

## THE EFFECT OF TRANSFORMATIONAL LEADERSHIP AND SCHOOL CULTURE ON TEACHER'S PROFESSIONAL COMPETENCY AT STATE ELEMENTARY SCHOOL IN YOGYAKARTA CITY

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### Abstract

This research aims to analyze: (1) the effect of transformational leadership on the professional competence of teachers Elementary Schoolin Yogyakarta City. (2) the influence of school culture on the professional competence of teachersElementary Schoolin Yogyakarta City. (3) the influence of transformational leadership and school culture on the professional competence of teacherselementary School in Yogyakarta City.This was ex post facto research. The population in this Research were teachers ofelementary Schoolin Yogyakarta City, which consists of 88 elementary schools with 792 teachers. The sampling technique used was the Slovin formula with the error rate is 10%, or 266 teachers. Instrument of transformational leadership, school culture, and teacher professional competence used was a questionnaire distributed via google form. The data analysis technique used was multiple regression analysis.The results showed that: (1) there was a significant influence between transformational leadership on the competence of professional teachers at Negeri Yogyakarta Cityelementary school, with a significance value of  $0.000 < 0.05$ . (2) there is a significant influence between school culture on the competence of professional teachers at Negeri Yogyakarta City elementary school, with a significance value of  $0.000 < 0.05$ . (3) there is a significant effect between transformational leadership and school culture on the competence of professional teachers at Negeri Yogyakarta City elementary school, with a significance value of  $0.000 < 0.05$ .

**Keywords:** *transformational leadership, school culture, teacher professional competence*

### Introduction

Education is something very essential for the formation of the character of a civilization and the progress that accompanies it. Without education, a nation or society will never get progress, so that it becomes a nation or society that is less or even uncivilized. Therefore, an empowering civilization will be born from a broad-scale education pattern that is effective and appropriate for the context and able to answer all challenges. Education is the most important indicator of a country's progress (Muntholib, Yamin, & Kurniawan, 2019). Education is a conscious effort to build quality human resources to compete (Tobari, Kristiawan, & Asvio, 2018). Education in Indonesia according to the results of the

International Student Assessment (PISA) research in 2018 was ranked 72 out of 77 countries, Indonesia got 371 results for reading, 379 for mathematics, 396 for science, this data showed that Indonesian education still at the bottom of world education.

Education has a very important role in developing and improving the quality of human resources needed for development in all areas of the nation's life, especially preparing the younger generation to become science and technology actors who are able to display their abilities, as a strong, creative, independent and professional (Fitriyanti Zulaikha, Hariri, Rini, & Sowiyah, 2021). Teachers are the most important factor in education, in addition to other factors (Agustina, 2020). In practice, the position

and work of a teacher is not an easy thing to say (Tarbiyah, 2021). The position and work of a teacher cannot be done by just anyone because it requires special skills, so to become a professional teacher one must have knowledge in the field of education and attend special teacher trainings that aim to produce competent teachers (Rulitawati<sup>1</sup>, Ritonga<sup>2</sup>, & Hasibuan, 2020).

Problems that occur in learning include infrastructure, time, student and teacher saturation, students' misunderstanding of the subject matter, most teachers only tend to give assignments to students, while students cannot understand the lesson and many other problems. Many people, especially parents, feel quite burdened in the process of accompanying their children's learning at home. In order for teachers to be able to carry out the duties and responsibilities above, teachers are required to have certain abilities and skills. Abilities and skills are part of the professional competence of teachers (Khasanah, Kristiawan, & Tobari, 2019). There is a statement which stated that professional competence is the ability of educators in mastering learning materials broadly and deeply, which allows them to guide students in mastering the material being taught. The main task of a teacher who becomes routine is to educate, teach, guide, direct, evaluate, train and administer in order to develop the abilities of students (Chang & Chiu, 2021).

The school is an educational organization that has been designed by the government with the hope of being able to make a high contribution in order to produce a competent young generation, for that this educational organization must be organized, regulated, and managed properly (Mok, Xiong, & Bin Aedy Rahman, 2021). Structuring, regulating, and managing schools in achieving educational goals is closely related to the leadership of the principal. A principal is a leader who is able to position existing human resources according to their abilities and is able to determine effective educational steps to achieve the school's vision and mission (Almerino et al., 2020). Educational leadership requires the main attention, because through good leadership it is hoped that qualified personnel will be born in various fields as thinkers,

The reality is that the principal's performance is still not able to meet the demands of the maximum. For example, there are still many schools where the number of students has decreased and has low achievement, lack of discipline in teachers and students, teachers are still less able to manage learning, teachers still have not mastered the material being taught, administrative staff are slow in providing services to students. In addition, there are schools that have not utilized educational facilities properly and correctly, so that the facilities are easily damaged (Wayne, Green, & Neilson, 2020).

The principal's leadership is very influential on the continuity of the education process (Schleicher, 2020). The principal as a transformational leader has a democratic, aspirational character, builds a participatory culture for all school members. The behavior and actions of the principal should be an example for teachers and students (Rofifah, 2020). Leadership effectiveness with leadership style is a very important variable because it reflects what the leader does when influencing his followers to realize his vision (Shamaki, 2015). The success of an organization in achieving its goals depends on how a leader effectively influences the behavior of the people being led to succeed in working together to achieve goals (Roble & Rebolledo, 2017). Effective leadership makes it easier for teachers to manage classes, learn and manage students more optimally (Brondyk & Stanulis, 2014). However, effective leadership in order to better influence teacher performance must be supported by teacher commitment and a conducive work environment.

One of the leadership styles is the transformational style, stated that transformational leadership is one of the most widely used leadership styles in organizations to manage change (Adigwe & Okoro, 2016). Some researcher explained that "transformational leadership is a change-oriented leader through inspiring organizational members to strive to achieve the set vision (Zahro, Sobri, & Nurabadi, 2018)." The behavior of transformational leaders has characteristics and uniqueness, namely leaders who pay more attention to the needs of their subordinates, both material and non-material needs (Permana, Rahmawati, Paulina

Saimima, Suhardan, & Herlina, 2020). This is done as an effort to mobilize all school members to have a commitment to achieving educational goals.

Another factor that affects the professional competence of teachers is school culture. Therefore, a conducive school culture is needed that is able to provide experiences for the growth and development of character behavior as an embodiment of these values. A conducive school culture will be seen or reflected in policies, school rules, school physics, and the behavior of school residents. Each school has a culture that is characteristic of each school. In addition to functioning as a characteristic, work culture regulates relationships between fellow school members, and positive values are reflected in behavior. Culture also has a serious impact on the management, leadership, and decision-making processes of leaders. Deal and Alesandri stated that "It influences informal conversations in the faculty lunch room, the type of instruction valued, how professional development is viewed, and the shared commitment to assuring all student learn". School culture has logical consequences for changes in the atmosphere of interpersonal interaction, collaboration, resilience in learning, enthusiasm for progress, encouragement to work hard (Peterson & Deal, 2002).

Based on observations in several public elementary schools in the city of Yogyakarta, there are problems in terms of teacher performance that has not been maximized. The Learning Implementation Plan, and syllabus made by some teachers are still not in accordance with the situation and condition of the students they teach. In addition, some teachers in the implementation of learning are still using media and learning methods that are less varied. The learning carried out in the classroom is not carefully evaluated by the teacher. Teachers are required to make the right questions because teachers need the right data or information related to student learning outcomes and the level of mastery of the material carried out by the teacher, but learning evaluations are still more focused on student learning outcomes. Several public elementary schools in the city of Yogyakarta still have a school culture that emphasizes attention to the physical environment such as collecting data on facilities

and infrastructure in schools. Matters of the nature to-teacher relationships, work responsibilities, and positive teacher to teacher cooperation are often overlooked in school supervision activities. Then, training and education in some public elementary schools in the city of Yogyakarta has not been carried out evenly, not all teachers get the opportunity to take part in seminars, scientific work training, or upgrading. In fact, most schools really need this opportunity to develop better and achieve. The explanation above is certainly interesting to be studied and researched more deeply. Transformational leadership factors and school culture are interesting factors to be studied more deeply, in relation to the professional competence of teachers. Therefore, the researcher really wants to study and examine the transformational leadership factors and school culture and their relation to teacher competence with the title **"The Influence of Transformational Leadership and School Culture on Professional Competence of State Elementary School Teachers in Yogyakarta."**

### **Research Methodology**

This research is an ex post facto. The population in this study were teachers Public Elementary School in Yogyakarta, which consists of 88 elementary schools. *Each school has 6 classroom teachers, so the number of teachers was 792 people.* The sampling technique used is the Slovin formula with an error rate of 5%, obtained 266 teachers. Instrument transformational leadership, school culture, and teacher professional competence using a questionnaire distributed via google forms. The data analysis technique used was multiple regression analysis.

### **Result**

The results of descriptive analysis were intended to determine the respondents' responses to the variable *transformational leadership, school culture, and teacher professional competence* which is based on the results of filling out a questionnaire sent via google forms. The results were described as following.

#### **1. Transformational leadership (X1)**

Descriptive statistical data *transformational leadership* at elementary school Negeri Yogyakarta showed that the lowest score

(minimum) was 37.00, the highest score (maximum) was 60.00, the mean was 49.86, the median was 50.00, the most frequent value was 49.00, the standard deviation 4.67. The below table explained the qualification of transformation leadership variable based on the subjects.

**Table 1 . Transformational Leadership Assessment Norms (X1)**

No	interval	Category	Frequency	Percentage
1	54 < X	Very good	42	15.79%
2	45 < X 54	Well	175	65.79%
3	36 < X 45	Enough	49	18.42%
4	27 < X 36	Not enough	0	0.00%
5	X 27	Very less	0	0.00%
<b>Amount</b>			<b>266</b>	<b>100%</b>

Based on table 1 above the result showed that *transformational leadership* in the Yogyakarta City State Elementary School were in the "very poor" category of 0.00% (0 teachers), "less" 0.00% (0 teachers), "enough" at 18.42% (49 teachers), "good" amounted to 65.79% (175 teachers), and "very good" 15.79% (42 teachers).

## 2. School Culture (X2)

On this variable the result showed that lowest score was 43.00, the highest score was 75.00, the mean was 61.29, the median was 62.00, the mode was 62.00, the standard deviation 5.26. The full qualification can be seen in the following table below

**Table 2. School Culture Assessment Norms (X2)**

No	interval	Category	Frequency	Percentage
1	68 < X	Very good	23	8.65%
2	56 < X 68	Well	199	74.81%
3	44 < X 56	Enough	43	16.17%
4	32 < X 44	Not enough	1	0.38%
5	X 32	Very less	0	0.00%
<b>Amount</b>			<b>266</b>	<b>100%</b>

Based on table 2 above the outcomes showed that the *school culture* in the Yogyakarta City State elementary school were classified like "very poor" category of 0.00% (0 teachers), "less" of 0.38% (1 teacher), "enough" of 16.17%

(43 teachers), "good" by 74.81% (199 teachers), and "very good" 8.65% (23 teachers)

## 3. Professional Competence (Y)

The result showed that the lowest score was 46.00, the highest score was 76.00, the mean was 62.02, the median 62.00, the value that occurs

frequently was 62.00, the standard deviation 5.30. The large explanation can be seen in the

below table.

**Table 3. Professional Competency Assessment Norms (Y)**

No	interval	Category	Frequency	Percentage
1	$68 < X$	Very good	32	12.03%
2	$56 < X \leq 68$	Well	198	74.44%
3	$44 < X \leq 56$	Enough	36	13.53%
4	$32 < X \leq 44$	Not enough	0	0.00%
5	$X \leq 32$	Very less	0	0.00%
<b>Amount</b>			<b>266</b>	<b>100%</b>

Based on table 3 above, it shows that *professional competence* in the Yogyakarta City State elementary school were in the "very poor" category of 0.00% (0 teachers), "less" of 0.00% (0 teachers), "enough" of 13.53% (36 teachers), "good" by 74.44% (198 teachers), and "very good" 12.03% (32 teachers).

#### 4. Linearity Test

The linearity test of the relationship was carried out through the F test. The relationship between the independent variable (X) and the dependent variable (Y) was declared linear if the sig value  $> 0.05$ . The results of the linearity test can be seen in table 4 below:

**Table 4. Linearity Test Results**

Functional Relationship	<i>p</i>	<i>Sig.</i>	Information
Professional Competence * Transformational Leadership	0.281	0.05	Linear
Professional Competence * School Culture	0.667	0.05	Linear

From Table 4 above, it can be seen that the significance value ( $p$ )  $> 0.05$ . So, relationship between the independent variable and the dependent variable expressed as linear. Regression analysis double is used to test the independent variable together with the dependent variable. The results of multiple linear analysis of the influence between transformational leadership and school culture on teacher professional competence in City State Elementary School

#### 5. Multiple Linear Regression Analysis

Regression analysis double is used to test the independent variable together with the dependent variable. The results of multiple linear analysis of the influence between transformational leadership and school culture on teacher professional competence in Yogyakarta City Public Elementary School presented in table 5 as follows:

**Table 5. Multiple Linear Regression Analysis Results**

Coefficientsa			
Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta

1	(Constant)	9,783	1,872	
	Transformational leadership	0.548	0.099	0.482
	School Culture	0.407	0.088	0.404
a, Dependent Variable: Professional Competence				

Based on Table 5 above, then it can be determined the multiple linear regression equation resulting from this study, as follows:  $Y = 9.783 + 0.548X_1 + 0.407X_2$ . The result of the interpretation of the equation regression multiple above are as follows:

- The constant is 9.783, which means that if the variable transformational leadership and school culture is equal to zero, then the variable teacher's professional competence only 9,783.
- If the variable value transformational leadership ( $X_1$ ) changes and the value of another variable remains, then the value of the variable teacher's professional competence will change by 0.548. If the variable value school culture ( $X_2$ )

changes and the value of another variable remains, then the value of the variable teacher's professional competence will change by 0.407

#### 6. F Test Analysis Results (Simultaneous)

The F test is used to test the hypothesis whether the independent variables simultaneously (simultaneously) affect the dependent variable. The proposed alternative hypothesis is "There is a significant effect between transformational leadership and school culture on teacher professional competence in Yogyakarta City Public Elementary School". The results of the analysis in table 6 are as follows.

**Table 6: F Test Analysis Results (Simultaneous)**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	sig.
1	Regression	5665,221	2	2832,610	418,375	0.000a
	Residual	1780,644	263	6,771		
	Total	7445.865	265			
a, Predictors: (Constant), School Culture, Transformational Leadership						
b, Dependent Variable: Professional Competence						

Based on table 6 above, the calculated F coefficient was 418.375 and the value of sig.  $0.000 < 0.05$ , then  $H_0$  is rejected. An alternative hypothesis has been accepted which means that "there is a significant effect between transformational leadership and school culture on teacher professional competence in Yogyakarta City State Elementary School", was accepted.

#### 7. T-Test Analysis Results (Partial)

The t test (partial) was carried out to determine the effect between *transformational* leadership and school culture on teacher professional competence in Yogyakarta City Public Elementary School. The results of the t-test analysis (partial) are presented in Table 7 as follows.

**Table 7. Results of Partial Test Analysis (t test)**

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	sig,
		B	Std. Error	Beta		
1	(Constant)	9,783	1,872		5,227	0.000
	Transformational leadership	0.548	0.099	0.482	5.542	0.000
	School Culture	0.407	0.088	0.404	4,642	0.000
a, Dependent Variable: Professional Competence						

Based on the results of the analysis in Table 7 above, it can also be determined to answer the partial hypothesis with the following steps:

**1) Determining the formulation of the hypothesis**

H1: There is significant influence between transformational leadership on the professional competence of teachers in Yogyakarta City Public Elementary School

H2: There is significant influence between *school* culture on the professional competence of teachers in Yogyakarta City Public Elementary School

**2) Determine the value of t count and t table and the value of significance**

a) H1: The significance value was 0.000.

b) H2: The significance value was 0.000.

**3) Test Criteria**

c) If the significance is  $< 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted.

d) If the significance  $> 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected.

**4) Conclusion**

Variable transformational leadership obtained a significance value (sig) of 0.000. Because the significance value is  $0.000 < 0.05$ , then  $H_0$  is rejected, meaning  $H_a$  which reads "There is a significant effect between transformational leadership on the professional competence of teachers in Yogyakarta City Public Elementary School" accepted. Positive value, meaning if transformational leadership the better, then the teacher's professional competence will also better.

Variable school culture obtained a significance value (sig) of 0.000. Because the significance value is  $0.000 < 0.05$ , then  $H_0$  is rejected, meaning  $H_a$  which reads "There is a significant effect between school culture on the professional competence of teachers in Yogyakarta City Public elementary school" accepted. Positive value, meaning if *school culture* the better, then teacher's professional competence will also better.

**8. Coefficient of Determination ( $R^2$ )**

The coefficient of determination ( $R^2$ ) is essentially used to measure how far the regression model's ability to explain the variation of the dependent variable was. The results of the analysis were presented in the following table 8.

**Table 8. Results of the Analysis of the Coefficient of Determination (R<sup>2</sup>)**

<i>Model Summary</i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	0.872a	0.761	0.759	2.60202
a. Predictors: (Constant), School Culture, Transformational Leadership				

The value of the coefficient of determination R Square or transformational leadership and school culture in explaining or predicting variables teacher's professional competence in Yogyakarta City Public elementary school of 0.761 or 76.10%. This means variable transformational leadership and school culture have an influence on teacher's professional competence in Yogyakarta City Public Elementary School by 76.10%, while the rest is influenced by other factors of 23.90% outside this study. Other variables that influence such as supervision, motivation, and others.

### Discussion

Based on the results of the study showed that there is a significant influence between transformational leadership on the professional competence of teachers in Yogyakarta City Public elementary school. Positive value, meaning if transformational leadership the better, then teacher's professional competence will also better. The later result was similarly with the result found out with the following researchers (Irmayani, Wardiah, & Kristiawan., 2018, Hidayat, 2021). There is a positive influence of transformational leadership style on teacher performance. professional competence has a significant effect on teacher performance within 0.753. The transformational leadership has a significant influence on employee performance, namely that transformational leadership can influence employees to contribute sincerely to the company. They are also willing to contribute their ideas so that the company can

get the best results (Mangkunegara & Huddin, 2016). stated that leaders or principals who apply this transformational leadership style will influence their subordinates with the skills they have to approach mentally and provide guidance or empowerment and mental reinforcement (Baptiste, 2019)

Based on the results of the study showed that there is a significant influence between school culture on the professional competence of teachers in Yogyakarta City Public Elementary School. Positive value, meaning if school culture the better, then teacher's professional competence will also better. In line with the research which showed that there is a very significant relationship between school culture and teacher pedagogic competence. School culture has a dominant contribution to improving the quality of schools and the quality of life in the school (Murkatik, Harapan, & Wardiah, 2020, Rohma, Harapan, & Wardiah, 2020). School culture is something that is built from the result of a meeting between the values adopted by the principal as the leader of the values adopted by teachers and employees in the school (Danial, Damopolii, & Syamsudduha, 2019)

Based on the results of the study showed that there is a significant influence between transformational leadership and school culture on the professional competence of teachers in Yogyakarta City Public elementary school. Many researches showed the influence of principal transformational leadership and teacher professional competence on the realization of



effective schools. The principal's transformational leadership and school climate have a strong and significant effect on effective schools (Winardi, Nurkolis, & Yuliejantiningih, 2017; Di, Islamiyah, Tengah, & Kebumen, 2021). However, another research stated that teacher professional competence is the ability of teachers to carry out their duties as educators which includes pedagogic mastery knowledge, methodology, management, and so on which are reflected in performance in the educational environment (Khasanah et al., 2019). Transformational leadership is an approach by trying to change awareness to inspire subordinates or group members to expend extra effort in achieving group goals, without feeling pressured or pressured. The principal as a leader is a subject who must carry out a leadership transformation through the provision of guidance, or advice to those he leads so that school goals are achieved. A transformational leader must be able to optimally change the group's resources in order to achieve meaningful goals in accordance with predetermined targets. Subordinates of a transformational leader feel admiration, trust, loyalty, and respect for the leader.

### Conclusion

Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that: (a) There is significant influence between *transformational leadership on the professional competence of teachers* in Yogyakarta City Public Elementary School, with a significance value of  $0.000 < 0.05$ . (b) There is significant influence between *school culture on the professional competence of teachers* in Yogyakarta City Public Elementary School, with a significance value of  $0.000 < 0.05$ . (c) There is a significant effect between *transformational leadership and school culture on teacher professional competence* in Yogyakarta City Public Elementary School, with value *sig.*  $0.000 < 0.05$ . Transformational leadership and school culture if more improved and considered, it will have a positive impact, namely increasing the professional competence of teachers which will later support the achievement of learning objectives. In addition, the principal also has a role in giving obligations to teachers to form a

good school culture, supported by environmental conditions that can provide comfort for teachers to be able to maximize their performance. For school principals, they should be able to create a supportive school culture by increasing innovative school programs. For teachers, they should be able to improve their performance by maximizing their competence in planning, implementing, and evaluating learning

### Conflict of interest

The researchers stated that there is no conflict of interest

### Acknowledgement

The researchers more thank for all participants who accepted to give their own information.

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