

development of transformational leadership-based education management model in improving elementary school teacher performance in padang lawas regency, north sumatra.

Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 9, August 2021: 3982-3996

Research Article

Development of transformational leadership-based education management model in improving elementary school teacher performance in padang lawas regency, north sumatra.

Astri Novia Siregar¹, Benyamin Situmorang², Zainuddin³

¹Astri Novia Siregar, STIE LMII, Medan, astrinovia2907@gmail.com

²Benyamin Situmorang, Postgraduate Doctoral in Educational Management State University of Medan, North Sumatera, benyaminsitumorang@gmail.com.

³Zainuddin. Postgraduate Doctoral in Educational Management. State University of Medan, North Sumatera, zaindjaros1955@gmail.com.

Abstract

This study aims to: (1) find a transformational leadership-based education management model that can improve teacher performance in elementary school Padang Lawas District; (2) knowing the output of the implementation of education management with the developed model; (3) knowing the response of program managers, school management and respondents to the development model; (4) knowing the factors that affect teacher performance. This R&D and experimental research were conducted at a public school in Sosopan District, Padang Lawas Regency. The research population was all teachers at elementary school Sosopan District, while the total sample was 129 teachers. The two groups of sampled teachers were the control class respondents with 43 teachers and four as the experimental class with 45 teachers. Data were collected using inventory, observation sheets, interviews, and documentation. The validity of the questionnaire instrument was carried out using the Product Moment formula and its reliability testing using the Cronbach Alpha formula. Data were analyzed by descriptive analysis, regression, path, and t-test significance using the SPSS version 22 program. The results of the study indicate that: (1) the transformational leadership-based education management model is suitable for use in the implementation of education management at elementary school Sosopan District, Padang Lawas Regency to improve teacher performance; (2) the output of the transformational leadership-based education management model, namely the quality of work, quantity of work, utilization of time and the ability to cooperate in the model group was significantly higher than the conventional group; (3) the response from program managers, school management and respondents to the implementation of the transformational leadership-based education management model is entirely satisfactory, both regarding the concept of the transformational leadership-based education management model, its implementation in technical implementation and their perception of the transformational leadership-based education management model; and (4) with multiple regression analysis, the determining factors that affect teacher performance are transformational leadership, work culture, job satisfaction, and work motivation. The

transformational leadership-based education management model can be developed as an alternative implementation in education management..

Keywords: Model, Transformational Leadership, Work Culture, Job Satisfaction, Work Motivation and Teacher Performance.

Abstract

"Kuzey Sumatra, Padang Lawas Regency'de İlkokul Öğretmeni Performansının İyileştirilmesinde Dönüşümcü Liderliğe Dayalı Eğitim Yönetim Modelinin Geliştirilmesi".

Astri Novia Siregar, Benyamin Situmorang, Zainuddin

Bu çalışma şunları amaçlamaktadır: (1) Padang Lawas Bölgesi ilkokulunda öğretmen performansını artırabilecek dönüşümcü liderlik temelli bir eğitim yönetimi modeli bulmak; (2) geliştirilen model ile eğitim yönetiminin uygulanmasının çıktısının bilinmesi; (3) program yöneticilerinin, okul yönetiminin ve katılımcıların gelişim modeline tepkilerini bilmek; (4) öğretmen performansını etkileyen faktörlerin bilinmesi. Bu Ar-Ge ve deneysel araştırma, Padang Lawas Regency, Sosopan Bölgesi'ndeki bir devlet okulunda yürütülmüştür. Araştırmanın evrenini Sosopan İlçesi ilköğretim okulundaki tüm öğretmenler, toplam örnekleme ise 129 öğretmendir. Örneklem öğretmenlerinden oluşan iki grup, 43 öğretmenli kontrol sınıfı ve 45 öğretmenli deney sınıfı olarak dört gruptur. Veriler envanter, gözlem sayfaları, görüşmeler ve dokümantasyon kullanılarak toplanmıştır. Anket aracının geçerliliği Ürün Momenti formülü kullanılarak, güvenilirlik testi ise Cronbach Alpha formülü kullanılarak yapılmıştır. Veriler, SPSS versiyon 22 programı kullanılarak tanımlayıcı analiz, regresyon, yol ve t-testi anlamlılığı ile analiz edildi. Çalışmanın sonuçları şunları göstermektedir: (1) dönüşümcü liderliğe dayalı eğitim yönetimi modeli, öğretmen performansını iyileştirmek için Padang Lawas Regency, Sosopan Bölgesi, ilkokulda eğitim yönetiminin uygulanmasında kullanıma uygundur; (2) dönüşümcü liderliğe dayalı eğitim yönetimi modelinin çıktısı, yani işin kalitesi, işin miktarı, zamanın kullanımı ve model grubunda işbirliği yapma yeteneği, geleneksel gruptan önemli ölçüde daha yüksekti; (3) dönüşümcü liderliğe dayalı eğitim yönetimi modelinin uygulanmasına program yöneticilerinden, okul yönetiminden ve katılımcılardan gelen yanıt, hem dönüşümsel liderliğe dayalı eğitim yönetimi modeli kavramı, hem de teknik uygulamada uygulanması ve bunların uygulanması açısından tamamen tatmin edicidir. dönüşümcü liderlik temelli eğitim yönetimi modelinin algılanması; ve (4) çoklu regresyon analizi ile öğretmen performansını etkileyen belirleyici faktörler dönüşümcü liderlik, iş kültürü, iş tatmini ve iş motivasyonudur. Eğitim yönetiminde alternatif bir uygulama olarak dönüşümcü liderlik temelli eğitim yönetimi modeli geliştirilebilir.

Anahtar Sözcükler: Model, Dönüşümcü Liderlik, Çalışma Kültürü, İş Tatmini, İş Motivasyonu ve Öğretmen Performansı.

1. INTRODUCTION

Education is one of the critical factors in the development of a country in improving human resources. Human resources (HR), in this case, is knowledge (*knowledge*), skills, and attitude. Law

development of transformational leadership-based education management model in improving elementary school teacher performance in Padang Lawas Regency, North Sumatra.

No. 20 of 2003 concerning the national education system states that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, intelligence, noble character, and the necessary skills. Himself, society, nation, and state". Educational institutions must have a sound education system, and a good education system is when an institution has clear goals, careful planning, regular coordination, professional, cooperative leaders who are maintained, and highly disciplined supervision and work evaluation. In its implementation, it is necessary to involve all the components in it. No matter how small the capacity is, it still has a vital role in achieving goals (Fathurrohman, 2015).

The success of an educational institution is highly dependent on the leadership of the principal. As a leader in an institution, he must bring the institution towards achieving the goals set; he must be able to see changes and see the future in a better-globalized life (Imron, 2015). The principal must be responsible for the smoothness and success of school regulation and management affairs formally to his superiors and informally to the community who have entrusted their students. As an educator, administrator, leader, and supervisor, the principal is expected to manage educational institutions towards better development automatically and can promise the future (Kunandar, 2016).

The principal is the head of the school who has a very important, influential and role in carrying out school management or it can be said that the lifeblood of school management is how the principal's leadership is to manage school components, which will affect the back and forth, the quality or not of a school. This follows Mulyasa (2014), which states that the success or failure of education and learning in schools is strongly influenced by the principal's ability to manage every school component (*who is behind the school*).

The principal's leadership is the *power* for the principal in dealing with change, adjusting goals, targets, processes following the demands of school development. The leadership model used dramatically affects the implementation of all planned aspects because the principal, as the leader of an academic unit, is the driving force for school resources, especially teachers, employees, and students (students). To improve the quality of education, a principal must improve the performance of his teachers or subordinates. Many factors can affect a person's performance; as a headmaster, leaders must provide influences that can cause teachers to be moved to carry out their duties effectively so that their performance will be better. Thus the principal can make changes in the way of thinking, attitude, behavior he leads. His strengths, namely the excess of knowledge and experience, he helps teachers develop into professional teachers.

Raihani (2012) states that leadership plays a vital role in the development of the school as a whole, in guiding the improvement of achievement and school development. The principal's leadership carries out management functions in coaching and developing schools to be quality and competitive in facing the challenges that will come. Furthermore, Yukl (2015) describes leadership as a process of influencing others to understand and agree with what needs to be said and how the task is carried out effectively and a process to facilitate individual and collective efforts to achieve common goals.

The principal's success in achieving his organizational goals is predominantly determined by the reliability of the school management concerned, while the leadership capacity of the principal strongly influences the reliability of school management. This does not mean that the role of the

principal is only as a leader because there are many other roles; educational leadership is leadership that focuses on improving the quality of education. Schools as formal education aim to form human personalities in developing the intellectuals of students in the context of the nation's intellectual life. The principal, as an educational leader, has a vital role in helping teachers and students. In his leadership, the principal must understand, overcome and improve the shortcomings that occur in the school environment. Therefore, all the implementation of education will lead to efforts to improve the quality of education, which teachers strongly influence in carrying out their duties operationally.

The principal is the decision-maker and becomes the reference for all policies in the school, including the teachers in carrying out their duties and carrying out their obligations, according to Ministerial Regulation No. 13 of 2007 concerning Standards for Principals. Leadership is a factor that can affect teacher job satisfaction. Leadership is a factor that influences teachers in their work. There is leadership that teachers do not like, and there is also something that teachers like in carrying out their duties. Disliked leadership usually makes teachers dissatisfied at work. His work was completed by a compulsion to be free from the assigned task. However, the work is not accompanied by a sense of satisfaction. Too often, work gets done feeling unhappy, uncomfortable, and disappointing. Luthans (2012) explains that: "Leadership styles are a method or strategy for leaders to influence other people/subordinates in such a way that these people want to do or follow the leader's wishes to achieve organizational goals, even though it is personally may not be liked." Therefore, the leader should be able to create a pleasant work situation. A pleasant work situation can be created through the leadership that is carried out. Pleasant leadership can influence subordinates quickly to follow their desires in achieving organizational or institutional goals. The leadership style in a good school is a leader who is able to influence teachers and employees or their subordinates in achieving educational goals accompanied by a sense of satisfaction at work.

The principal's transformational leadership in terms of duties and responsibilities is not much different from the principal in general. However, concerning strategies and approaches, they have their peculiarities in line with the vision and mission of the institution and the school environment. Therefore, future elementary school principals must have leadership abilities in line with the development of increasingly complex community needs. The complexity of current educational leadership can be seen from various aspects that affect the school's performance as a whole.

Gunawan (2017) states that transformational school principals have a vision, are agents of change, are critical, empathetic, stimulate intellectuality, and foster creativity. Applying transformational leadership leads to learning professionalism and creating an influential school culture and climate, achieving satisfactory student learning. In the future, the leadership of transformational school principals is expected to carry out the tasks that are their responsibility following the implementation and technical instructions of the authorities. However, it is more nuanced in fulfilling the need to compete in producing graduate students.

The principal, as a leader, has a challenging task in improving educational services. Therefore supportive attitudes are needed. Leaders' attitudes must encourage teachers, staff, and students to carry out process improvements that lead to results. According to Wirawan (2014), One approach that can encourage an increase in services, the courage to take risks in improving education, will be created if the leader has transformational characteristics. Peter (2012) identifies that in the 21st

development of transformational leadership-based education management model in improving elementary school teacher performance in padang lawas regency, north sumatra.

century, there is a social change towards transformation in dealing with different lives, including organization, management, and leadership. Transformational leadership cannot be interpreted in a specific sense for a moment but has a broad dimension. It is not just a style, model, or feature but must be laid on the basis for achieving future changes.

Transformational leadership in the educational environment in this condition has an interest in the local, national, regional, and international interaction process that is needed. This is to speed up adjustments between normal conditions towards organizational dynamics. Education in the future is determined mainly by uncertain needs and is increasingly difficult to predict; therefore, the leader is expected to be a person who can build intellectual stimulus, build idealism, commit to quality, build motivation for achievement, and gain confidence in subordinates. The results of research by Ghasabeh and Povitera (2017) conclude that to develop organizational knowledge, transformational leaders act as change agents that affect organizational culture, which can mediate the relationship between transformational leadership and organizational knowledge. The results of Dionne's research (2014) conclude that transformational leadership can improve member performance beyond the expectations predicted by an organization.

The implementation of the transformational leadership-based education management model in education management needs to be applied to the principal's leadership. This leadership model needs to be applied as a solution to the leadership crisis in school principals, especially in education management at the Sosopan District State Elementary School. The reasons why it is necessary to apply a transformational leadership model to be applied to the field of educational organizations according to Usman (2013), namely: (1) Significantly improve organizational performance; (2) Positively associated with long-term marketing orientation and customer satisfaction; (3) Generating a higher commitment of its members to the organization (4) Increasing workers' trust in management and daily behavior of the organization; (5) Increase job satisfaction through work and leadership; Reducing the stress of the workers and improving the welfare of teachers.

This view seems to strongly encourage the existence of the principal's leadership to show its performance to improve teachers' performance in the school environment. The problem in leadership today is the absence of an increase in leadership professionalism that is dynamic and focused on needs. This means that the acquired abilities and skills are still natural (innate) through routine managerial experience processes and are less representative than the demands of education dynamics. At the same time, the demands of the modern world are leadership, strategic management insight, and quality management according to the development of science and technology. Thus, it is necessary to develop capabilities that can equip knowledge and skills of educational leadership within the education office of North Sumatra Province, especially in Padang Lawas Regency. Efforts to empower all potential organizations, which sometimes have limitations both in terms of quantity and in terms of quality, of course, require the ability and skills of a school principal in managing and organizing organizational resources that are owned as well as possible by applying the principles of effectiveness and efficiency in their management. Thus, improving teacher performance is a must and needs special attention, especially from the principal as a leader who is obliged to supervise and guide teachers, especially in the academic field, so that their performance can continue to improve in a better direction. The better the quality of the learning process carried out by the teacher certainly directly affects the learning achievement achieved by students.

The gap between expectations of school administration and the reality on the ground is expected to impact teacher performance in terms of processes and outcomes. The extent to which the principal wants to display exemplary leadership has a direct effect on teacher performance. Teacher performance is influenced by situational factors such as work culture, job satisfaction, and work motivation. Overall, all of the above factors are thought to be strongly influenced by the principal's leadership in transforming teacher performance towards a better direction. Based on the problem above, leadership is considered crucial in school management, especially in improving teacher performance. So this study will develop a Transformational Leadership Model adopted from the Bass & Avolio Model, which has made many leaders successful in their leadership and is widely applied to profit organizations so that this research will develop a "Transformational Leadership-based Education Management Model in Improving School Teacher Performance. Base in Padang Lawas Regency, North Sumatra".

2. LITERATURE REVIEW

Factual Model

They were referring to the opinion of Sugiyono (2014) in the field of education, that the products produced through research and development (R&D) can be in the form of teaching methods, educational media, employee development systems, payroll systems, management models and so on. Developed in this study is the Management Model, namely "Education Management Model Based on Transformational Leadership in Improving Teacher Performance," developed from a factual model resulting from the initial research. The factual model is a model of education management in improving teacher performance which is currently being implemented in elementary schools. The picture of the factual model is described as follows

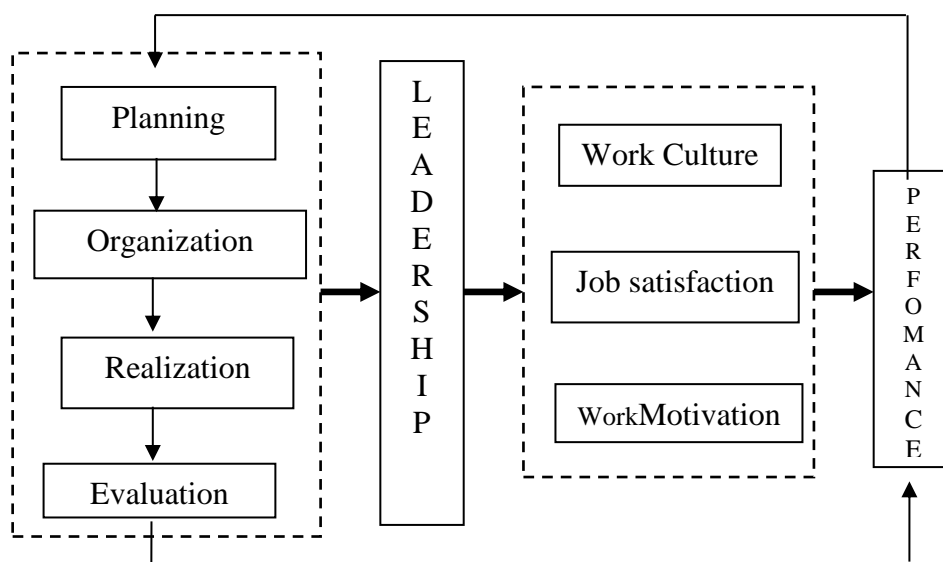


Figure 1: Research factual model

Based on the factual model picture above, it can be understood that the stages of the leadership-based education management function in improving teacher performance have been carried out, but have not included aspects of the transformational leadership element in it. So that researchers will develop a Management Model, namely "Transformational Leadership-Based Education Management Model

development of transformational leadership-based education management model in improving elementary school teacher performance in padang lawas regency, north sumatra.

in Improving Teacher Performance, which is abbreviated as transformational leadership-based education management model, as described in the research model in the following discussion.

Research Model

The formulation of the Transformational Leadership Model Bass & Avolio theory was developed in the elaboration of the Transformational Leadership-Based Education Management Model in Improving the Performance of Elementary School Teachers in Padang Lawas Regency. The formulation of the Transformational Leadership Model Bass & Avolio (2009) theory includes four components of Transformational leadership as follows:

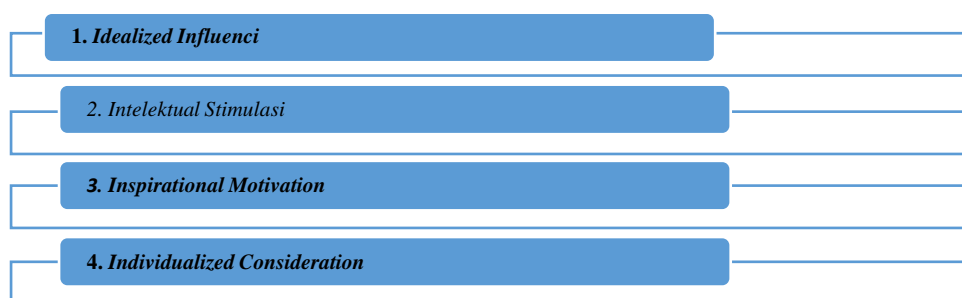


Figure 2: Bass & Avolio. Transformational Leadership Model

Based on the picture above, it can be seen that transformational leadership consists of four elements. In this study, a Transformational Leadership-Based Education Management Model in Improving Teacher Performance will be developed based on the formulation and elements of the Bass & Avolio Transformational Leadership Model above. The implementation of the transformational leadership-based education management model in education management needs to be applied to the principal's leadership. This leadership model is applied as a solution to the leadership crisis for principals, especially in the field of education management in schools. The reasons why it is necessary to apply a transformational leadership model to be applied to the field of educational organizations By Usman: (2013: 389) are: (1) Significantly improve organizational performance; (2) Positively associated with long-term marketing orientation and teacher job satisfaction; (3) Generating a higher commitment of its members to the organization; (4) Increase workers' trust in management and daily behavior of the organization; (5) Increase job satisfaction through work and leadership; (6) Reducing workers' stress and improving well-being.

Based on the description above, the existing factual model was further developed by being interpreted, analyzed, and predicted based on the study of relevant theories into a design model of education management by incorporating a transformational leadership model as an important factor determining the success of teacher performance. The design for the Development of Transformational Leadership-Based Education Management Models in Improving Teacher Performance offered and will researched can be described as follows.

3. RESEARCH METHODS

The method used in this research is the research and development (R&D) method. At the end of the phase, external diffusion was carried out through research activities from the parties involved in the

development, users of the transformational leadership-based education management model in improving the performance of elementary school teachers in Padang Lawas Regency. Then a final report was made with the roadmap in Figure 3 as follows:

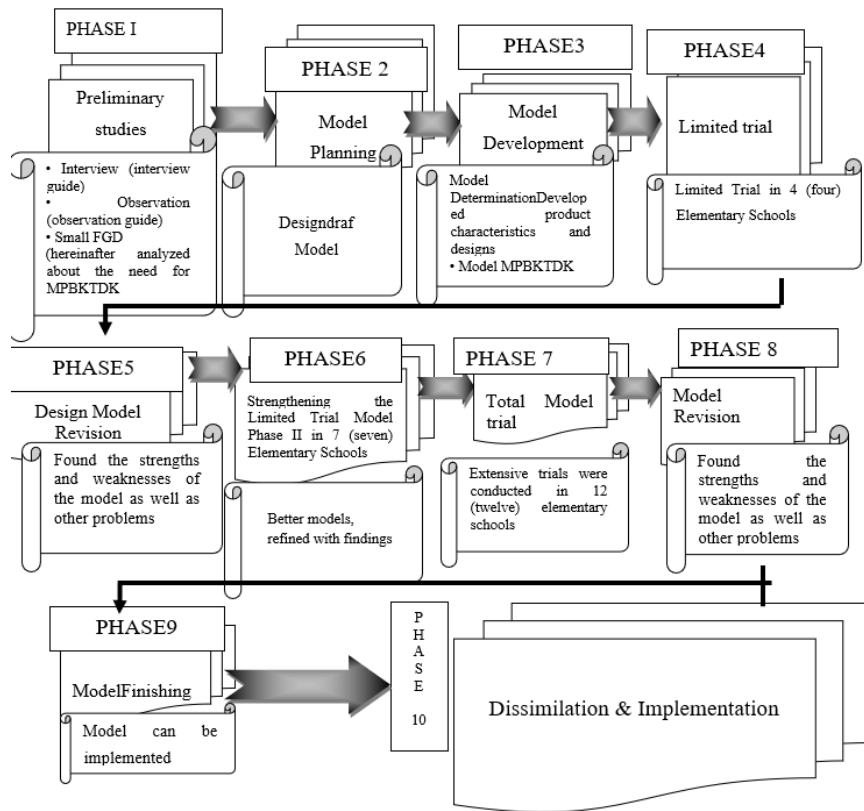


Figure 3: Research Flow (RoadMap) transformational leadership-based education management model Development

Based on the Research Flow (RoadMap) for the Development of the transformational leadership-based education management model above, the development procedure is simply shown in Figure 4 below:

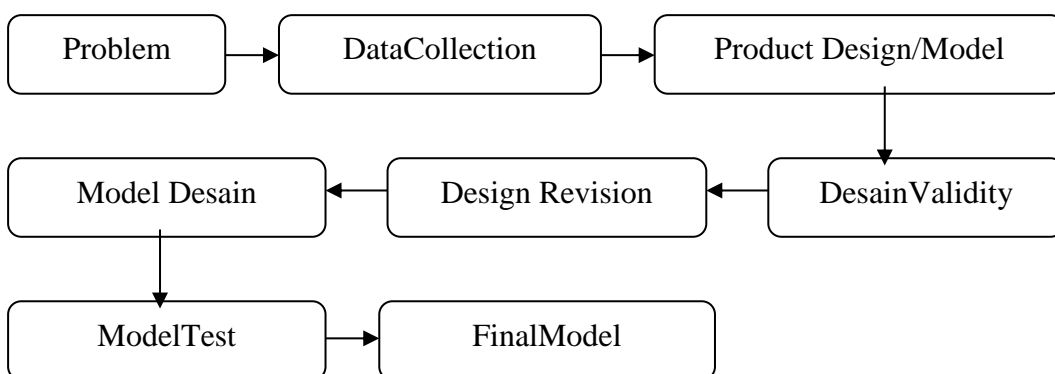


Figure 6: Model Development Procedure

Based on Figure 4 the model development procedure above, eight components are described, namely:

development of transformational leadership-based education management model in improving elementary school teacher performance in Padang Lawas Regency, North Sumatra.

1. **Problem.** The research departs from the problem in the preliminary study. Problems will be solved through R & D by researching so that an adequate model, pattern, or system/mechanism can be found that can be used to solve the problem. Problems that have existed or occurred in the implementation of transformational leadership-based education management in improving the performance of elementary school teachers include planning, organizing, implementing, and evaluating based on approaches, strategies, and implementation methods. This approach is often unable to improve the quality of graduates. Generally, only technical improvements in graduates' field of study/competence, while other abilities such as the ability to continue to a higher level of study.
2. **Data collection.** They are collecting data to obtain empirical data on the implementation of transformational leadership-based education management in improving the performance of elementary school teachers in Padang Lawas Regency. The data is used to compile the design of the implementation model that was developed. Empirical data were collected from principals and teachers. Based on the data analysis techniques determined, the data included are measured and analyzed.
3. **Product design.** A model certainly has a clear concept, which then forms the concept of the model is realized in a picture or chart to be used as a guide in the running/applying the model. The steps of the model development procedure and the specification of the development model have been described in the previous description.
4. **Design validation** determines the developed model, whether the developed model is appropriate. Determination of the model by discussing with experts in focus group discussions (FGD). If it has not reached the goodness of fit parameter, the model design must be revised. In this study, the first FGD was carried out as follows:

a. **Thema:**

Discussion of Discussion Materials on Guidelines for Transformational Leadership-Based Education Management Models in Improving Teacher Performance, and implementation instructions.

b. **Participants:**

1. Head of Service Technical Service Unit (Ka. UPTD)
2. Principal of Elementary School Negeri 0301
3. Principal of Elementary School Negeri 0302
4. Principal of Elementary School Negeri 0303
5. Principal of Elementary School Negeri 0304
6. Principal of Elementary School Negeri 0305
7. Principal of Elementary School Negeri 0306
8. Principal of Elementary School Negeri 0307

9. Principal of Elementary School Negeri 0308

10. Principal of Elementary School Negeri 0309

11. Principal of Elementary School Negeri 03010

12. Principal of Elementary School Negeri 03011

13. Principal of elementary school Negeri 03012

1. Design revision. If the developed model has shortcomings and has not reached the ideal design and can be applied, the model needs to be revised. Several steps were taken in revising the design of the developed model, as follows: (a) reviewing the instruments used in data collection; (b) reviewing respondents, whether there are respondents who outlay; (c) refer to the hypotheses developed; (d) refer to the concept that has been built; (e) review the theory used to build the concept. Furthermore, after revising the initial model design, the "new" design or modified model is re-validated. The validation steps and concepts are used in re-validating areas in the step number above.
2. Design a workable model. The results of the model validation agreed with the FGD technique in the FGD can be referred to as a "hypothetical" model. The achievement criteria of the model if it can be applied in the field and the FGD participants agree on the design that has been made. Even though the criteria have been met or not rejected, it is still referred to as a hypothetical model. It is said to be a hypothetical model because, rationally, the model has been good, but its effectiveness has not been tested in empirical model trials.
3. Model testing. The trial intended at this stage is a field trial. The test was conducted to obtain information on whether the implementation of Transformational Leadership-Based Education Management in Improving the performance of elementary school teachers is more effective than the implementation model of practice that has been implemented so far. In the model trial, observations were also made about the model's output on changes in the behavior of school principals, students, and teachers after participating in Transformational Leadership-Based Education Management in Improving the performance of elementary school teachers. From the model's output, an analysis of the trend of changes in teacher performance will be carried out. Through a limited trial, model analysis, measurement of variables and management responses will be carried out as model users
4. Final Models. If the developed model has been declared effective in-field testing, the model is the final model. Furthermore, the next step can be carried out, namely dissemination of the model or mass distribution of the model (Dissemination and implementation), namely the step of disseminating the product/model developed to the general public/community, especially in the education arena.

5. RESEARCH RESULTS AND DISCUSSION

development of transformational leadership-based education management model in improving elementary school teacher performance in Padang Lawas Regency, North Sumatra.

The transformational leadership-based education management model has a significant effect on improving teacher performance, which includes 14 aspects (indicators), namely (1) the ability of teachers to formulate learning objectives in the lesson plans in accordance with the curriculum/syllabus and pay attention to the characteristics of students; (2) the ability of teachers to compose teaching materials in a coherent, logical, contextual and up-to-date manner; (3) the ability of teachers to plan practical learning activities; (4) The ability of teachers to choose learning resources/learning media in accordance with the material and learning strategies; (5) the ability of teachers to start learning effectively; (6) the ability of teachers to master the subject matter; (7) The ability of teachers to apply effective learning approaches/strategies; (8) The ability of teachers to utilize learning resources/media in learning; (9) The ability of teachers to trigger and/or maintain student involvement in learning; (10) The ability of teachers to use the correct and appropriate language in learning; (11) The ability of teachers to end learning effectively; (12) The ability of teachers to design evaluation tools to measure the progress and success of students' learning; (13) The ability of teachers to use various strategies and assessment methods to monitor the progress and learning outcomes of students in achieving specific competencies as written in the lesson plans; and (14) the ability of teachers to utilize various assessment results to provide feedback for students about their learning progress and materials for the preparation of further lesson plans. These fourteen aspects in the experimental group in cycle I (4 schools, 45 teachers) and cycle II (7 schools, 73 teachers) had a significantly higher percentage and mean score compared to the control group (4 schools, 43 teachers) who were still conventionally.

This is very important considering that this follows Permenneg PAN and RB No. 16 of 2009, article 15, and becomes a standard in teacher performance in schools. Furthermore, the results of the questionnaire test also obtained an increase in the value of teacher performance which can be seen from the increase in aspects such as the value of the quantity of work, quality of work, effective use of time at work, and cooperation between colleagues and school principals. This is shown in other variables that are also known to affect the implementation of the transformational leadership-based education management model, which can be seen from the value of transformational leadership, increase in work culture, increase in job satisfaction, and increase in work motivation.

The improvement of the principal's transformational leadership can be seen in the increasing aspects of idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. In the work culture, the improvement can be seen from the increase in values, beliefs, norms, and interactions that affect teachers' mindsets, attitudes, and behavior. Furthermore, job satisfaction can be seen in increasing opportunities for promotion, the work itself, salary, co-workers, and supervision. At work, motivation can be seen from the increase in aspects such as the desire to be superior, challenging work, rewards, and rewards for a career.

The responses from school principals and teachers regarding the implementation of the transformational leadership-based education management model are also good; this can be seen from their satisfaction with the application of the model to improve teacher performance. Including increasing their understanding of the concept of the transformational leadership-based education management model and soft skills that can be trained by applying the model in carrying out their work. In the application of this model, teachers get good guidance, and in addition to the experience process, they have more extended and more experience so that the opportunity for reflection,

generalization, abstraction, and transfer in experiential coaching is profound. The experience gained from the application of this model can change the habits of teachers in working, which were previously too conservative to be better and neatly arranged so that the expected results will be achieved.

The results of the descriptive analysis of the principal's transformational leadership during the pre-cycle (before the model was applied) were dominated by the percentage value of 74.42% in the sufficient category and 25.58% in the less category. Furthermore, after the application of the transformational leadership-based education management model in the first cycle, the percentage value was 93.33% in the sufficient category and 6.67% in the less category. Furthermore, in the second cycle, the percentage value of 100% was obtained in the sufficient category. Based on this, it is understood that there has been an increase in the value of transformational leadership during cycle I & cycle II.

Furthermore, regarding the work culture variable, there was a significant increase as well. In the pre-cycle assessment, the percentage of work culture values was dominated by 53.49% in the less category and 46.51% in the sufficient category. After the first cycle, the score increased by 66.67% in the sufficient category and 33.33% in the less category. Furthermore, the second cycle obtained an increase in value of 4.11% in the high category, 68.49% in the sufficient category and 27.40% in the less category.

In the pre-cycle assessment, the percentage of job satisfaction scores was dominated by 72.09% in the sufficient category and 27.91% in the less category. After the first cycle, the score increased by 91.11% in the sufficient category and 8.89% in the less category. Furthermore, the second cycle obtained an increase in the value of 53.42% in the high category and 46.58% in the moderate category.

In the pre-cycle assessment, the percentage of work motivation scores was dominated by 62.79% in the less category and 37.21% in the sufficient category. After the first cycle, the score increased by 62.22% in the sufficient category and 37.78% in the less category. Furthermore, in the second cycle, the score increased by 9.59% in the high category, 52.05% in the sufficient category and 38.36% in the less category.

Furthermore, in the pre-cycle assessment, the percentage of teacher performance scores was dominated by 69.77% in the sufficient category and 30.23% in the less category. After the first cycle, the score increased by 93.33% in the sufficient category and 6.67% in the less category. Furthermore, the second cycle obtained an increase in the value of 27.40% in the high category and 72.60% in the moderate category.

Based on these results, it can be seen that the application of the transformational leadership-based education management model model in cycle I & cycle II gave significant changes to transformational leadership, work culture, job satisfaction, work motivation and teacher performance. These results show that there is an increase in overall variables when the transformational leadership-based education management model is implemented in cycles I & II. Based on this, it can be concluded that the improvement experienced by transformational leadership, work culture, job satisfaction and work motivation will improve teacher performance.

development of transformational leadership-based education management model in improving elementary school teacher performance in padang lawas regency, north sumatra.

The results of testing the major hypothesis II and followed by the seven minor hypotheses, show that together transformational leadership, work culture, job satisfaction and work motivation have a direct and indirect effect on the performance of elementary school teachers in Sosopan District, Padang Lawas Regency, North Sumatra Province. Transformational leadership has direct and indirect influence on teacher performance, while work culture, job satisfaction and work motivation only have a direct influence on teacher performance. This shows that together these four variables need to be considered in improving teacher performance. The high and low teacher performance will be seen from the factors of the transformational leadership-based education management model and the variables of transformational leadership, work culture, job satisfaction and work motivation.

The results of minor testing hypotheses a, b and c indicate that transformational leadership significantly influences work culture, job satisfaction, and work motivation. Furthermore, the results of testing minor hypotheses d, e, f, and g indicate that transformational leadership, work culture, job satisfaction, and work motivation significantly affect teacher performance. Based on the first minor hypothesis (minor hypothesis a), transformational leadership significantly affects work culture. The level of work culture will be influenced by the optimal transformational leadership of the principal—the better and higher the value of transformational leadership, the better the work culture that is formed.

Based on the second minor hypothesis (minor hypothesis b), transformational leadership significantly affects job satisfaction. The level of job satisfaction will be influenced by the optimal transformational leadership of the principal. The better and higher the value of transformational leadership, the higher the level of job satisfaction of the teachers. Based on the third minor hypothesis (minor hypothesis c), transformational leadership significantly affects work motivation. The level of work motivation will be influenced by the optimal transformational leadership of the principal. The better and higher the value of transformational leadership, the higher the level of work motivation of the teachers.

Based on the fourth minor hypothesis (minor hypothesis d), transformational leadership significantly affects teacher performance. The high and low teacher performance will be influenced by the optimal transformational leadership of the principal. The better and higher the value of transformational leadership, the higher the teacher's performance achieved. Based on the fifth minor hypothesis (minor hypothesis e), work culture significantly affects teacher performance. Good work culture will influence the high and low performance of teachers. The better and higher the value of work culture, the higher the teacher's performance achieved.

Based on the sixth minor hypothesis (minor hypothesis f), job satisfaction significantly affects teacher performance. The level of teacher performance will be influenced by the level of job satisfaction of the teachers. The better and higher the value of job satisfaction, the higher the teacher's performance achieved. Furthermore, based on the seventh minor hypothesis (minor hypothesis g), work motivation significantly affects teacher performance. The high and low performance of teachers will be influenced by the amount of work motivation of teachers. The better and higher the value of work motivation, the higher the teacher's performance achieved.

Overall, this research produces knowledge of several factors that affect teacher performance in schools. Replication of research can be done in order to confirm a more comprehensive conclusion by (1) multiplying respondents; (2) expand the study; and (3) use with a broader area coverage.

6. CONCLUSION

Based on the data analysis and discussion in this study, several conclusions can be drawn as follows:

1. Based on the results of trials and developments, the implementation model of Transformational Leadership-Based Education Management in Improving Teacher Performance at elementary school in Sosopan District, Padang Lawas Regency, is proven to improve teacher performance. The transformational leadership-based education management model is implementation model improves teacher performance, including work quality, the quantity of work, effective use of time, and cooperation.
2. The output of this transformational leadership-based education management model, namely the quality of work, quantity of work, effective use of time, and cooperation in the model group (cycle I), is higher than the conventional group (pre-cycle). The test results of this model meet the requirements of research and development, which include: accuracy, reality, and benefits. Experimental data and information were analyzed according to scientific techniques such as instrument validity and reliability, respondent requirements, experimental and control group grouping, documentation, and compliance with other research provisions or requirements.
3. The response of program managers, management, and respondents to the implementation of the transformational leadership-based education management model is considered satisfactory, both in terms of concept, implementation in technical implementation, and their perception of what transformational leadership-based education management model should be. In their view, implementing the transformational leadership-based education management model can also increase understanding and develop soft skills for the participants of the transformational leadership-based education management model.
4. Determination factors that affect teacher performance in order from the largest are (1) work culture, (2) transformational leadership, (3) job satisfaction, and (4) work motivation. Theoretically, the transformational leadership-based education management model is the result of a proven R&D development process. Practically, the transformational leadership-based education management model is an alternative model for implementing education management to improve teacher performance.
5. Minor hypotheses I, II, III, and IV, transformational leadership has a positive and significant influence on (1) work culture where the correlation reaches 0.335 and the path coefficient reaches 0.335 with a significant effect of 11.2%; (2) job satisfaction where the correlation reaches 0.233 and the path coefficient reaches 0.233 with a significant effect of 5.4%; (3) work motivation where the correlation reaches 0.234 and the path coefficient reaches 0.234 with a significant effect of 5.5%, and (4) teacher performance where the correlation reaches 0.405 and the path coefficient reaches 0.170 with a significant effect of 2.9%.

development of transformational leadership-based education management model in improving elementary school teacher performance in Padang Lawas Regency, North Sumatra.

6. The minor hypothesis V is known that work culture has a positive and significant influence on teacher performance where the correlation reaches 0.663, and the path coefficient reaches 0.508 with a significant influence of 25.8%. In the minor hypothesis VI, it is known that job satisfaction has a positive and significant effect on teacher performance where the correlation reaches 0.432, and the path coefficient reaches 0.146 with a significant effect of 2.1%. Furthermore, minor hypothesis VII is known to have a positive and significant influence on teacher performance where the correlation reaches 0.328, and the path coefficient reaches 0.135 with a significant effect of 1.8%.
7. In the second central hypothesis, it is known that transformational leadership, work culture, job satisfaction, and work motivation have a positive and significant effect on the performance of elementary school teachers in Sosopan District, Padang Lawas Regency, North Sumatra Province, either directly or indirectly by 36.6%.

References

1. Bass, B.M. and Avolio, B.J. (2004). MLQ: Multifactor Leadership Questionnaire: Technical Report, Leader Form, Rater and Scoring Key for MLQ (Form 5xshort). CA. Redwood City: Mind Garden
2. Dionne, D., Shelley., Yammarino, J., Francis., Atwater, E., Leanne., Spangler, D., William. (2014). Transformational Leadership and Team Performance. *Journal of Organizational Change Management*, Vol.17, No.2, 2004. USA.
3. Fathurrohman, Muhammad. (2015). Model-model Pembelajaran Inovatif. Yogyakarta: Ar-ruzz Media
4. Ghasabeh, Mostafa Sayyadi and Povitera, Michael J. (2017). Transformational Leadership: Building An Effective Culture to Manage Organisational Knowledge, "TheJournal of Values-Based Leadership: Vol.10, Iss.2, Article 7.
5. Gunawan, Heri. (2017). Pendidikan Karakter Konsep dan Implementasi. Bandung: Alfabeta
6. Imron, Ali. (2015). Belajar dan Pembelajaran. Pustaka Jaya: JakartaKunandar. (2016). Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru. Jakarta: PT. Raja Grafindo Persada
7. Luthans, Fred. (2012). Perilaku Organisasi. terjemahan. Vivin Andika Ywono, et. al., Yogyakarta: Andi
8. Mulyasa, E. (2014). Pengembangan dan Implementasi Kurikulum 2013. Bandung: Remaja Rosdakarya
9. Peter, Drucker. (2012). Managing in a Time of the Great Change. Harvard Business Review Press
10. Raihani. (2012). Kepemimpinan Sekolah Transformatif. Yogyakarta: PT.LKiS Printing Cemerlang
11. Undang-Undang Guru dan Dosen Nomor 14 Tahun 2005 pasal 1
12. Undang-undang No. 20 tahun 2003 tentang sistem pendidikan nasional
13. Usman, Husaini, (2013) Manajemen, Teori, Praktik dan Riset Pendidikan. Jakarta: Bumi Aksara
14. Wirawan. (2014). Kepemimpinan: Teori, Psikologi, Prilaku Organisasi, Aplikasi dan Penelitian. Jakarta: PT Raja Grafindo
15. Yukl, Gary. (2009). Kepemimpinan dalam Organisasi Edisi 5. Terjemahan Budi Supriyanto. Jakarta: Rajawali Press