H2: Competency has a positive effect on teachers performance

H3: Self-efficacy has a positive effect on teachers performance

H4: Transformational leadership, competency, and self-efficacy have a simultaneous positive effect on teachers performance

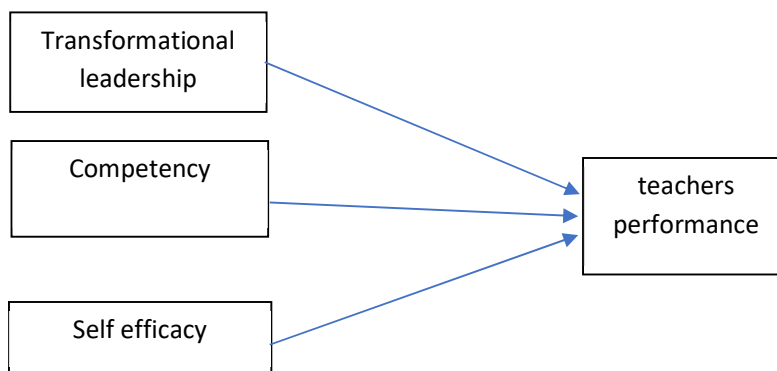


Fig 1. Research Model

III. RESULT AND DISCUSSION

The model testing was carried out using the coefficient of determination test (Adjusted R Square) covering the ability of the independent variable to explain the dependent variable and the F test was carried out to test the suitability of the model used for analysis.

F Test

The results of the transformational leadership, competency, and self-efficacy regression tests for teachers' performance are as follows:

Table 1: F Test Result (Anova)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12,936	2	6,468	55,683	,000 ^b
Residual	11,499	99	,116		
Total	24,435	101			

Based on Table 1, it is known that the value of sig. on the F (ANOVA) test of 0.000 indicating a significance level less than 0.05, so it can be concluded that the regression model used meets the requirements of Goodness of Fit. Therefore, the transformational leadership, competency, and self-efficacy variables have a simultaneous effect on teachers' performance.

Determination Test

The results of the regression test for the effect of transformational leadership, competency, and self-efficacy on teachers' performance are as follows:

Table 2. Determination Test Result (*Adjusted R Square*)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,745 ^a	,545	,521	,34123

Based on table 2, the value of Adjusted R Square for the determination test of transformational leadership, competency, and self-efficacy on teachers performance is 0.545, which means that 54.5% of changes in the teacher's performance variable can be explained by transformational leadership, competency and self-efficacy variables in the model, while the remaining 48% is explained by other variables or factors outside the model.

Hypothesis Test (T-Test)

The results of the regression analysis of the effect of transformational leadership, competency, and self-efficacy on teachers' performance are as follows:

Table 3: Hypothesis Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Description.
	B	Std. Error	Beta			
1. transformational leadership -> teachers performance	,565	,087	,540	6,471	0,000	Supported
2. competency -> teachers performance	,242	,075	0,270	3,238	0,002	Supported
3. self-efficacy -> teachers performance	,386	,153	0,286	2,515	0,014	Supported

After doing a regression analysis based on table 3, the following hypothesis test results were obtained:

1. H1: Transformational leadership has a positive effect on teachers performance:
The regression results show that the beta value of transformational leadership on teachers' performance is 0.540 and the significance level of 0.000, which is less than 0.05, so it can be concluded that the transformational leadership hypothesis has a positive effect on teachers' performance in elementary school teachers, which means that transformational leadership has a positive and significant influence on teachers' performance. This result is in line with the research by Herminingsih & Supardi (2017) that Transformational leadership has a positive effect on teacher performance. Likewise, other studies support the conclusions above (Arifin et al., 2014; Gracia Kailola, 2017; Lebi & Anindita, 2018; Pachler et al., 2019; Triwahyuni et al., 2014). An increase in the influential Transformational leadership variable will encourage a significant increase in the teacher performance variable and a decrease in the influential Transformational leadership variable will encourage a significant decrease in the teacher performance variable. The role of leadership is very strategic and important in an organization as one of the determinants of success in achieving the mission, vision, and goals of an organization. Whereas, in leadership on performance, it can be concluded that leadership has a significant influence on teacher performance. The right leadership will lead to work motivation so that teachers work following the expectations of the institution.
2. H2: Competency has a positive effect on teachers performance
The regression results show that the beta value of Competency on teachers' performance is 0.270 and the significance level is 0.002 less than 0.05, so it can be concluded that the hypothesis of the quality of work-life has a positive effect on teachers' performance in elementary school teachers is accepted, meaning that competency has a positive and significant effect on teachers' performance. These results are in line with research by Purba et al. (2018) that Competency has a positive effect on teachers' performance. Other studies also yielded similar conclusions with the results of this open study (Dharmanegara et al., 2016; Mus et al., 2017; Purba et al., 2018; Wei et al., 2018). An increase in the Competency variable will encourage a significant increase in the teacher performance variable and a decrease in the Competency variable will encourage a significant decrease in the teacher performance variable.
3. H3: Self-efficacy has a positive effect on teachers performance
The regression results show that the beta value of the influence of Self-efficacy on Organizational Citizenship Behavior is 0.286 and the significance level is 0.014 which is smaller than 0.05, so it can be concluded that the Self-efficacy hypothesis has a positive effect on Organizational Citizenship Behavior in elementary school teachers, where it can positively and significantly influence OCB. This result is in line with research by Mueller (2012) which states that self-efficacy has a positive effect on teacher performance. Other studies reveal similar results that self-efficacy has a positive effect on teacher performance (Kimberly et al., 2019; Locke, 2006; Pachler et al., 2019; Park et al., 2017; Safarudin et al., 2015; Santoso et al., 2019; Srivastava et al., 2006; Syech et al., 2015; Yu, 2018). An increase in the Self-efficacy variable will encourage a significant increase in the teacher performance variable and a decrease in the self-efficacy variable will encourage a significant decrease in the teacher performance variable. Someone with high or low self-efficacy can affect their performance because feelings of self-efficacy are influenced by their state of being and how the environment treats them. They need to be rewarded for the achievements they have made, so all of their needs are met, then job satisfaction is achieved, and performance increases. Self-efficacy refers to the perception of an individual's ability to organize and implement actions to display certain skills.
4. H4: Transformational leadership, competency, and self-efficacy have a simultaneous positive effect on teachers performance
The results of the F test of transformational leadership, competency, and self-efficacy on teachers performance show a significance value of 0.001 which is smaller than 0.05, so it can be concluded that the hypothesis of transformational leadership, competency, and self-efficacy simultaneously affects teachers performance is accepted, meaning transformational leadership, competency and self-efficacy influence simultaneously on teachers' performance. This result is in line with the research by Hairudinor (2021) that transformational leadership, competency, and self-efficacy simultaneously have a significant effect on teachers' performance. Simultaneous testing shows that the variables of self-efficacy and leadership affect teacher performance. Performance is a record of the results produced on a particular job or activity over a certain period. So that performance is a result achieved by a person according to the

size applicable to the job in question. Several factors affect teacher performance, performance is the output produced by indicators of a job and teacher performance is the result of a synergy of several factors, namely internal factors which include work discipline, work motivation, knowledge and skills, and also the organization's internal environment factors that include leadership, organizational strategy, vision and mission, organizational structure, education and training, organizational policies, as well as external environmental factors of the organization. Teachers are one of the important elements in institutional activities. Currently, sufficient, skilled, innovative human resources are needed and have important capabilities for institutions to face increasingly fierce competition, so every institution must be able to develop teacher excellence continuously. Self-efficacy is a person's decision about how far he or she can organize and implement a series of actions needed to deal with situations to be encountered that have an element of ambiguity, are unpredictable, and maybe stressful.

The results of this study imply that the implementation of the principal's instructional leadership gets the main attention of every leader in an institution, especially in a school. This is because instructional leadership interacts to influence changes in the attitudes and behavior of subordinates to have more confidence in the values and goals of the organization and optimize their efforts and work to achieve organizational goals. The principal does not only lead at the school level, but the principal can determine teacher performance and influence school conditions will try to convince, imitate, encourage, inspire, explore potential, stimulate, respect and pay attention to subordinates, and try to equate his perception with the perception of leadership. When several individuals have the same abilities, those who believe they can perform a task are more likely to complete the task successfully than those who do not believe they can achieve success. Self-efficacy affects the process of thinking, motivation, and feeling conditions that all play a role in what is done. The self-efficacy of a teacher will affect the teacher's performance in the learning process. Learning effectiveness is related to teacher competence, while personality competence describes self-efficacy as a person's self-evaluation of his abilities or competencies to perform tasks, achieve goals, and overcome obstacles. Based on this, the results of this study are expected to be a material consideration for everyone in carrying out their mandate as leaders both now and in the future. This is because instructional leadership is one aspect of leadership that is favored by subordinates so that the goals that are expected together can be realized. In addition, instructional leadership and self-efficacy can also influence each other's performance to be more productive, innovative, and always improve the quality of their performance.

IV. CONCLUSION

Based on the data analysis, it can be concluded that transformational leadership has a positive effect on teachers' performance, competency has a positive effect on teachers' performance, Self-efficacy has a positive effect on teachers' performance, and transformational leadership, competency, and self-efficacy simultaneously on teachers' performance. The teacher must have steps taken by each individual, which is expected to always try to appear as an individual who has an awareness of high achievement motivation and always improves themselves so that they can continue to be rich and compete as a complete human being. Leaders should be able to participate more actively in every activity or group work so that leaders can be examples for teachers, become motivators who can always provide encouragement and direction to teachers in every work carried out in groups. For the advancement of the institution, teachers should play an active role in providing constructive suggestions, ideas, and ideas, thereby improving the performance of teachers and institutions.

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