



## ÜNİVERSİTEPARK Bülten | Bulletin

ISSN: 2147-351X | e-ISSN: 2564-8039 | [www.unibulletin.com](http://www.unibulletin.com)

### ÜNİVERSİTEPARK Bülten | Bulletin • Volume 8 • Issue 2 • 2019

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**To cite this article:** Hutasuhut, E. (2019). Effect of Transformational Leadership of a Principal's Management Ability on the Work Motivation of Teachers to Provide Guidance and Counseling at Senior High Schools in Medan, Indonesia. *Üniversitepark Bülten*, 8(2), 141-152.

**To link to this article:** <http://dx.doi.org/10.22521/unibulletin.2019.82.4>

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## **Effect of Transformational Leadership of a Principal's Management Ability on the Work Motivation of Teachers to Provide Guidance and Counseling at Senior High Schools in Medan, Indonesia**

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### **Abstract**

This aim of this study was to determine the effect of transformational leadership of the principal and the principal's management ability on the work motivation of teachers towards providing guidance and counseling at senior high schools in Medan, Indonesia. In addition, the study sought to find out which is greater, the effect of transformational leadership of the principal, or the ability to motivate teachers to provide guidance and counseling. The sample in this research were 148 teachers who provide guidance and counseling. This research study was descriptive percentage. The results show that the effect of transformational leadership of the principal on the motivation of teachers' guidance and counseling to be at a significant level ( $r_{\text{observed}} > r_{\text{table}}$  [.401 > .161]), and the effect of management ability on the motivation of the teachers' guidance and counseling to be at a significant level ( $r_{\text{observed}} > r_{\text{table}}$  [.261 > .161]). From the data analysis results, it can be seen that the principal's transformational leadership is more influential on the motivation of the teachers' guidance and counseling work ( $r_{\text{observed}}$  .401).

**Keywords:** Transformational leadership, management ability, work motivation.



DOI: 10.22521/unibulletin.2019.82.4

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UNIBULLETIN • ISSN 2147-351X • e-ISSN 2564-8039

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## Introduction

Guidance is part of an educational program to help students. Student at school require help and support as they undergo the stage of development where learners experience the most difficulties and obstacles; due largely to a lack of self-understanding and also of their environment. Therefore, schools need to provide guidance and counseling services to students that accommodates learners' needs.

Guidance and counseling is one element that can influence the achievement of quality education. Guidance and counseling formally entered Indonesian National Education in 1975, with the enactment of the 1975 Curriculum. The importance of guidance and counseling services concerns efforts to facilitate students to develop to their potential or achieve development stage (concerning their physical, emotional, intellectual, social, and moral-spiritual aspects) (Depdiknas, 2008). As the key element of any school, students as individuals are growing and developing, and are therefore likely to run into problems which can affect their learning. The presence of guidance and counseling services in schools, especially at the senior high school level, becomes very much a necessity; however, its implementation can encounter various obstacles.

Observations conducted within senior high schools in Medan, Indonesia, noted that many problems exist; starting with the limited number of qualified guidance teachers so that teachers who are not undergraduates of guidance and counseling need to be encouraged to "feel able" to carry out the primary duties of a counselor in order to give the impression that their guidance is not unprofessional.

The ratio of qualified guidance and counseling teachers to students has an ideal of 1:150. In accordance with the Regulations of the Ministry of National Education No. 39 in 2009 concerning the Fulfillment of Teacher workloads and Supervisors of the Education Unit, Clause 1, Paragraph 6 states that guidance and counseling teachers' workload should include at least 150 students per year from one or more units of education.

Consequent to various disruptions and obstacles, schools indicate that teacher mentors are often negatively perceived such as being the "school cop," "scary tutors," or "tutors who only deal with children with problems." Such conditions are naturally detrimental to the smooth implementation of guidance in schools that result in students not receiving adequate guidance and counseling. In order to overcome this problem, guidance and counseling teachers should be strongly motivated.

Motivation explains the reason why people do a particular thing; it is what makes them keep doing it and helps them to finish the task. Motivation, as a concept, is used to explain an individual's desire to behave, behavior direction, behavior intensity, and their sense of real accomplishment or achievement (Pintrich, 2003). Koesoema (2009) stated that someone's change depended upon their motivation to be involved in the change process itself. Efforts to improve teachers' motivation in the area of guidance and counseling is certainly not easy if only reliant upon their self-motivation, and therefore also relies on factors of transformational leadership of the school principal as well as their management ability.

There are many factors behind misperceptions about counseling teachers in schools, and these are both internal and external. Internal factors can be due to low motivation, lack of competence or at least not maximal, and low-level professional responsibility towards

work are all problems that exist or are felt by the teacher providing guidance and counseling to students. External problems are caused by systems that are not supported, poor organizational culture, counseling programs that are unclear or inefficiently ran, or where support from school leadership or principals is less than optimal.

One internal factor is the motivation to work, which is a soul impulse that makes a person perform productive actions, whether work-oriented and/or money-making, or otherwise. Working motivation differs, of course. There are some workers who always seem to be in the spirit of work because they are chasing a raise or a promotion, and is therefore a natural characteristic of progression. Motivation to work can manifest up and down through the hierarchy of an organization. Not always experiencing an element of excitement in one's work is inevitable. Sometimes, a worker may experience a decrease in performance due to saturation in the work, or due to various problems they may face.

Someone will more likely have a good performance if they have strong motivation to work. Komang (2014) showed that transformational leadership and motivation have an influence of 54.4%. Increasing work motivation is a role of a leader in an organization, so a leader is required to be able to move his subordinates to be able to work hard in realizing the goals. Santrock (2007) stated that extrinsic motivation was a way to reach certain goals. In schools, the leadership ability of the school principal is a key factor to improving work motivation of school teachers. The principal is the person responsible for nurturing counseling teachers, subject teachers and other school staff to work optimally with their communities. Of course, this means that the entire organizational structure is reliant directly on the ability of the management towards work motivation.

The principal has a strong formal authority and can be charismatic as a school leader so that their authority is greatly weakened if a principal is less able to manage. A leader should make teachers feel confident in their management by dividing complex objectives into simpler ones; that is, making tasks easier to be achieved, and to convince teachers that they could finish their assigned tasks if they were facilitated to do so (Driscoll, 1994), and to help students to establish positive expectancies for success (Keller & Suzuki, 2004). Teachers can obtain satisfaction through motivational strategies such as verbal reinforcement, rewards and personal attention, and relevant timely feedback (Keller & Suzuki, 2004).

The success of a principal running a school cannot be separated from the ability of the principal. A principal is required to have the right degree of readiness to manage their school. Readiness is concerned with their managerial skills as a school principal. The managerial capabilities are their ability to plan, organize, actuate, and control. With such capabilities, it is expected that as a leader they can be an encouragement and disciplinary enforcement for their subordinates in order that they can demonstrate superior work productivity.

Sumidjo (1999) stated that the implementation of managerial duties required three kinds of skill areas, namely: technical, human, and conceptual. By having these three basic skillsets, school principals can perform their primary tasks and functions in accordance with the provisions so as to achieve delivery quality education. Therefore, the managerial ability of the principal is characterized by the ability in decision making and carrying out actions both accurately and relevantly.

The three managerial abilities are characterized by the ability formulate work programs, to coordinate the implementation of work programs with the board of teachers and with

others stakeholders in education, and a capacity for evaluating the school work program implemented. Implementation of principals' managerial abilities will eventually focus on the implementation and achievement of quality education in the right environment. This illustrates that school leaders must be able to manage all resources that exist within the school, and direct and influence various activities that motivate in relation to the duties of its staff. With regard to the current research, the following leadership skills are required:

#### *Work Motivation of Teachers to Provide Guidance and Counseling*

According to Robbin (2012), motivation is a willingness to exert high levels of effort for organizational goals conditioned by the ability of that effort in meeting some individual requirements. Requirement occurs in the absence of balance between what is current and what is expected. Encouragement is a mental power that is oriented towards fulfilling the hopes and attainment of individual goals. Work motivation is concerned with required physical and mental activities. Work motivation is a condition that has an effect on generating, directing and maintaining behavior related to the work environment. Furthermore, according to Winardi, work motivation is a potential power in a personality. Work motivation comes from various different approaches, and happens because what is learned are complex human behaviors. Therefore, these theories are necessary for an organization to understanding its employees (teachers), and in directing employees (teachers) to do something. According to Lunenburg and Ornstein, motivation is defined as "those processes within an individual that stimulates behavior and channels it in the ways that should benefit the organization as a whole" (p. xx). Motivation is explained as various forms of stimulus that encourages individuals in performing various activities that will contribute to the overall organization.

#### *Principal Transformational Leadership*

Rahmi (2013) suggested that transformational leaders have vision, rhetorical skills, and good impression management, and use them to develop strong emotional ties with their followers. Transformational leaders are believed to be more successful in encouraging organizational change because of the emotions of their followers and their willingness to work in order to realize the leader's vision. The transformational approach is currently the most popular approach or perspective used in studying leadership, and is viewed according to the object under examination. Antonakis et al. (as cited in Rahmi, 2013, p. 21) defined transformational leadership as a behavior that is proactive, and pays attention to the common interest of its members.

Reaching the goal at the highest level is key. Khuntia and Suar (as cited in Rahmi, 2013, p. 21) emphasized that in transformational leadership, leaders change the beliefs, values, and behaviors of their followers so that they are consistent with the vision of the organization. Khuntia and Suar also affirmed that leaders who apply transformational leadership affect their followers by engaging them to participate in goal-setting, problem-solving, decision-making and feedback through training, direction, consultation, counseling, and monitoring of assigned tasks. The transformational leader encourages their followers to change their motives, beliefs, values, and abilities so that their personal interests and goals can be realigned with the vision and goals of the organization (Goodwin et al., as cited in Rahmi, 2013, p. 21). Krishnan (as cited in Rahmi, 2013, p. 22) said that transformational leadership changes and broadens the interest of its followers, and generates awareness of the acceptance of common goals and missions. Nguni (as cited in Rahmi, 2013, p. 22) argued

that transformational leadership requires increased levels of motivation from followers beyond the values exchanged and beyond what the followers expect. As a result, followers can achieve higher levels of performance and self-realization. Asgari et al. (as cited in Rahmi, 2013, p. 22) asserted that transformational leaders motivate their followers by inviting them to internalize and prioritize the greater common interests above that of their own personal interests. YAH (as cited in Rahmi, 2013, p. 22) suggested that transformational leaders make followers more aware of the interests and values of their work, and persuade them to place the interests of the organization ahead of their own self-interests. Leaders develop the skills and beliefs of their followers in order to prepare them for greater responsibility within the organization.

Rivai and Mulyadi (as cited in Rahmi, 2013, p. 23) stated that transformational leaders motivate subordinates to do better by increasing the value of tasks, encouraging subordinates to sacrifice self-interest for the interests of the organization, accompanied with raising the level of subordinates' needs.

According to Robbins, Judge, and Cavazotte (as cited in Rahmi, 2013, p. 26), there are four components of transformational leadership: (1) Idealized Influence is the behavior of leaders who provide vision and mission, bring a sense of pride, and attain the respect and trust of their subordinates. Idealized influence is also called charismatic leadership, whereby followers have a deep confidence in their leaders, feel proud to work with their leaders, and trust their leaders' capacity to overcome any problems; (2) Inspirational Motivation is the behavior of leaders who are able to communicate with high expectations, communicate visions jointly and attractively using symbols to focus their subordinates' efforts, and inspire their subordinates to achieve goals that deliver important progress for the organization; (3) Intellectual Stimulation is the behavior of leaders who are able to increase their subordinates' intelligence so as to enhance their creativity and innovation, improve rationality, and solve problems thoroughly; (4) Individualized Consideration is the behavior of leaders who give personal attention, treating each subordinate as an individual based on their different needs, abilities, and aspirations, through coaching and advising them. Individualized consideration of transformational leadership treats subordinates as individuals, and accompanies them, monitors them, and helps generate opportunities for them.

#### *Management Ability*

The ability of management can be defined as their strength or ability to plan, organize, and control the work in accordance with the intended purpose. According to Winardi (managerial capability is the ability to take actions for planning, organizing, implementation, and supervision as necessary in order to achieve previously agreed targets).

Referring to the results of the aforementioned research, the current study aims to reveal and understand the effect of transformational leadership on school principals, and their ability to manage the work motivation of teachers to provide guidance and counseling at Senior High Schools in Medan, Indonesia.

## Methodology

This study uses the descriptive research method, employing a quantitative approach with survey method. According Kerlinger and Lee (2000), survey research is used to assess large and small populations by selecting and reviewing selected samples from the population in order to find the incidence, distribution, and relative interrelations of the variable.

The population of this research is 202 teachers who provide guidance and counseling in Senior High Schools in Medan, Indonesia. The sample in the current study is 142 teachers who were randomly selected.

Transformational Leadership was measured using the Multifactor Leadership Questionnaire (MLQ) model of Bass (1985, as cited in Wagimo & Ancok, 1985). The questionnaire has 33 items on a Likert-type, four-point scale, with value options of "very often," "often," "sometimes," and "never." The teachers' work motivation was measured using a motivation questionnaire adapted from the ARCS (Attention, Relevance, Confidence, and Satisfaction) model of Keller (1983). The questionnaire has 36 items on a Likert-type, four-point scale, with value options of "strongly agree," "agree," "disagree," and "strongly disagree."

The data were analyzed through descriptive and inferential analysis in order to determine the correlation between transformational leadership ( $X_1$ ), management ability ( $X_2$ ), and work motivation of teachers providing guidance and counseling ( $Y$ ). The data analysis used the SPSS 17 for Windows statistical software package.

## Results

The results of the descriptive data for Transformational Leadership ( $X_1$ ), Management Ability ( $X_2$ ), and Work Motivation of teachers providing guidance and counseling ( $Y$ ) can be seen in Table 1.

**Table 1.** Descriptive Statistics

Analysis	Score		
	$X_1$	$X_2$	$Y$
Amount of data	148	148	148
Minimum score	65	49	65
Maximum score	144	112	144
Range	79	63	79
Sum of class	8	8	8
Interval	9.875	7.875	9.875
Average value	106.89	83.41	109.09
Standard Deviation	19.44	14.16	18.50
Mode	111.38	85.3	117.17
Median	110.13	84.72	110.5
Minimum Ideal score	41	32	40
Maximum Ideal score	164	128	160

Analysis	Score		
	X <sub>1</sub>	X <sub>2</sub>	Y
Ideal average ( <i>M<sub>i</sub></i> )	102.50	80.00	100.00
Standard Deviation Ideals ( <i>SD<sub>i</sub></i> )	20.50	16.00	20.00

**Table 2.** Correlation Between Transformational Leadership of Principal and Teacher Motivation

		Correlations	
		X <sub>1</sub>	X <sub>4</sub>
X <sub>1</sub>	Pearson Correlation	1	.302**
	Sig. (2-tailed)		.000
	N	148	148
X <sub>4</sub>	Pearson Correlation	.302**	1
	Sig. (2-tailed)	.000	
	N	148	148

\*\* . Correlation is significant at the .01 level (2-tailed).

**Table 3.** Correlation Between Transformational Leadership of Principal and Teacher Motivation. *Coefficients<sup>a</sup>*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (constant)	68.279	7.836		8.714	.000
X <sub>2</sub>	.382	.072	.401	5.293	.000

a. Dependent Variable: X<sub>4</sub>

**Table 4.** Correlation Between Transformational Leadership of Principal and Teacher Motivation. *Coefficients<sup>a</sup>*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (constant)	75.944	8.785		8.645	.000
X <sub>1</sub>	.387	.101	.302	3.825	.000

a. Dependent Variable: X<sub>4</sub>

**Table 5.** Correlation Between Transformational Leadership of Principal and Teacher Motivation. *Coefficients<sup>a</sup>*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (constant)	80.635	8.828		9.134	.000
X <sub>3</sub>	.341	.104	.261	3.269	.001



Correlations			
		$X_1$	$X_4$
$X_1$	Pearson Correlation	1	.302 <sup>**</sup>
	Sig. (2-tailed)		.000
	<i>N</i>	148	148
$X_4$	Pearson Correlation	.302 <sup>**</sup>	1
	Sig. (2-tailed)	.000	
	<i>N</i>	148	148

a. Dependent Variable:  $X_4$

## Discussion

From the correlation calculated between the variables used to determine their relationship, Pearson Product Moment formula was used to give meaning between the principal's transformational leadership with the motivation of teachers providing guidance and counseling. A significant positive relationship was found ( $r_{\text{observed}} .401$ ,  $t_{\text{table}}$ ) between the transformational leadership of the principal and the motivation of teachers to provide guidance and counseling ( $t_{\text{observed}} 5,293$ ). Therefore, a significant influence was found between the transformational leadership of the principal and the motivation of teachers to provide guidance and counseling. This is supported by the theory according to Robbins. Transformational leadership is the style of leadership that engenders subordinates to possess a sense of trust, admiration, loyalty, and respect for their superiors, so that the subordinates are motivated to do more than they previously achieved (Saputro, 2015, p. 3).

Furthermore, a meaningful relationship ( $r_{\text{observed}} .261$ ) was found between the ability of management and the motivation of teachers to provide guidance and counseling ( $t_{\text{observed}} 3,296$ ). Therefore, a significant influence was found between the ability of management and the motivation of teachers to provide guidance and counseling.

In addition, the results show a given meaning for the relationship between transformational leadership of the principal and their management ability to motivate teachers to provide guidance and counseling ( $r_{\text{observed}} .331$ ,  $t_{\text{hitung}} 4,295$ ). These results point to a significant influence between the transformational leadership of the principal and the management ability for motivation of teachers to provide guidance and counseling.

From the analyzed data, it can be seen that the influence of transformational leadership of the principal was found to be greater than the motivation of teachers to provide guidance and counseling ( $r_{\text{observed}} .401$ ) compared to management ability.

## Conclusion and Suggestion

Based on the collected data, the correlation coefficient between the principal's transformational leadership variable ( $X_1$ ) and management ability variable ( $X_2$ ) with work motivation of teachers to provide guidance and counseling variable ( $Y$ ) ( $r_{\text{observed}} .331$ ) showed a positive relationship with the calculation of  $t$ -test ( $t_{\text{hitung}} 4,295$ ). Therefore, a significant influence was found to exist in terms of the transformational leadership of the principal on the principal's management ability to motivate teachers to provide guidance and counseling.

The scale correlation coefficient between the transformational leadership variable with work motivation variable was found to be .401, which shows a positive relation with  $t$ -test

calculation ( $t_{\text{observed}} 5,293$ ). Therefore, a significant influence was found to exist in terms of the transformational leadership motivating teachers towards guidance and counseling. The scale correlation coefficient between management ability variables with work motivation variable of .281 shows a positive relationship with the  $t$ -test calculation ( $t_{\text{observed}} 3.296$ ). Therefore, a significant influence was found to exist in terms of the ability of management to motivate teachers to provide guidance and counseling.

From the results of the data analyses, it can be concluded that the influence of transformational leadership of the school principal is greater than work motivation of teachers to provide guidance and counseling with a value is .401.

Based on the results of the current study, the research proposes the following:

Principals should practice transformational leadership to increase the influence of management ability on the motivation of teachers to provide guidance and counseling in senior high schools of Medan.

Teachers providing guidance and counseling services at senior high schools of Medan should maintain high levels of motivation and improve their knowledge, especially in providing services to students for the active reading of quality literature and active participation in training and upgrading activities conducted by the Ministry of National Education. Furthermore, guidance and counseling teachers should develop guidance and counseling especially in relation to cooperation with school personnel, school principals and other related parties. In addition, guidance and counseling teachers should increase their role and function in carrying out counseling duties. If the guidance and counseling teachers work well cooperatively, then the task of assuring students' development will be achieved optimally, and the planned efficiency of the education program may be realized.

Students majoring in Educational Psychology and Guidance may utilize this research in order to equip themselves on the transformational leadership of school principals, and thereby provide benefit in deepening their knowledge of educational management sciences that they studied so as to improve their future performance.

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