

# **Transformational Leadership: Classroom Management Innovation and The Quality of Islamic Religious Education Teacher Service in Elementary Schools in Kendari City**

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## **Abstract:**

This study aims to analyze the transformational leadership and classroom management innovation of Islamic Religious Education (PAI) teachers on the service quality of elementary school teachers in Kendari. This study uses a quantitative approach. The sample of this study was 95 PAI teachers who were taken from a population of 125 people and then randomly selected as the unit of analysis the data were analyzed using path analysis, the data were collected through questionnaires. after all variables are entered into the correlation matrix. The results showed that: (1) There was a direct influence of transformational leadership style on the quality of PAI teacher services. Based on the results of the study, it can be concluded that improving the quality of services for PAI teachers in Elementary Schools in Kendari City, it can be done by increasing the transformational leadership of school principals and increasing innovation in classroom management for PAI teachers.

**Keywords:** Transformational leadership, Classroom management innovation, PAI teacher service quality

## **INTRODUCTION**

The government has made various efforts to improve the quality of education, including by improving the welfare of teachers so that teachers can be more concentrated and focused in carrying out their duties at school. If a few decades ago the quality of education in Indonesia declined, all groups could accept that the teacher's welfare was very minimal, so they had to look for odd jobs in addition to their main job of teaching in the classroom.

The government realizes that teachers are important human resources in the field of education and for that, the Indonesian government is committed to initiating improvements in the welfare of educators (Prasetya & Akrim, 2020). One of them is realized in the form of efforts to improve the fate of teachers. In recent years, these efforts have experienced significant developments. Normatively, this is proven by the birth of Law no. 20 of 2003 in a particular article 39 paragraph 2 concerning the National Education System, which states "Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training".

Furthermore, in the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, which is stated in chapter II article 4: "The position of teachers as professionals as referred to in Article 2 paragraph (1) serves to increase the dignity and role of teachers as learning agents, and serves to improve the quality of national education" and in chapter III article 7 paragraph 2 states that: "Empowerment of the teaching profession or the empowerment of the lecturer profession is carried out through self-development that is carried out in a democratic, fair, non-discriminatory, and sustainable manner by upholding human rights, religious values, cultural values, national pluralism, and professional code of ethics.

Many factors cause why the quality of education in Indonesia has not shown significant improvement. One factor that plays an important role is the quality of teacher services. It has become an agreement that teachers are the spearhead and success in improving the quality of Indonesian education. The teacher is the executor in the field who deals directly with students in terms of transfer of knowledge and improving student character (Kemal, et. all, 2019).

There are still many teachers, especially those who have been certified, who do not yet have good service quality, even though so far the poor quality of Indonesian education has always been associated with an inadequate level of teacher welfare. The teachers have not shown excellent service that can improve the quality of Indonesian education. The quality of teacher services determines the overall educational outcomes. Several aspects of the quality of teacher services include aspects *tangible* or physical evidence, where teachers provide tangible evidence in the services provided including physical evidence in the form of teacher performance and the use of mastery of learning materials. The second is the aspect of *reliability* or the reliability of teachers providing accurate and reliable services and their performance is in line with expectations. The third is responsiveness or *responsiveness* in which the teacher must provide fast, precise, and clear service, and the fourth is *Empathy*, in this case, the teacher gives sincere and individual attention to students and the last is *assurance*, which is a form of service from the teacher that fosters trust in the teaching and learning process.

The quality of teacher services is directly proportional to the quality of education in various aspects. Several studies have shown how the quality of teacher services in various countries shows positive results towards the advancement of education. The Asian Of University journal published by Hoon and Satiman (2016) from the University of Technology Mara Malaysia, examines how teachers' perceptions of the five dimensions of service quality, namely *empathy*, *responsiveness*, *reliability*, *tangibility* and *assurance*, contribute towards increasing quality in private secondary schools in Malaysia. In Turkey, a study conducted by Senol (2017) concluded that the quality of teacher services increases with the teachers' efforts by attending training.

In the United States to ensure the quality of teacher services, the states responsible for education will evaluate the ability and quality of teacher services in all aspects of schools (Warren, 2018). Another study conducted in Africa (2017) clearly explains how the quality of teacher services plays an important role in reducing violence against students and also ensuring their safety during the teaching and learning process in the River State city.

Meanwhile in Indonesia, the quality of teacher services, including certified teachers, still has not shown maximum service in improving the quality of Indonesian education. Several phenomena show this, including the first, as previously mentioned, namely the assessment of several international institutions that still categorise Indonesian education quality as low. Based on the reports of these international institutions, the Minister of Finance Sri Mulyani (2018) even insinuated to the teachers that teacher certification is only after money and does not produce anything other than the fulfilment of teacher welfare. The second phenomenon, the ability of Indonesian teachers in the 2015 teacher competency test which was held nationally, showed disappointing results that the average teacher score was only 44.5, far below the national standard set by the Ministry of Education and Culture at 75.

The next phenomenon is that there are still many teachers who experience problems in terms of learning, both related to understanding the material, the use of methods, the learning process, and evaluation (Rosyidah, et.al, 2020). The fourth phenomenon, the low quality of teacher services, can be seen from the aspect of the teacher's duties which are sometimes seen as a mere routine. The phenomenon of the low quality of teacher services also occurred in Kendari City, which received the red category from the RI Ombudsman representing Southeast Sulawesi. Based on the results of the Ombudsman's annual public service survey (2019) which is focused on several agencies namely

Health, Civil Registry, Licensing, and Education Sector. The sector that received the lowest category in service from the four public institutions was the education sector where the respondents were teachers who had taken the teacher competency test (UKG).

Through an interview with the Chair of the Religion Teacher Forum (PAI) of the Province of Southeast Sulawesi, the author got the facts and truth that the teachers were made a special coaching program so that they were able to read the Qur'an well. This is of course worrying considering PAI teachers are one of the moral guardians of children and currently Indonesia is entering the industrial revolution 4.0 where there are no longer barriers between countries and even between individuals. Moral decadence is a serious threat that haunts the younger generation. Religious lessons are expected to be the antithesis of deviant behaviours. That fact, of course, raises many questions why then certification doesn't necessarily increase their professional abilities? How is the quality of their service to students in the teaching and learning process in the classroom?

To see how the quality of PAI teacher services in Kendari City, the author then conducted an initial survey in April 2020 using a google form questionnaire due to the ongoing COVID-19 pandemic situation, where the author asked for help from the head of the teacher working group (KKG), SD PAI teachers. in Kendari City. to send the initial survey to the Kendari City PAI group to get an initial picture of how teachers perceive the quality of services they have provided in schools, especially in the teaching and learning process. The results show that PAI teachers at public elementary schools in Kendari City have less than optimal service quality. Of the 44 PAI teachers who were used as the target of preliminary research on the quality of teacher services at schools in Kendari City, the following data showed:

**Table 1. Results of Initial Research Data Recap on Teacher Service Quality**

No	Behaviour	Number Of Teachers Doing Activities		
		Always	Sometimes	Rarely
1	The teacher teaches on time	34	8	2
2	Teachers who help students who have learning difficulties	33	9	1
3	A teacher who cares about student understanding in learning	21	10	3
4	Teachers who respond to student complaints quickly	32	9	3
5	Teachers meet the needs of students in learning	28	11	5
6	The teacher provides remedial/enrichment in learning	25	15	4
7	Teachers who actively communicate with students	35	8	1
8	Teachers rarely differentiate students in learning	39	4	1
9	Teachers who understand the characteristics of students in learning	31	10	3
10	Teachers who are willing to be contacted by students outside of class hours	31	10	3

Based on the researcher's interview with the Head of the Islamic Religious and Religious Education Section at the Kendari City Ministry of Religion, the results of competency mapping show

that more than 50 per cent of PAI teachers in Kendari City still have low competence, although the value of each teacher can only be seen in the application of each teacher, namely in pkb.siagapendis.com application in general only 50 per cent of teachers get the required score. The low competence of PAI teachers in Kendari City is also influenced by one of them the unfinished understanding of the 2013 curriculum. According to the Head of the Islamic Religious Education Division of the Regional Office of the Ministry of Religion of the Province of Southeast Sulawesi, Natsir, from a total of 3660 PAI teachers in Southeast Sulawesi and 1665 PAI teachers certified, only 320 people have attended K13 training from 2014-2018. Kendari city itself, of the 220 certified PAI teachers, only about 40 people have attended the 2013 Curriculum training.

The factor that affects the quality of PAI teacher services in schools is classroom management innovation. To improve the quality of high learning services, teachers must be able to carry out classroom management well. Good classroom management innovation will help teachers and students in organizing and organizing learning towards the achievement of learning objectives. There are still PAI teachers in Kendari City who have not innovated in organizing or innovating in classroom management. This fact is supported by the results of the analysis of a study conducted by Hadisi (2017) which found that 70 per cent of the absorption capacity of high school students in Kendari City was low due to a lack of creativity and good classroom management when teachers carried out the teaching and learning process. Another finding, in Suriati's thesis (Suriati, 2012) found that there are still PAI teachers in Kendari City who in the teaching and learning process have not been able to create pleasant classroom conditions so that students become enthusiastic and do not get bored in following lessons. In line with that, Hamiku's research (2012) found that there are still teachers PAI in Kendari City based on the results of student respondent questionnaires, there is 34 per cent of students say that PAI teachers sometimes do good classroom management during the teaching and learning process, for example, teachers not instructing to tidy up the classroom before the teaching and learning process begins. This is important to do to make it easier to communicate with students.

## **Methodology**

### *Research Design*

This study uses a survey method with a causal approach with path analysis. This study analyzes the effect of one variable on another variable. The variables to be studied consist of two kinds, namely: exogenous variables and endogenous variables. Exogenous variables have a direct influence on endogenous variables.

### *Research Participant*

The population in this study were all certified Islamic Religious Education PNS teachers at the Kendari City Public Elementary School which consisted of 125 teachers. The selection of PNS teachers was based on the background findings where 107 certified PNS teachers did not have good reading skills of the Qur'an and their competency test results were low. The population is a generalization consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions (Sugiono, 2010). The qualifications of teachers who will be made into the population are based on the Law on Teachers and Lecturers chapter IV of 2015 and government regulation No. 19 of 2015 which contains:

1. Teachers are required to have a minimum undergraduate academic qualification of D IV
2. Have Competence

3. Have an educator certificate
4. Physically and mentally healthy
5. Have the ability to realize national education goals

Of the target population in this study were all certified PAI PNS SD teachers at State Elementary Schools (SD) in Kendari City as many as 125 people. With sampling techniques using proportional random sampling. The stages of selecting the research sample are making a sampling frame containing the number of teachers from public elementary schools in Kendari City. Each school that became the sample was proportionally taken from the number of teachers in that school. By using the Slovin formula, namely:

$$n = \frac{N}{1 + Ne^2}$$

n: Number of Samples

N: Total Population

e: Error Size (Set Precision)

It is known that the population of certified PAI Primary School PNS teachers in Kendari City is N = 125 people and the precision level is set at = 5%. So based on this formula, the number of samples (n) is obtained as follows:

$$n = \frac{N}{Ne^2 + 1} = \frac{125}{125 \cdot 0,05^2 + 1} = \frac{125}{125 \cdot 0,0025 + 1} = \frac{125}{1,3125} = 95$$

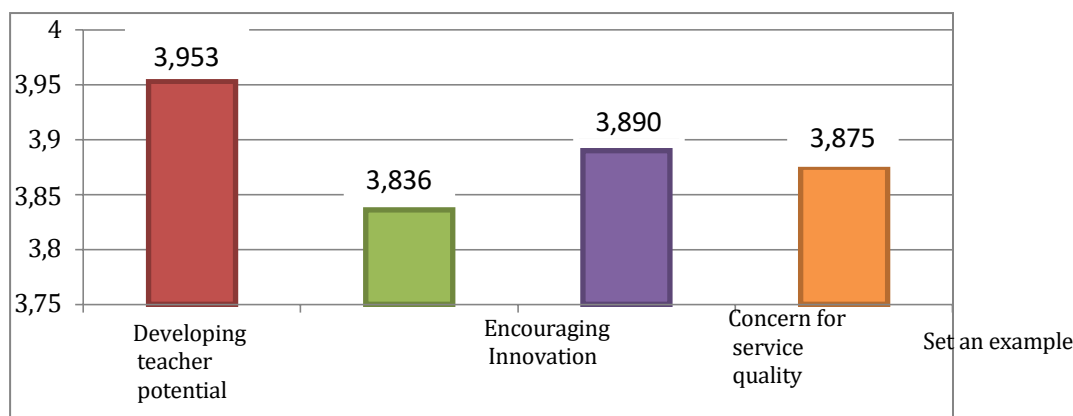
Thus, the sample in this study was 95 respondents.

## FINDING AND DISCUSSION

### Findings

#### *Principal's Transformational Leadership*

To show the visual form of the average score of each indicator on the transformational leadership style of the principal, a graphic image is used. The average graph of each indicator of the transformational leadership style of the principal is presented in the graphic image below.



**Figure 1. Graph of the Average Score of each Indicator of The Transformational Leadership Style Variable**

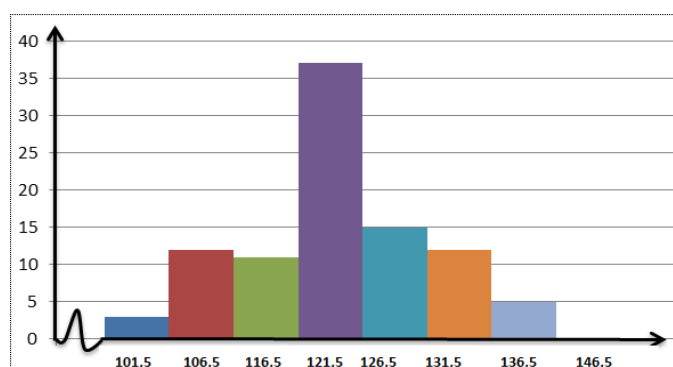
The description of the respondents' answers presented in table 4.3 and the graphic image shows that the average value of the principal transformational leadership style variable is 3.888 which can be interpreted as the majority of PAI Elementary School teachers in Kendari City stating that the principal's transformational leadership style is in a good category implemented by the leadership if reflected with indicators developing teacher potential, encouraging innovation, concern for service quality, and setting an example. Respondents' responses indicate that the indicator of developing teacher potential has the highest average score of 3.953 followed by concern for service quality of 3.890, the indicator of encouraging innovation is 3.836 and the lowest indicator of setting an example is 3.875. If we look closely at the actual empirical conditions, based on the respondents' answers, the indicator of developing teacher potential is considered the best compared to other indicators. This situation can have a positive impact on the application of the leadership style of elementary schools throughout the city of Kendari.

Based on the Sturges rule, the principal's transformational leadership style data can be presented in the form of a group frequency distribution table consisting of 8 class intervals with an interval length of 5, as shown in table 2.

**Table 2. Frequency Distribution of Principal's Transformational Leadership Style Score**

No	Class Interval	f absolute	f relative	f cumulative
1	102-106	3	3	<b>3.16</b>
2	107-111	12	13	<b>15.79</b>
3	117-121	11	12	<b>27.37</b>
4	122-126	37	39	<b>66.32</b>
5	127-131	15	16	<b>82.11</b>
6	132-136	12	13	<b>94.74</b>
7	137-141	5	5	<b>100</b>
8	142-146	0	0	<b>100</b>
Amount		<b>95</b>	<b>100</b>	

Furthermore, to show the visual form of the distribution of the principal's transformational leadership style score, a histogram was used. Histogram distribution of principals' transformational leadership style scores is presented in Figure 2.



**Figure 2. Histogram of the Transformational Leadership Style Variable Score**

Visually, it can be seen in Figure 2. that the distribution of the principal's transformational leadership style data is skewed to the right. This is by the calculation results that the average value is greater than the median.

The results of the statistical calculation of Lilliefors obtained the highest  $L_o$  value or  $L_{count} = 0.042$ . This value turned out to be smaller than  $L_{table} (n = 95; \alpha = 0.05) = 0.088$ . Thus, it can be argued that the distribution of teacher service quality estimates for the transformational leadership of principals comes from a population that has a normal distribution.

Calculation of the estimation of the simple linear regression model for the teacher service quality variable and the principal's transformational leadership style resulted in a regression prediction model, namely  $\hat{Y} = 37.23 + 0.534X_1$ . The results of the analysis of variance (ANOVA) for this model are presented in table 4.7. In this table, it can be seen that the  $F_{count}$  of the regression model is 87.41 which is greater than  $F_{table} (\alpha = 0.05) = 3.95$ . Thus, it can be stated that the estimated regression model is significant. Furthermore, the  $F_{count}$  of suitable tuna of 0.52 was smaller than  $F_{table} (\alpha = 0.05) = 1.650$ . This shows that the relationship between Y and X is linear.

**Table 3. ANOVA Results for Significance and Linearity Test  $\hat{Y} = 37.23 + 0.534X_1$**

Source Variance	dk	JK	RJK	Fcount	Ftable(0,05)	Ftable(0,01)
<b>Total</b>	95	1004734.00				
<b>Coefficient (a)</b>	1	7378.255831				
<b>Regression (b1a)</b>	1	6487.58	6487.58	<b>87,41</b>	<b>3,95</b>	<b>6,95</b>
<b>Remainder</b>	93	2099.22	22.57			
<b>Tuna Cocok</b>	35	631.42	18.04	<b>0,52</b>	<b>1,650</b>	<b>2339</b>
<b>Error</b>	58	1467.80	35.00			

Description:

dk: degrees of freedom

JK: sum of squares

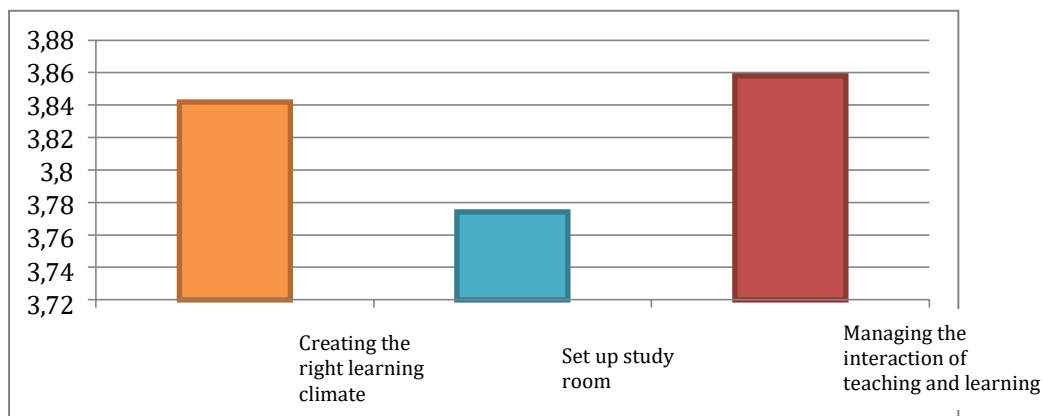
RJK: mean sum of squares

\*\* : very significant regression

ns: non-significant

### Teacher Class Management Innovation

To show a visual form of the average score of each indicator on the teacher class management innovation variable, a graphic image is used. The average graph of each teacher's classroom management innovation indicator is presented in the graphic image below.



**Figure 3. Graph of the Average Score of each Indicator of Teacher Class Management Innovation Variables**

The description of the respondents' answers presented in table 4. and the graphic image shows that the average value of the class management innovation variable is 3.85, which means that most PAI teachers in Elementary Schools in Kendari City state that classroom management innovation is in a good category as reflected by the indicators of creating a good learning climate, appropriate, organize the study space, manage the interaction of teaching and learning activities. Respondents' responses indicate that the indicator of managing the interaction of teaching and learning activities has the highest average score of 3.851, followed by the indicator of creating the right learning climate of 3.842, and the lowest indicator of managing the study room is 3.774. If we look closely at the actual empirical conditions, based on the respondents' answers, the indicator of managing the interaction of teaching and learning activities is considered the best compared to other indicators. This situation can have a positive impact on innovating classroom management for PAI Elementary School teachers in Kendari City.

Based on the rule *Strugess*, teacher class management innovation data can be presented in the form of a group frequency distribution table consisting of 8 class intervals with an interval length of 5, as shown in table 4.

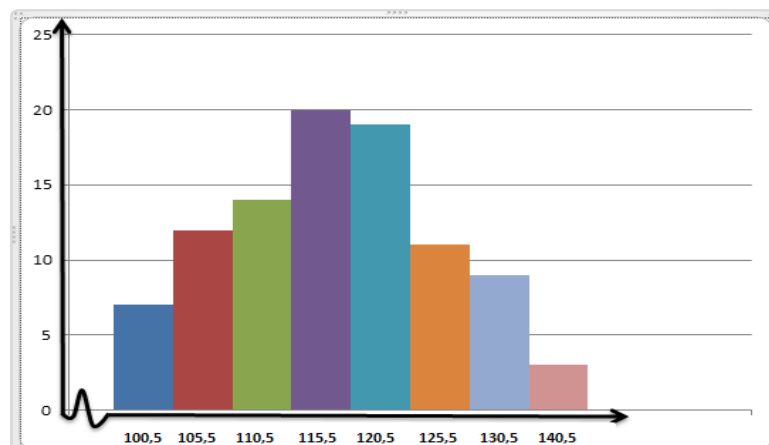
**Table 4. Frequency Distribution of Teacher Class Management Innovation Scores**

No	Class Interval	f absolute	f relatively	f cumulative
1	101-105	7	7	7.37
2	106-110	12	13	20.00
3	111-115	14	15	34.74
4	116-120	20	21	55.79
5	121-125	19	20	75.79
6	126-130	11	12	87.37
7	131-135	9	9	96.84



8	136-140	3	3	100.00
Amount		95	100	

Furthermore, to show the visual form of the frequency distribution of the teacher's classroom management innovation score, a histogram is used. Histogram distribution of teacher classroom management innovation scores is presented in Figure 4.



**Figure 4. Histogram of Teacher Class Management Innovation Variable Scores**

Visually, it can be seen in Figure 4. that the distribution of teacher class management innovation data is tilted to the right. This is by the calculation results that the average value is greater than the median.

Calculation of the estimation of the simple linear regression model of the teacher service quality variable (Y) on classroom management innovation, resulted in a predictive model, namely  $\hat{Y} = 40.35 + 0.521X$ . The results of the analysis of variance (ANOVA) for this model are presented in table 4.10. In this table, it can be seen that the Fcount of the regression model is 25.78 which is greater than Ftable ( $\alpha = 0.05$ ) = 3.95. Thus, it can be stated that the estimated regression model is significant. Furthermore, the Fcount of suitable tuna of 0.82 was smaller than Ftable ( $\alpha = 0.05$ ) = 1.650.

**Table 5. Results of ANOVA for Significance and Linearity Test  $\hat{Y} = 40.35 + 0.521X$**

Source of Variance	Dk	JK	RJK	Fcount	Ftable(0,05)	Ftable(0,01)
<b>Total</b>	95	1004734				
<b>Coefficient (a)</b>	1	996147.2		<b>25,78</b>	<b>3.95</b>	<b>6.95</b>
<b>Regression (b1a)</b>	1	5997.58	5997.58			
<b>Remainder</b>	93	2589.22	27.84			
<b>Tuna Cocok</b>	35	1007.12	28.77	<b>0.82</b>	<b>1,650</b>	<b>2,339</b>
<b>Error</b>	58	1914.51	35.00			

Description:

dk: degrees of freedom

JK: sum of squares

RJK: mean sum of squares

\*\* : very significant regression

ns: non-significant

## Discussion

The findings of this study strengthen the theory of Colquit (2015) which says that transformational leadership affects the quality of employee services. "Transformational leadership has a moderately positive effect on performance. Employees with transformational leaders tend to have higher levels of task Performance"

Then also the findings of previous research in the research of Su et.al (2019) concluded that "Transformational leaders promote greater adherence to service quality guidelines to increase their firm's customer service performance". Transformational leaders promote greater adherence to service quality guidelines to improve their companies' customer service performance. In line with that, Lee and Kuo research (2019) in Taiwan shows that teachers become motivated in teaching, enter class on time use up-to-date learning media and have a high desire to improve their performance and service quality when principals apply transformational leadership.

The influence of transformational leadership on service quality 0.27 is in the medium category. This is in line with the facts that the authors get in this study, the influence of transformational leadership of elementary school principals in Kendari City where, in general, they have implemented a transformational leadership style on some sides, but on the other hand, it still needs to be improved. Several indications indicate the principal is still not optimal in implementing transformational leadership, namely the finding of 107 teachers who cannot recite the Koran well, this reflects that the principal does not know for sure the competence of the teachers, and also the research by Sadidu Iqabe (2017) which states that the principal of elementary schools in Kendari City has not implemented transformational leadership. With these findings, it is hoped that the principals of elementary schools in Kendari City will take more structured approaches to teachers both individually and in groups so that the results obtained can be maximized. While the implementation of transformational leadership has been running, based on interviews with respondents and also the results of data analysis, during the covid 19 pandemic in online lessons, school principals have become more active in encouraging teachers in virtual classes to innovate and explore their best innovation abilities when teaching (Mayasari & Kemal, 2020). Principals periodically hold virtual meetings to encourage teachers to do more varied learning to stimulate the learning atmosphere, principals have also made more efforts to improve the quality of teacher services by activating KKG coaching in schools. In the KKG activity, issues related to the development and development of PAI teachers were discussed. Of course, it is hoped that the quality of PAI teacher services will increase, this is in line with the results of research conducted by several researchers during the 2019 covid pandemic which has been going on for almost two years since March 2020, several studies show how school principals are a determining factor in improving the quality of teacher services during this covid pandemic.

The research was carried out, among others, by research by Kurniawan and Hsanah (2021) who found that the role of the principal was very large as one of the driving factors for teacher activity in the classroom. Another study conducted by Tobing and Hasanah (2021) found that school principals during the pandemic provided teacher needs accompanied teachers and held webinars training to improve teacher skills and innovation. It is hoped that when the COVID-19 pandemic ends and schools return to normal, school principals will continue to implement their transformational leadership which has been going well during this online learning period.

Principal transformation leadership is leadership that changes and transforms teachers and school residents to want to change and improve themselves, which involves motives and fulfilling needs and respect for subordinates. Transformational principals can encourage teachers to be more

innovative in the classroom because one of the functions of transformational leadership is to transform or change their subordinates to achieve organizational goals.

Rofik (2019) examines the transformational leadership of principals in Madrasah education, concluding that madrasa principals who apply Transformational leadership can provide support for teachers to innovate in schools in the teaching and learning process which includes classroom management innovation. Ulfah's research (2018) at Blue Senior High School found that the principal's transformational leadership affects teacher performance, including classroom management innovations that make student learning conditions more organized is indicates that the principal's efforts to improve PAI teacher classroom management innovation already exist although they still need to be improved. The efforts of school principals during the pandemic to improve classroom management innovation based on interviews with respondents and also the results of data analysis, during this covid 19 pandemic, school principals have become more active in encouraging teachers in virtual classes to innovate and explore their best abilities when teaching.

Principals regularly hold virtual meetings to encourage teachers to do more varied learning to stimulate the learning atmosphere, principals also hold webinars to increase innovation of online teaching teachers. All of this was done by the school principal to meet the demands to adjust conditions to the COVID-19 pandemic. It is hoped that when things get back to normal and classes are face-to-face The advance has been fully implemented, the principal continues to encourage teachers to innovate in the teaching and learning process.

## CONCLUSION

The principal's transformational leadership has a direct positive effect on the quality of teacher services. This means that the principal's effective transformational leadership style results in an increase in the quality of PAI teacher services at elementary schools throughout the city of Kendari. Class management innovation has a direct positive effect on the quality of teacher services. This means that high teacher class management innovation results in an increase in the quality of PAI teacher services in elementary schools throughout Kendari City. The principal's transformational leadership style has a direct positive effect on classroom management innovation. This means that the principal's effective transformational leadership style has resulted in an increase in innovation in classroom management for PAI teachers in elementary schools throughout the city of Kendari.

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