

Principles' Training Programs and Transformational Leadership and Its Effect on School Quality Management Implementation

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ABSTRACT

The aim of this study is determining the effect of the principal's transformational leadership, the commitment of educators and education personnel, and training programs on the implementation of school quality management and performance. This research is considered as quantitative research. The population in the study is all Malang teachers. Using simple random sampling, 100 teachers in Malang are chosen as samples. The information for this study was gathered by distributing questionnaires via G-Form to each school's group. The collected data is analyzed using Structural Equation Model (SEM). The outcome of the study elaborate that Transformational Leadership has an effect on the Implementation of Quality Management. Transformational Leadership affects Institutional Performance, Commitment of Educators and Education Personnel affects Quality Management Implementation, Educator and Educational Personnel Commitment affects Institutional Performance, Training Programs affect quality management, training programs affect Institutional Performance. This research is hoped to contribute to the educational literature and have beneficial throughout larger society, especially in educational field.

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1. INTRODUCTION

Performance is acknowledged as a crucial component of education, but it also contributes to determining whether an education is of high or low quality. Teachers' performance is determined by how well they carry out their responsibilities as educators. Since the teacher is the person who students interact with most frequently directly during the learning process, the quality of teacher performance is crucial to the quality of educational outcomes (Pianda, 2018). Teachers must be skilled at creating engaging lessons that will aid students in understanding the academic goals they must achieve to manage the learning and teaching process. This requires developing the necessary subject matter and enhancing students' listening

skills. In the development of education field nowadays, the performance of teachers must improve due to the tasks they carry out and the demands of the times (Fakhrurrazi, 2018). High ability in managing learning in teachers will greatly enable the management of learning activities to be more effective and efficient. Teacher performance is the key to improving the education sector and raising educational standards.

Schools need to provide their facilities that can support the implementation of the educational process and enhance the standard of education. The facilities needed by teachers to improve their performance include schools facilitating teachers to participate in training. Training is also one of the facilities provided by schools for teachers to increase knowledge, then applied to schools or other people. In order to increase performance, it is necessary to give opportunities to develop all potential they own, for example having an increase in education, participating in seminars, workshops, MGMP, as well as other education and training program. Through the actions the teachers' performance will increase with the better implementation of teaching and learning activities (Bamber, 2016; Cao et al., 2019; Chinedu et al., 2019; Wang et al., 2020) suggest that training for teachers is useful, especially in learning in heterogeneous classes.

Ödalen et al. (2019) show that training is able to affect the effectiveness of achieving the goals of higher education institutions. Each staff in higher education institutions has different goals and demands for capabilities. Therefore, training is seen as one of the solutions in creating quality resources. Ödalen et al., (2019) discovered that training affects the scales measuring conceptual change, student-focused approach, and self-efficacy beliefs on 200 University of Helsinki teachers. Ma et al., (2020) also finds similar outcomes in her study on the impact of peer training on teachers' perceptions and performance. This finding was obtained according on the contrast between the control class and the experimental class where the experimental class performed better on average because they received training in defining performance criteria, giving feedback, and writing assessment reports.

In raising educational standards, transformational leaders are also considered to be the important aspect needed. Principal transformational leadership is a leadership style that makes changes in school. Theoretically, transformational leadership is a leadership style that inspires and motivates followers to work together to accomplish the institution's objectives. A principal can maximize the transformation of the resources available for his subordinates (teachers and education staff) while carrying out his duties and activities to achieve the institution's goals. The idea that charismatic leaders will always keep their followers because they have a big soul is the cornerstone of transformative leadership (Abouraia & Othman, 2017; Nirushan, 2017).

Teacher commitment needs to be developed and is important in the development of teacher professionalism which will later affect the quality of learning and the quality of student learning outcomes. Due to its enormous influence on educators' performance, educator commitment is seen within the company as equally important. Commitment is an attitude that reflects feelings of liking or disliking the organization where a person works (Louws et al., 2017). According to Gore et al., (2017) commitment is a work attitude or a strong belief in and acceptance of the company's values and goals, a readiness to act in the organization's best interests, and a desire to stay with the organization. Several numbers of studies conducted prove that commitment can affect a person's performance in the organization, the higher a person's commitment to the organization, the higher the level of performance and one's loyalty to the organization (Avenue et al., 2015; García-Martínez et al., 2019; Prenger et al., 2019).

Giving students the independent, social, and academic skills they need to progress their learning, teachers may motivate their students to take their academics seriously and support them in realizing their full potential. Reitman (2015) stated that the teacher's role is to create a series of interrelated patterns of behavior that are carried out in certain situations and are related to the progress of behavior change and student development (Usman, 2016).

Today's debate over how to raise educational standards is still raging. Although the Indonesian government has achieved a lot of progress, it doesn't appear that any of it has produced results that are satisfactory, which contributes to Indonesia's low educational standards. Unifah Rosyidi, general

chairman of the PGRI board, claims that when measured against global/international education quality indicators, Indonesian education is not to be proud of. However, when statistics in terms of quantity are taken into account, it has a great achievement in terms of access to educational opportunities (Haeruman et al., 2021). One indicator of the caliber of education in Indonesia is the evaluation outcomes from the Program for International Student Assessment (PISA). In the 2018 PISA test, Indonesia's reading literacy ability scored 72 out of 77 countries, maths scored 72 out of 78 participating countries, and science scored 70 out of 78 countries, according to the PISA report, which was announced on 3 December 2019 (Hopfenbeck et al., 2018).

According to research findings from Irmayani et al., (2018) numerous efforts have been made to raise the standard of national education, in particular the standard of schools, through various teacher training programs and improvements, the purchase of books and learning resources, and improvements to educational infrastructure and facilities at various levels; however, the outcomes have not been as satisfactory as anticipated. In line with this description, Tobari et al., (2018) mentioned that the first is the state of the human resources (principals, teachers, lab assistants, administrative staff, and students); the second is whether or not the material input criteria are met in the form of teaching materials, books, curriculum, school facilities and infrastructure; the third is whether or not the input is in the form of software, such as rules, organizational structures, and job descriptions; and the fourth is the quality of the input.

Based on previous research, the novelty of this research is the need of principal leadership to be formulated because the principal is the backbone of school dynamics. The existence and progress of the school is highly dependent on the principal. Therefore, the principal must be a dynamic, creative, and competitive figure, and not easily discouraged. The purpose of this study is to ascertain how the School Quality Management Implementation is affected by the Transformational Leadership and Principles Training Program. According to the established goals, it is anticipated that the findings of this study will be beneficial to the field of education and the larger community, especially in that area.

2. METHODS

Table 1. Dimensions of research variables indicators

Variable	Dimension	Indicator
Transformational leadership (Kallapadee et al., 2017)	Visionary	a. Capable of carrying out the vision and purpose of the school
		b. Have self-confidence
		c. Responsible
		d. As an agent of change.
	Inspirational	a. Trusted figure
		b. A person who is a motivator
		c. Able to make decisions
		d. Fair to the teacher
	Stimulation intellectual	a. Encouraging new approaches to learning related to the pedagogical and professional competencies of teachers
b. Have innovative ideas and solutions for pedagogical and professional capabilities.		
c. Influencing teachers to handle challenges from different pedagogical and professional perspectives.		

Commitment of educators and education (Harinoto et al., 2018)	Empowerment	<ol style="list-style-type: none"> a. Work effectively related to enhancing teachers' pedagogical and professional ability. b. Building a joint commitment with teachers related to enhancing teachers' pedagogical and professional ability c. Develop teacher skills to increase pedagogical and professional competence. d. Creating a climate for innovation and creativity in order to improve pedagogical and professional abilities <ol style="list-style-type: none"> 1. Identification, , shown as employee trust in the company, may be achieved by altering the organization's goals to reflect some of the employee's personal ambitions. 2. Employee engagement, involvement, or participation in work is significant because employee involvement causes them to be eager and glad to collaborate with both the leadership and with their fellow co-workers. 3. Loyalty, is defined as a person's willingness to maintain a relationship with an organization, even if it means sacrificing personal interests, without expecting anything in return.
Training (Amor et al., 2020)	Instructor	<ol style="list-style-type: none"> 1. According to the scientific field 2. Competent
	Participant	<ol style="list-style-type: none"> 3. Competence before attending training 4. Competence after training
	Method	<ol style="list-style-type: none"> 5. Submission of materials that utilize technology 6. Audio Visual used
	Theory	<ol style="list-style-type: none"> 7. Curriculum development 8. Class management strategy
	Destination	<ol style="list-style-type: none"> 9. Improved teaching skills 10. Adaptive with its times
School Performance (Meidiana et al., 2020):		<ol style="list-style-type: none"> 1) input standards, covering aspects of education personnel, student aspects, aspects of facilities and financing, 2) process standards include aspects of curriculum and teaching materials, PBM aspects, assessment aspects, management and leadership aspects, 3) output standards, covering 2 aspects of student achievement, aspects of the achievements of educators and school principals, and aspects of school achievement.

School Management (Ismail, 2018)	Quality	1) customer-oriented (customer or client focus) 2) continuous improvement, and 3) group collaboration.
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Steps in PLS are defined in the following.

1. Outer model analysis

Validity test

A validity analysis is used to assess a questionnaire's reliability and validity. Validity assessment is performed in this study utilizing convergent validity and AVE. The instrument appears valid if the AVE value exceeds 0.05 and the external loading value exceeds 0.6.

Table 2. The results of the instrument validity test

Variable	Instrument Code	Outer Loading	AVE	Information
Transformational Leadership (X1)	X1.1	0.705	0.548	Valid
	X1.10	0.735		Valid
	X1.3	0.763		Valid
	X1.2	0.707		Valid
	X1.4	0.763		Valid
	X1.5	0.720		Valid
	X1.6	0.703		Valid
	X1.7	0.729		Valid
	X1.8	0.777		Valid
Commitment of Educators and Education Personnel (X2)	X1.9	0.837	0.553	Valid
	X2.1	0.786		Valid
	X2.2	0.797		Valid
	X2.3	0.732		Valid
	X2.4	0.745		Valid
	X2.5	0.751		Valid
	X2.6	0.723		Valid
	X2.7	0.722		Valid
	X2.8	0.713		Valid
Training Program (X3)	X2.9	0.718	0.539	Valid
	X3.1	0.734		Valid
	X3.2	0.734		Valid
	X3.3	0.734		Valid
	X3.4	0.734		Valid
	X3.5	0.734		Valid
	X3.6	0.734		Valid
	X3.7	0.734		Valid
	X3.8	0.734		Valid
	X3.9	0.734		Valid
X3.10	0.734	Valid		
	X3.1	0.753	0.560	Valid

	Y1.10	0.753		Valid
	Y1.2	0.753		Valid
	Y1.3	0.753		Valid
Quality Management Implementation (Y1)	Y1.4	0.753		Valid
	Y1.5	0.753		Valid
	Y1.6	0.753		Valid
	Y1.7	0.753		Valid
	Y1.8	0.753		Valid
	Y1.9	0.753		Valid
Institutional Performance (Y2)	Y2.1	0.788	0.626	Valid
	Y2.2	0.816		Valid
	Y2.3	0.806		Valid
	Y2.4	0.798		Valid
	Y2.5	0.745		Valid

Reliability Test

Researchers employed two types of reliability tests in this study: Cronbach's Alpha and the Composite Reliability test. Cronbach Alpha is a measure of lowest-bound dependability. If the data has a Cronbach alpha value and a composite reliability score more than 0.7, it is considered good.

Table 3. Test results of reliability test

	Cronbach's Alpha	Composite Reliability
Quality Management Implementation (Y1)	0.902	0.920
Transformational Leadership (X1)	0.918	0.930
Institutional Performance (Y2)	0.851	0.893
Commitment of Educators and Education Personnel (X2)	0.899	0.917
Training Program (X3)	0.905	0.921

Based on the calculations, all items of instrument satisfied the reliability and validity standards with the scores surpassed the criterion.

3. FINDINGS AND DISCUSSION

R Square

The coefficient determination (R-Square) method measures all endogenous variables influenced by other variables. The table showed the R-Square value based on data analysis performed using the smartPLS application.

Table 4. Results of R-square analysis

	R Square	R Square Adjusted
Quality Management Implementation (Y1)	0.709	0.700
Institutional Performance (Y2)	0.644	0.633

According to the score in the table, transformational leadership, training programs, and the Commitment of Educators and Education Personnel explain 70.9% of the quality management variable, while other variables not addressed in this study account for 29.1%. Transformational Leadership, Training Programs, and Commitment of Educators and Education Personnel are responsible for 64.4% of the variation in institutional performance variables; the other variables not addressed in this study account for 29.1%.

Hypothesis Test

Table 5. Results of Hypothesis Test

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Transformational Leadership (X1) -> Quality Management Implementation (Y1)	0.283	2,979	0.003
Transformational Leadership (X1) -> Institutional Performance (Y2)	0.286	2,745	0.006
Commitment of Educators and Education Personnel (X2) -> Quality Management Implementation (Y1)	0.218	2,338	0.020
Commitment of Educators and Education Personnel (X2) -> Institutional Performance (Y2)	0.291	3.069	0.002
Training Program (X3) -> Quality Management Implementation (Y1)	0.412	3,527	0.000
Training Program (X3) -> Institutional Performance (Y2)	0.300	2,420	0.016

The Effect of Transformational Leadership (X1) on Quality Management Implementation (Y1)

The hypothesis test results of the influence of transformational leadership on the implementation of quality management were positive, with a beta score of ($p = 0.283$), a t-statistic of ($p > 1.96$), and a p-value of (0.003 ($p < 0.05$)). It indicates a good and significant relationship in which a good transformational approach from the principal can improve the quality management of the school. A leader must be mindful of their position since it sets an example for all their behavior, including their temperament, quality, quantity, and interactions with other coworkers. Regardless of rank or seniority, teachers and principals should communicate to improve the quality of education. This study follows research by (Hutama & Goenawan, 2017; Maris et al., 2016).

The Effect of Transformational Leadership (X1) on Institutional Performance (Y2)

The hypothesis test findings examining the impact of transformational leadership on institutional performance had a positive beta score of ($p = 0.286$), a t-statistic of ($p > 1.96$) of 2.745, and a p-value of ($p < 0.05$) of 0.006. It implies a good and significant relationship where transformational leadership Good behavior from the principal can affect the performance of school institutions. With good transformational leadership from school principals, they will be able to provide examples of leaders' skills and knowledge, loyalty to one another, and liking each other which in turn is able to contribute to the development of the performance of resources and an institution. This will support the improvement of a resource's and an institution's performance. This study follows research by (Kristiawan, 2020; Pratini & Utama, 2016).

The Effect of Commitment of Educators and Education Personnel (X2) on the Implementation of Quality Management (Y1)

The results of the hypothesis test of the effect of commitment of educators and education on quality management implementation received a positive beta score of ($p = 0.218$) with t-statistics of 2.338 ($p > 1.96$) and p-values of 0.020 ($p < 0.05$) indicating a positive relationship and significantly where the higher the commitment of educators and education personnel will affect the quality management of school institutions. Educators must provide professional services to students in order for learning objectives to be fulfilled. Teachers who are said to be professional are teachers who master all competencies so that they are capable of carrying out their tasks and functions as teachers to the best of their abilities. By having a high commitment, teachers will be able to deliver good service to kids while also improving the school's quality. The result of this hypothesis is similar with the finding of (Putrayana et al., 2018; Wijaya, 2008).

The Effect of Commitment of Educators and Education Personnel (X2) on Institutional Performance (Y2)

The outcome of the hypothesis test of the effect of commitment of educators and education on institutional performance resulted in a positive beta score of ($p = 0.291$) with t-statistics of 3.069 ($p > 1.96$) and p-values of 0.002 ($p < 0.05$) indicating a positive and significant relationship where the commitment of educators and higher education may impact the school institutions' performance. There is a strong dedication from the education staff to be able to obtain, develop, and maintain quality of human resources. This condition can improve the performance of school institutions. The findings of this investigation are consistent with previous study of (Archandar, 2010; Hayati et al., 2020).

The Effect of Training Program (X3) on Quality Management Implementation (Y1)

The hypothesis test of the effect of the training program on quality management resulted in a positive beta score of ($p = 0.412$) with t statistics of 3.527 ($p > 1.96$) and p values of 0.000 ($p < 0.05$) indicating a positive and significant relationship where the training program increasingly intense can improve quality management. Training is an activity to teach teachers according to the skills needed to carry out their work. The training is carried out so that teachers who in fact as professional educators have adequate abilities. By participating in the training, the knowledge and skills of teachers will increase which will later be useful in the learning process so as to improve teacher performance. Teacher training is a process of teaching certain knowledge and skills so that teachers are more skilled and capable and have a better attitude as expected. Therefore, it can improve the quality of educational institutions. This result is in accordance with the finding from the research conducted by (Severiens et al., 2014).

Effect of Training Program (X3) on Institutional Performance (Y2)

The results of hypothesis test of the influence of training programs on institutional performance yielded a positive beta score of ($p = 0.300$) with t-statistics of 2.420 ($p > 1.96$) and p-values of 0.016 ($p < 0.05$) indicating a positive and significant relationship where the training program that are intensely able to improve the performance of the institution. Broadly speaking, training is able to facilitate teachers in updating knowledge and skills that are beneficial for career development. Training is also able to prepare educators to face tasks and jobs that have not been mastered. This outcome is in accordance with the findings from study carried out by Suyitno, (2018). In addition, Wenno, (2016) added that teachers must continue to learn, and participate in scientific activities such as training, seminars, and workshops to broaden their horizons, increase experience and apply them in teaching and learning activities carried out by teachers. Training can bring benefits to teachers by increasing teacher knowledge, helping teachers learn new skills, and helping teachers to understand how to work effectively in teams to achieve institutional goals.

4. CONCLUSION

Based on the data analysis and the outcomes of the discussions above, it is possible to conclude that Transformational Leadership has an effect on the Implementation of Quality Management. Transformational Leadership affects Institutional Performance, Commitment of Educators and Education Personnel affects Quality Management Implementation, Educator and Educational Personnel Commitment affect Institutional Performance, Training Programs affect quality management, and training programs affect Institutional Performance. The weakness of this research can only be used effectively when a leader is able to know himself well and has tried to optimize his inner intelligence. Thus, when a leader uses this model, but in a characteristic way, his personality does not yet have high ethical and moral standards, it will be able to hinder their leadership process, because the personality and knowledge do not synergize well. In order to implement management in educational institutions and raise the standard of instruction, the study's findings are anticipated to be able to offer examples of transformational leadership styles and provide input to school principals in the city of Malang. For further researchers who are interested in transformational leadership and teacher performance on school quality, they should examine in depth the problem of these variables. Then, the researcher examines other factors that can improve the quality of schools, and can add insight and knowledge of the author in understanding the discipline of education administration.

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