



THE EFFECT OF TRANSFORMATIONAL LEADERSHIP AND ACADEMIC OPTIMISM CULTURE ON TEACHER EMPOWERMENT AND MOTIVATION ALONG ITS IMPACT ON THE EFFECTIVENESS OF MEDAN STATE JUNIOR HIGH SCHOOL

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Abstract. *This study aims to determine the effect of transformational leadership and a culture of academic optimism on the empowerment and motivation of teachers and school effectiveness by causality, both direct and indirect effects in the path analysis framework. This research took place in Medan State Junior High School, amounting to 45 State Junior High Schools with a sample of 304 teachers. Simultaneously and partially it shows that (1) transformational leadership and academic optimism culture have a positive and significant effect on the empowerment of teachers at SMP Negeri Medan, (2) transformational leadership, academic optimism culture and empowerment have a positive and significant effect on the work motivation of teachers at SMP Negeri Medan, (2) 3) transformational leadership, academic optimism culture, empowerment and work motivation have a positive and significant effect on the effectiveness of Medan State Middle Schools.*

Keywords: *Transformational Leadership, Academic Optimistic Culture, Empowerment, Work Motivation and School Effectiveness*

INTRODUCTION

Judging from output such as academic achievement, Medan State Junior High School still has poor performance. The facts show that the academic achievement of SMP Negeri Medan is still behind those of private SMP. Ministry of Education and Culture publications cited through The Asian Parent Indonesia on school achievement which measures the achievement of schools for junior high schools throughout Indonesia

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through the integrity index of national exam scores (UN) for 6 consecutive years, showing data that none of Medan State Junior High Schools entered as a school with achievement. . The following is a list of the best SMP in Indonesia according to the Ministry of Education and Culture as shown in table 1 below:

*Table 1 State Junior High Schools with Achievement in Indonesia
The Ministry of Education and Culture's Version*

No	Province	Regency/City	The Name of School
1	Nanro Aceh Darusalam	Banda Aceh	SMP Negeri 19 Percontohan
2	Sumatera Utara	Medan	SMP Sutomo 1
3	Sumatera Barat	Padang Padang Padang Padang Padang Padang	SMP Negeri 2 SMP Negeri 1 SMP Negeri 11 SMP Negeri 12 SMP Negeri 8 SMP Negeri 7
4	Riau	Pekanbaru	SMP Negeri 4 SMP Negeri 1
5	Jambi	Jambi	SMP Negeri 1
6	Sumatera Selatan	Palembang Palembang	SMP Kesuma Bangsa SMP Negeri 9
7	DKI Jakarta	Jakarta	SMP Negeri2 SMP Negeri 1 SMP Santa Ursula SMP Katolik 2 Penabur SMP Kanisus
Dst..	-	-	-

Source: The Asian Parent Indonesian, Juni 2016

Based on table 1 above, it can be said that the achievements of SMP Negeri Medan are still lagging behind, both at the local and national levels as measured by the national competency standards of graduates based on the results of the National Examination. According to researchers, school effectiveness is still low because current school practices are still using academic success criteria (output oriented) and not yet on the success criteria of the internal process (internal process), namely the relationship between organizational personalities (organizational climate) and harmonious relationships (environmental adaptation) in organizational environment, so that the effectiveness of internal and external schools is difficult to achieve. Schools that focus on output oriented can in fact cause inequality when linked to the school system. A good

system, where every school element is dependent on and contributes so that they are able to support the school, namely leadership, school culture, empowerment and motivation. To maximize effectiveness, the internal elements of the school, regarding leadership, school culture, member empowerment and motivation must work in harmony.

LITERATURE REVIEW

Supardi defines school effectiveness as referring to the empowerment of all school components as a place of learning based on their respective main tasks and functions in the program structure with the aim that students learn and have set results.¹ The perspective on school effectiveness, referring to Hoy and Miskel emphasizing the social system model can serve as a theoretical guide to understanding school effectiveness as well as assessing the actions needed to improve school effectiveness, among (1) input criteria, (2) transformational criteria, (3) outcome criteria.² Inputs to schools include environmental components that affect organizational effectiveness. Inputs can be monetary or non-monetary. Monetary sources refer to the taxpayer's wealth, money, things that can be bought with money (school facilities and infrastructure), it can also be staff and teachers, instructional technology. The transformation criteria are the quantity, quality and consistency of the internal processes and structures that convert inputs into results. Such as the structure and content of the curriculum, the health of the school climate and interpersonal, the level of student motivation, the leadership of the principal, the teaching and learning activities of teachers, and school culture. The expected outcome criteria are input characteristics. The output expected by the school is the school's achievement produced by the learning and management process in schools.

Various research results known as "State of the Art" by such as Reynolds, et al (2013); Muijs, et al (2013); and Hopkins, et al (2013) which summarized Scheerens about

¹Supardi. Sekolah Efektif: Konsep Dasar dan Praktik. Raja Grafindo Persada. Jakarta. 2013, p. 4

²Hoy, W.K dan Miskel, C.G. Administrasi Pendidikan: Teori, Riset dan Praktik. Pustaka Pelajar. Jogjakarta. 2014., p 454.

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a general picture given of the most relevant factors in their respective three sub-fields of school effectiveness, as shown in table 2 below:

Table 2 Sub-Sector Research on School Effectiveness (Schereens, 2015)

Educational Effectiveness Research (EER)	Teaching Effective (TE)	School and System Improvement (SSI)
1. Effective Leadership 2. Academic focus 3. A positive orderly climate 4. High expectations 5. Monitoring progress 6. Parental involvement 7. Effective teaching (time) 8. Staff professional development 9. Pupil involvement	1. Opportunity to learn Time 2. Classroom management 3. Structuring and scaffolding, including feedback 4. Productive class-room climate 5. Clarity of presentation 6. Enhancing self regulated learning 7. Teaching meta-cognitive strategies 8. Teaching modelling 9. More sophisticated diagnosis 10. Importance of prior knowledge	1. Dimensions of organizational health 2. School based review 3. School development planning 4. Comprehensive 5. School Reform 6. Facets of educational leadership (transformational, instructional, distributed) 7. Effective systemic reform; see page 15 Hopkins et al., among others, student achievement and teaching quality emphasis

The results of other international studies, summarizing the British research literature as Sammons, et al conveyed 11 key factors of school effectiveness. As shown in the following table:

Table 3 Characteristics of School Effectiveness (Sammon, et al, 1995)

Criteria	Indicator
1. Professional Leadership	Bold and purposeful, participatory management approach
2. Goals and Vision Focus	Unity of purpose, consistency of practice, close togetherness and collaboration
3. The school environment is supportive	Orderly and neat atmosphere, attractive work environment
4. Concentration on teaching and learning	Maximizing learning time, academic emphasis, focus on achievement
5. High expectations	Expectations of success are high, communicate expectations, provide intellectual challenges
6. Positive reinforcement	Clarity of rules, discipline, enforcement of sanctions and rewards

7. Monitoring progress	Monitoring student performance, supervising and assessing teacher and school performance
8. Rights and responsibilities of students	Awards high student achievement, student engagement, and homework
9. Purposeful teaching	Clarity of learning objectives, structured teaching, adaptive teaching approaches
10. Learning organization	Staff development and empowerment
11. The school-parent relationship	Cooperation, involvement and parental participation

METHODOLOGY

This research is a quantitative research. According to Creswell, quantitative research is a method for testing certain theories by examining the relationship between variables. This study tries to examine the influence between the independent variables (exogenous), namely transformational leadership (X1) and academic optimistic culture (X2) with the dependent variable (endogenous) namely empowerment (Y1) and teacher work motivation (Y2) and school effectiveness (Y3). causality, both direct and indirect effects in the path analysis framework of the decomposition model. The sample of this study were 304 teachers with the status of civil servant teachers, who came from 44 SMP Negeri Medan, where the sample was drawn by proportional sampling. Data collection tools used in this study using a questionnaire or questionnaire. The questionnaire used was in the form of a closed written question, using a Likert scale of measurement (1 = strongly disagree, 2 = disagree, 3 = quite agree, 4 = agree, and strongly agree), where the validity and reliability of this research instrument have been tested. While the data analysis technique used in the study is Path analysis to test the hypothesized model, namely:

$$\text{Sub structure-1: } Y_1 = \rho_{Y_1X_1} X_1 + \rho_{Y_1X_2} X_2 + \varepsilon_1 \dots \dots \dots \quad (1)$$

$$\text{Sub structure-2: } Y_2 = \rho_{Y_2X_1} X_1 + \rho_{Y_2X_2} X_2 + \rho_{Y_2Y_1} Y_1 + \varepsilon_2 \dots \dots \dots \quad (2)$$

$$\text{Sub structure-3: } Y_3 = \rho_{Y_3X_1} X_1 + \rho_{Y_3X_2} X_2 + \rho_{Y_3Y_1} Y_1 + \rho_{Y_3Y_2} Y_2 + \varepsilon_3 \dots \dots \dots \quad (3)$$

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FINDINGS AND DISCUSSION

Test data analysis requirements

Test data analysis requirements are needed to determine whether data analysis for hypothesis testing can be submitted or not. Testing the research data in relation to the use of path analysis requires several analysis requirements, namely testing (1) data normality, (2) linearity test and (3) multicollinearity. The data normality test used the Kolmogorov-Smirnov with the provisions of the Asymp value. Sig (2-tailed) > α . The results of the Kolmogorov-Smirnov test show that $X_1 = 0.517$, $X_2 = 0.563$ $Y_1 = 0.248$, $Y_2 = 0.090$ and $Y_3 = 0.079 > 0.05$, the population is normally distributed. Furthermore, to test linear or not use the linearity test with the F test. Testing criteria: reject H_0 if the significance of $F_{count} > 0.05$ or accept H_0 if the significance of $F_{count} \leq 0.05$. The following is a summary of the results of the linearity test and the regression significance test for each pair of exogenous variables with endogenous variables as presented in Table 4 below.

Table 4 Summary of Linearity Test Results

No	Variable Exogenous to Variable Endogenous	Linearity Test		
		F _h	Sig.	Status
1	X ₁ with Y ₁	1,043	0,403	Linier
2	X ₁ with Y ₂	1,134	0,262	Linier
3	X ₁ with Y ₃	1,235	0,148	Linier
4	X ₂ with Y ₁	1,033	0,421	Linier
5	X ₂ with Y ₂	1,380	0,048	Linier
6	X ₂ d with Y ₃	0,734	0,923	Linier
7	Y ₁ with Y ₃	1,078	0,347	Linier
8	Y ₁ with Y ₂	1,049	0,394	Linier
9	Y ₂ with Y ₃	1,279	0,99	Linier

The results of the calculation of the linearity test with deviation from Linearity obtained all significant values greater (sig) > 0.05. Based on the results of the analysis, it can be concluded that all forms of regression are linear and mean at α of 0.05. The next stage is multicollinearity testing. This intercorrelation is seen using the correlation coefficient value between the independent variables, VIF and tolerance values, the eigenvalue and condition index values, as well as the standard error value of the beta

coefficient or the partial regression coefficient. Based on the results of the multicollinearity test, it can be summarized as follows:

Table 5 Summary of Multicollinearity Test

Model Regress	Testing	Counting Value	Notes
X ₁ dan X ₂ toward Y ₁	Correlation	$rx_1x_2 = 0.103 < 0,8$	There is no multicollinearity
	Eigenvalue	$0,003 > 0,001$	
	Error Standard	$X_1 = 0,054, X_2 = 0,045 < 1$	
	VIF	$1,011 < 10$	
X ₁ X ₂ and Y ₁ toward Y ₂	Correlation	$rx_1y_1 = 0,168 \quad rx_2y_1 = 0,274 < 1$	There is no multicollinearity
	Eigenvalue	$0,002 > 0,001$	
	Error Standard	$X_1 = 0,075, X_2 = 0,64, Y_1 = 0,080 < 1$	
	VIF	$1,105 < 10$	
X ₁ X ₂ Y ₁ and Y ₂ toward Y ₃	Correlation	$rx_1y_2 = 0,166 \quad rx_2y_2 = 0,224$ $ry_1y_2 = 0,296 < 0,8$	There is no multicollinearity
	Eigenvalue	$0,002 > 0,001$	
	Error Standard	$X_1 = 0,061, X_2 = 0,62, Y_1 = 0,066 \quad Y_2 = 0,046 < 1$	
	VIF	$1,138 < 10$	

Based on the results of table 5 above, it can be concluded that multicollinearity symptoms are not detected and do not occur in the regression model based on the correlation coefficient values between independent variables, VIF and tolerance values, eigenvalue and condition index values, and standard error values of beta coefficients or partial regression coefficients.

Research Hypothesis Test

The findings of this study indicate that the hypothesis formulated is significantly proven and accepted.

The first hypothesis: **there is an effect of transformational leadership and a culture of academic optimism on the empowerment of teachers at SMP Negeri Medan.** The hypothesis testing criteria is accepted if $F_{count} > F_{table}$ at $\alpha = 0.05$. With $df = (2; 301)$ for $\alpha = 0.05$ for $F_{table} = 3.04$, and $\alpha = 0.01$ for $F_{table} = 4.71$. The calculation result for $F_{count} = 15.774$ at $\alpha = 0.05$ so that $F_{count} > F_{table}$ or $15.774 > 3.04$. Likewise for $\alpha = 0.01$ then $F_{count} > F_{table}$ or $15.774 > 4.71$. These results indicate that the hypothesis is accepted

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or the decision is that there is an effect of transformational leadership and a culture of academic optimism collectively on the empowerment of teachers at SMP Negeri Medan. The magnitude of the coefficient is determined by R^2_{y1x2x1} of 0.095. This means that the effect of the transformational leadership variable and the academic optimistic culture as a whole has an effect on the empowerment of Medan Junior High School teachers by 9.5% and the amount of influence on other variables ($\rho_{y1\epsilon1} = 1 - 0.095 = 0.905$) is 90.5%.

Second Hypothesis: **There is an effect of transformational leadership, academic optimism culture, and empowerment on the work motivation of Medan State Junior High School teachers.** The hypothesis testing criteria is accepted if $F_{count} > F_{table}$ at $\alpha = 0.05$. With $df = (3; 300)$ for $\alpha = 0.05$ for $F_{table} = 3.04$, and $\alpha = 0.01$ for $F_{table} = 4.71$. From the calculation, it is known that $F_{count} = 13.840$ and $F_{table} = 3.88$ so that $F_{count} > F_{table}$ or $13.840 > 3.88$ so that the research hypothesis is accepted, there is an effect of transformational leadership, academic optimism culture and empowerment on the work motivation of teachers at SMP Negeri Medan. The amount of the determinant coefficient (Rsquare) or $R^2_{y2y1x1x2}$ is 0.122 or 12.2%, which means that transformational leadership, academic optimism culture and empowerment have an effect on the work motivation of Medan Junior High School teachers by 12.2%. While the influence of other variables, namely $\rho_{y2\epsilon2} = 1 - 0.122 = 0.878$ or 87.8%.

Third Hypothesis: **There is an effect of transformational leadership, academic optimism culture, and empowerment and work motivation on the effectiveness of SMP Negeri Medan.** The results of the calculation of the value of $F_{count} = 14.322$ with F_{table} at $dk (4, 299) = 2.41$ at a significant level of 0.05. Because $F_{count} > F_{table}$ or $14.322 > 2.41$, it can be concluded that there is an effect of transformational leadership, academic optimism culture, empowerment, and teacher work motivation on the effectiveness of Medan State Middle Schools. The amount of determinant coefficient (Rsquare) or $R^2_{y3y2y1x1x2}$ is 0.161 or 16.1%. This means that transformational leadership, academic optimism culture, empowerment and teacher work motivation affect the effectiveness of Medan Junior High School by 16.3%. While the influence of other variables, namely $\rho_{y3\epsilon3} = 1 - 0.161 = 0.839$ or 83.9%.

The results of this research are summarized in the table below:

Table 6 Summary of the Decomposition of the Path Coefficient Values, Direct, Indirect, and Total Influence

Model	Variable Influence	Causal Influence				Total Influence
		Direct	Indirect			
			Y ₁	Y ₂	Y ₁ dan Y ₂	
I	X ₁ toward Y ₁	0,141	-	-	-	0,141
	X ₂ toward Y ₁	0,260	-	-	-	0,260
II	X ₁ toward Y ₂	0,111	0,033	-	-	0,331
	X ₂ toward Y ₂	0,148	0,062	-	-	0,580
	Y ₁ toward Y ₂	0,237	-	-	-	0,237
III	X ₁ toward Y ₃	0,121	0,024	0,020	0,006	0,171
	X ₂ toward Y ₃	0,142	0,045	0,027	0,011	0,225
	Y ₁ toward Y ₃	0,173	-	0,044	-	0,217
	Y ₂ toward Y ₃	0,185	-	-	-	0,185

Based on table 6 above, visually the research model path diagram is as follows.

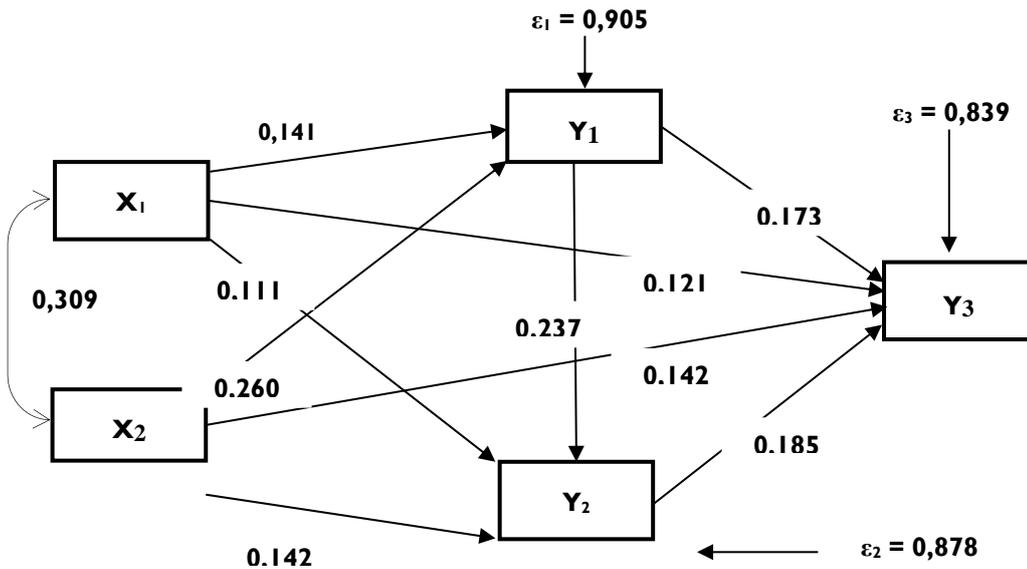


Figure 1 Research Path Diagram

This study has proven both simultaneously and partially that transformational leadership, academic optimism culture, empowerment and teacher work motivation have a positive and significant effect on school effectiveness. Transformational

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leadership is concerned with achieving school effectiveness. Wang, et al. Transformational leadership is effective for improving team and individual performance.³ Because transformational leadership has a clear vision and purpose (sense of purpose), and is able to move teachers to achieve more than they believe in and extra efforts from teachers. In addition, Moolenaar, et al. Transformational principal leadership pays attention to the needs and potential for personal development of each teacher, delegates assignments, guides and provides constructive feedback (giving constructive feedback)..⁴ Thus, transformational leaders are leaders who have a central and strategic role in bringing the organization to its goals, because it has a transformational effect both at the organizational level and at the individual level. Likewise, school culture is closely related to school effectiveness. McGuigan and Hoy, a school that has a strong academic optimistic culture, with a clear mission and principles that are applied and understood by every member of the organization and stakeholders will improve student achievement and school effectiveness..⁵ School culture has a very strategic role in the success of a school in the long run as a means for organizational members to meet their needs and achieve their goals. A school with a weak culture, then the school is prepared for a change. If the core values of the school are strongly adhered to, well regulated, and widely perceived, it will have an impact on school effectiveness. Wu and Lin, a strong and healthy academic culture of optimism, can function as a binding demand for school members because it is formally formulated into various school rules and regulations..⁶ Thus, a culture of academic optimism will create

³Wang, G., Courtrigh, S.H., Colbert, A.E. Transformational Leadership and Performance Across Criteria and Levels: A Meta-Analytic Review of 25 Years of Research. *Journal Group and Organization Management*, Vol 36 No 2, 2011, p 12

⁴Moolenaar, N.M., Daly, A.J., Slegers, P.J.C. Occupying the Principal Position: Examining Relationships Between Transformational Leadership, Social Network Position, and Schools' Innovative Climate. *Educational Administration Quarterly* 46(5), 2010, p 24-34

⁵McGuigan, L., Hoy, W.K. Principal Leadership: Creating a Culture of Academic Optimism to Improve Achievement for All Students. *Journal Leadership and Policy in Schools* 5(3), Sept 2006.

⁶Wu, J.H., Lin, C.Y. A Multilevel Analysis of Teacher and School Academic Optimism in Taiwan Elementary Schools. *Asia Pasific*, 2017.

increased productivity and performance. A strong academic optimistic culture can affect school effectiveness.

Increasing school effectiveness, of course, must be followed by empowering teachers. Manian, et al. Empowerment will make teachers have the power to be able to make choices and participate at a more responsible level which will ultimately lead to feelings of happiness in the teachers and staff and result in teachers and staff thinking positively about their environment.⁷ Hinrichs empowerment is related to organizational effectiveness, its management is very dependent on the management of all sub-systems either individually or as a whole system.⁸ Therefore each school personnel occupies an important position and role, taking responsibility in developing and advancing each sub-system for the progress of the school as a whole. Dizgah, et al. Utilizing all the potential of human resources will build good cooperation with all elements of the school which is very important both internally and externally.⁹ The existence of schools shows aspects of organizational behavior consisting of principals, teachers, students and other school personnel, and their performance is strongly influenced by the involvement and participation of all human components in the school organization. Because the achievement of school goals basically depends on the level of optimal functioning of all organizational components.

Likewise, work motivation is one of the factors that determines the effectiveness of schools. How big or small the influence of motivation on a person's performance depends on how much motivation intensity is given. Teacher work motivation is a process carried out to mobilize teachers so that their behavior can be directed towards

⁷Maniam, I.D., Pihie, Z.A.L., Basri, R.B. The Mediating Effect of Teachers' Empowerment on Transformational Leadership and School Effectiveness. *International Journal of Humanities Social Sciences and Education*. Vol 4 Issue 10, October 2017.

⁸Hinrichs, J.R. *Survey Data as a Catalyst For Employee Empowerment and Organizational Effectiveness*. Management Decision System, Inc., 397 Boston Post Road Darien. Spring Science Business Media New York. 1991.

⁹Dizgah, M.R., Chegini, M.G., Farahbod, F., Kordabadi. Employee Empowerment and Organizational Effectiveness in the Executive Organizations. *Journal of Basic and Applied Scientific Research*, Vol 1, No 9, 2011.

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concrete efforts to achieve predetermined goals. Teacher work motivation is the willingness of the teacher to do the added assignments. Dobre said that work motivation is closely related to performance and work results.¹⁰ With work motivation, a teacher has the strength within himself to achieve predetermined goals. The power can come from within him, it can also come from other people. In addition, work motivation can be said to be the process of influencing the people they lead to do the desired work in order to achieve the desired and predetermined goals. Manzoor with work motivation, the results are expected to be in accordance with the goals that have been set.¹¹

CONCLUSION

The findings of this study are summarized as follows:

1. Simultaneously and partially transformational leadership and a culture of academic optimism have a positive and significant effect on the empowerment of teachers at SMP Negeri Medan. Thus, these findings explain that transformational leadership and a culture of academic optimism contribute simultaneously and partially and significantly to teacher empowerment. Where together transformational leadership and culture have an influence of 9.5% on teacher empowerment in Medan State Junior High School, while the remaining 90.5% are influenced by other factors outside of transformational leadership and academic optimistic culture.
2. Simultaneously or partially the variables of transformational leadership, academic optimism culture and empowerment have a positive and significant effect on the work motivation of teachers of SMP Negeri Medan. Thus, these findings explain that transformational leadership, a

¹⁰Dobre, O.I. Employee Motivation and Organizational Performance. *Review of Applied Socio-Economic Research*, Vol 5, Issue 1, 2013.

¹¹Manzor, QA. Impact of Employees Motivation on Organizational Effectiveness. *European Journal Business and Management*, Vol. 3, No. 3. 2011

culture of academic optimism and empowerment contribute simultaneously and partially and significantly to the work motivation of Medan Junior High School teachers. Where transformational leadership, school culture and teacher empowerment jointly affect the work motivation of Medan Junior High School teachers by 12.2%, while the remaining 87.8% is influenced by other factors outside of transformational leadership, school culture and teacher empowerment.

3. Simultaneously or partially the variables of transformational leadership, academic optimism culture, empowerment and teacher work motivation have a positive and significant effect on the effectiveness of SMP Negeri Medan. Thus these findings explain that transformational leadership, a culture of academic optimism, empowerment and teacher work motivation contribute either simultaneously or partially to the effectiveness of SMP Negeri Medan. Where transformational leadership, academic optimism culture and teacher empowerment and teacher work motivation together have an effect on the effectiveness of SMP Negeri Medan by 16.1%, while the remaining 83.9% is influenced by other factors outside of transformational leadership, academic optimism culture and empowerment. as well as teacher work motivation.

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