

THE EFFECT OF TRANSFORMATIONAL LEADERSHIP AND KNOWLEDGE SHARING ON TEACHER PERFORMANCE AT SMP WR SOEPRATMAN EAST KALIMANTAN

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ABSTRACT

Teacher performance is closely related to what the teacher does in the classroom and can affect teaching and learning activities in the classroom. Teacher performance includes all activities related to his professional duties as a teacher. Good teacher performance can be influenced by a leader who can give a positive influence on his subordinates because, without good leadership, an organization or institution will be difficult to achieve its goals. If the teacher's performance is good then quality education will be realized. Teacher performance is also determined by knowledge sharing, knowledge sharing is the availability of individuals in the organization to share the knowledge they have or get with other members of the organization. This study aims to analyze the effect of transformational leadership and knowledge sharing simultaneously on teacher performance, analyze the effect of transformational leadership and knowledge sharing partially on teacher performance, and analyze between transformational leadership and knowledge sharing which has a dominant effect on teacher performance. The sample used in this study was 32 respondents, and the sampling technique used was the census. The analysis technique used is multiple regression analysis. The results of the analysis show that transformational leadership and knowledge sharing simultaneously affect teacher performance. Transformational leadership affects teacher performance. Knowledge sharing affects teacher performance.

Keywords: transformational leadership, knowledge sharing, teacher performance.

1. INTRODUCTION

Teachers are a resource that determines the success of education in schools because teachers play an important role in creating quality human resources. Teachers have an important role in carrying out education and in achieving the vision, mission, and functions of the school. Teacher performance in schools can be seen from the behavior of teachers in carrying out their work, one of which is teaching. Teacher performance is closely related to what teachers do in the classroom and how it can affect teaching and learning activities in the classroom. Teacher performance includes all activities related to his professional duties as a teacher. The performance of a good teacher can be influenced by a leader who can give a positive influence on his subordinates.

In achieving a goal, a leader is needed who can motivate his subordinates and set a good example for his subordinates. The principal as a leader in the school has a very important role in the success of the school and in achieving the goals to be achieved. If the principal can manage the teaching staff well, the quality of the school can be better. The school principal is responsible for the implementation of educational activities, school administration, coaching other education personnel as well as the utilization and maintenance of facilities and infrastructure. The criteria for school success require leadership that can improve teacher performance. Achieving good performance cannot be separated from the intervention of a leader. Many organizations and institutions are successful because they have qualified leaders. A good leader is a leader who can give a positive influence on his subordinates because the leader is the backbone of the organization. Without good leadership, an organization or institution will find it

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difficult to achieve its goals, even to adapt to changes that occur inside and outside the organization itself. Therefore, there needs to be an extra approach that a leader must take to his subordinates so that all goals can be realized properly. Many leadership styles can be applied by an organizational leader, one of which is the transformational leadership style. even to adapt to changes that occur within and outside the organization itself. Therefore, there needs to be an extra approach that a leader must take to his subordinates so that all goals can be realized properly. Many leadership styles can be applied by an organizational leader, one of which is the transformational leadership style. even to adapt to changes that occur within and outside the organization itself. Therefore, there needs to be an extra approach that a leader must take to his subordinates so that all goals can be realized properly. Many leadership styles can be applied by an organizational leader, one of which is the transformational leadership style.

Transformational leadership in principle can influence followers and provide encouragement to their subordinates to do more than can be done, in other words, it can increase the trust or belief of subordinates which will affect performance. If a leader has a transformational leadership character, it will trigger his subordinates to further improve their performance. Teachers who have good performance show professional behavior in the teaching and learning process, honesty, discipline (on time), the ability to work together, and the relationship between students and teachers. In addition, teachers also show their performance by making annual programs, semester programs, Learning Implementation Plans, attendance lists, grade lists, and student portfolio lists. If the teacher's performance is good then quality education will be realized. This needs to be supported by the ability of a leader who can influence his followers, give priority to giving opportunities to his followers and encourage change towards common interests, this kind of leadership is called a transformational leader. Transformational leadership not only has a vision but can make followers accept the vision and increase commitment to realizing the existing vision. The research findings of Taufik (2019) and Sugiarto et al (2020) prove that transformational leadership affects teacher performance. However, this is different from the results of Budiwibowo's (2014) research which found that transformational leadership did not affect teacher performance. Prioritizing giving opportunities to followers and encouraging change toward common interests, this kind of leadership is called transformational leadership.

Teacher performance is also determined by knowledge sharing, knowledge sharing is the availability of individuals in the organization to share the knowledge they have or get with other members of the organization. In carrying out their daily work, teachers have their behavior patterns, including in terms of communication. The habit of praising each other, and sharing knowledge, will encourage teachers to get used to critical thinking and work better. The communication style of Indonesian people generally prefers spoken language to written language. Therefore, knowledge sharing can be an effective way of teacher communication to improve teacher performance in schools. Formal and informal relationships between teachers are important in knowledge sharing. The process of implementing knowledge sharing at WR Soepratman Junior High School is felt to be still not optimal because from the initial survey it was found that several teaching staff was unable to use computers and the internet, while in the current pandemic, knowledge about computers and the internet is very much needed because of this pandemic situation, the learning process is carried out. online, while knowledge sharing is the key to the success of learning. This opinion is also confirmed by Lumbantobing (2014) who says that knowledge sharing is the key to the successful implementation of knowledge in a school, especially in the field of education because knowledge sharing is a method used to channel understanding and knowledge to others. The results of research by Marjani et al (2021) and Budiarti et al (2022) prove that knowledge sharing affects teacher performance. In

contrast to the results of research by Najma et al (2022) who found that knowledge sharing did not affect teacher performance.

Based on the description above, and the existence of a research gap, researchers are interested in re-examining the effect of transformational leadership and knowledge sharing on teacher performance at WR Soepratman Junior High School, East Kalimantan.

2. LITERATURE REVIEW

2.1. Teacher Performance

The capacity shown by a teacher to carry out teaching tasks to achieve learning objectives is known as teacher performance (Sumaryana, 2014:26). Furthermore, Zakiya (2013: 60) argues that teacher performance is a set of real actions shown by teachers when giving lectures to students. When a teacher facilitates learning interactions in the classroom, including how the instructor prepares for learning, student performance can be observed. According to Raisyifa and Sutarni (2016: 95), teacher performance refers to the teacher's efforts in teaching tasks in providing the knowledge material they have with planning, implementation, and evaluation.

Muslim (2013:116) argues that a teacher will be able to carry out teaching activities effectively if the teacher is competent in three areas that are markers of high-quality teaching. These areas are as follows: 1) planning learning, 2) implementing learning, and 3) assessing/evaluating.

2.2. Transformational leadership

Suharsaputra (2016: 59) explains that "Transformational leadership is a change-oriented leader through persuading organizational members to aspire to achieve the set vision." Organizational effectiveness and productivity can be increased by demonstrating transformational leadership behavior. Some of the results of transformational leadership include encouraging followers to put in extra effort, increasing job happiness, exceeding expectations, and fostering creativity and innovation within the company. In addition, leaders who exhibit transformational leadership behaviors increase the productivity and results of both leaders and subordinates (Sadeghi & Pihie, 2012: 189). Thus, a scientific study related to transformational leadership and teacher performance is needed to improve the quality of education.

According to Setiawan and Muhith (2013), transformational leadership has four components: idealized influence-charisma, inspirational motivation, intellectual stimulation, and individualized consideration. The ability of transformational leaders to raise awareness of the idealism of their followers by bringing up useful concepts, synergistic bonds or partnerships, responsibility, educational concerns, common goals, and moral principles is known as the idealized charisma of influence. A leader's capacity to inspire followers, build their trust, and calm their nerves is known as inspirational motivation. A leader's attempt to become more aware of their own and their organization's challenges is known as intellectual stimulation.

2.3. Knowledge Sharing

Knowledge sharing according to Lumbantobing (2014) is Sending, retrieving, and disseminating information and multidimensional arrangements from one educator to another or deprived meetings through various tactics and media is a deliberate knowledge-sharing activity. According to Nawawi (2012: 61), knowledge sharing is the process of disseminating and providing knowledge to teachers who need it at the right time. According to Tobing (2011: 24), knowledge sharing is a systematic process of transmitting knowledge and multidimensional

contexts from a person or organization to other individuals or organizations who need it using various techniques and media.

Swift (2013) identified three aspects of information exchange, namely: 1) Voluntary sharing of knowledge with other teachers. To ensure that this knowledge is considered useful and can be used as a provision to improve work outcomes. 2) Communicate with everyone. It has a significant impact on the operations of the organization as effective communication affects the growth and success of the organization. 3) Receive and get all information easily and freely. Each teacher will be able to easily obtain the knowledge they need, making it easier for teachers to apply what they have learned to use.

2.4. Hypothesis

The inner hypothesis is as follows:

- H1: Transformational leadership and knowledge sharing simultaneously affect teacher performance
- H2: Transformational leadership and knowledge sharing artificially affect teacher performance
- H3: Transformational leadership has a dominant effect on teacher performance.

3. Research Methods

3.1. Types of research

Type the research used in this research is explanatory research with a quantitative approach.

Variable Operational Definition

a. Teacher Performance (Y)

Teacher performance is the work achieved by the teacher following the task standards within a certain period. The indicators used are:

- 1) Planning lessons
- 2) Carry out learning
- 3) Assess/evaluate

b. Transformational Leadership (X1)

Transformational leadership is the ability of leaders to influence their subordinates, by prioritizing providing opportunities for teachers to develop their abilities. The indicators used are:

- 1) Idealized influence-charisma
- 2) Inspirational motivation
- 3) Intellectual stimulation
- 4) Individualized consideration

c. Knowledge Sharing (X2)

Knowledge sharing is the process of transferring information from one teacher to another, both verbally and in writing. The indicators used are:

- 1) Sharing knowledge voluntarily
- 2) Communicate with everyone
- 3) Ease of getting information

Population and Sample

The population in this study were all 32 teachers of SMP WR Soepratman East Kalimantan, because the number of samples was not too large, so the sampling technique used the census, so the number of samples was 32 respondents.

3.2. Data Analysis Techniques

The data analysis technique in this study used multiple regression analysis, with the following formulation:

$$Y = a + b_1X_1 + b_2X_2 + \varepsilon$$

Where :

Y: Teacher Performance

a: Constant

b₁: Transformational leadership regression coefficient

b₂: Knowledge sharing regression coefficient

X₁: Transformational leadership

X₂: Knowledge sharing

ε : error term

4. RESEARCH RESULT

4.1. Respondent Description

Based on the results of distributing questionnaires to 32 questionnaires, the following descriptions of respondents were obtained.

Table 1. Description of Respondents

Information	Amount	Percentage (%)
Gender		
Woman	13	40.6
Man	19	59.4
Level of education		
D3	12	37.5
S1	20	62.5
Years of service		
15 years	4	12.5
5.1 – 10 years	10	31.2
> 10 years	18	56.3

Source: Data processed.

Based on table 1, there are more male respondents than females, with the most education level having S1 education and having a working period of more than 10 years.

4.2. Analysis Results Description

Analysis of data processing using the SPSS program. There are three variables, 10 indicators, and a total instrument of 20 items. The results of testing the validity and reliability for 20 items proved valid. The probability of each instrument does not exceed the 5% error rate, meaning that the respondent understands the meaning of the measurements in the questionnaire. The results of the research instrument reliability test showed a good level of reliability as evidenced by Cronbach's alpha value greater than 0.6. Table 2 presents the respondents' perceptions.

Table 2. Results of descriptive analysis

Variables and Indicators	Items	Score Mean
Teacher Performance (Y)		4.11
Planning lessons (Y1.1)	2	4.19
Implementing learning (Y1.2)	2	4.25
Assess/evaluate (Y1.3)	2	3.91
Transformational Leadership Style (X1)		4.19
Idealized Influence-Charisma(X1.1)	2	4.28
Inspirational Motivation(X 1.2)	2	4.19
Intellectual Simulation(X1.3)	2	4.13
Individualized Considerations(X1.1)	2	4.16
Knowledge sharing (X2)		4.19
Sharing knowledge voluntarily (X2.1)	2	4.22
Communicate with everyone (X2.2)	2	4.09
Ease of getting information (X2.2)	2	4.25

Source: Data processed.

Based on table 2, shows that the teacher's performance variable that is most appreciated is the indicator of implementing learning, then the transformational leadership variable that is most appreciated by the respondents is Idealized Influence-Charisma, while the knowledge sharing variable that is most appreciated by the respondent is the ease of getting information.

4.3. Multiple Linear Regression Analysis Results

The regression equation model is as follows:

$$Y = 0.129 + 0.492X_1 + 0.459X_2$$

The results of the structural equation model are presented in Table 3 and Figure 1.

Table 3. Results of Multiple Regression Analysis

Hypothesis	Variable Independent	Variable Dependent	Regression Coefficient	Probability	Results
H1	Transformational leadership	Teacher Performance	-	0.000*	Hypothesis Accepted
	Knowledge Sharing	Teacher Performance			
H2	Transformational leadership	Teacher Performance	0.492	0.001*	Hypothesis Accepted
	Knowledge Sharing	Teacher Performance	0.459	0.003*	
H3	Transformational leadership	Job satisfaction	0.404	0.001*	Hypothesis Accepted

*) significant on $\alpha = 5\%$.

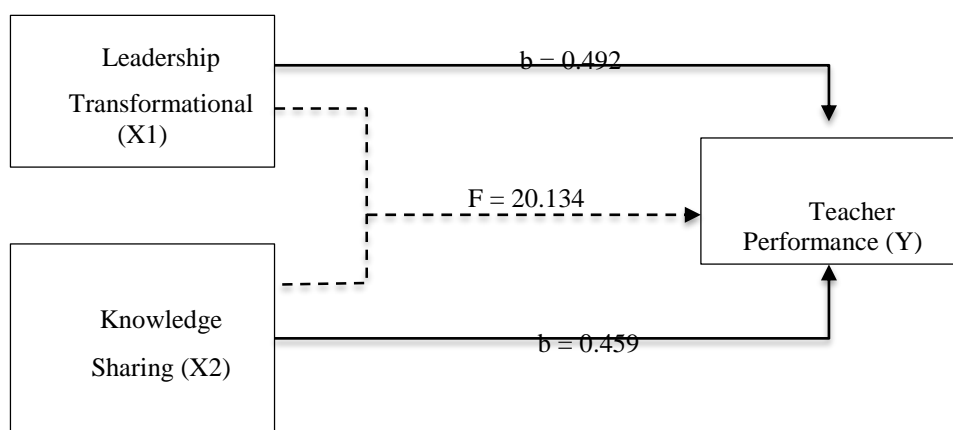


Figure 1. Results of Multiple Regression Analysis

Based on Table 3 and Figure 1 shows that transformational leadership and knowledge sharing simultaneously has a significant effect on teacher performance indicated by a significance value of less than 0.05. Thus the first hypothesis can be statistically accepted or tested.

Transformational leadership and knowledge sharing partially have a significant effect on teacher performance indicated by the significance value of each variable being less than 0.05. Thus the second hypothesis can be statistically accepted or tested.

Based on the results of multiple regression analysis, it can be seen that the largest regression coefficient value is transformational leadership of 0.492, this means that transformational leadership is a variable that has a dominant influence on teacher performance. Thus the third hypothesis can be statistically accepted or tested.

5. DISCUSSION

5.1. The Effect of Transformational Leadership and Knowledge Sharing on Teacher Performance Simultaneously

Teacher performance is influenced by transformational leadership and knowledge sharing simultaneously. This shows that the better acceptance of transformational leadership in schools and supported by good knowledge sharing among teachers can improve teacher performance. Leadership that can improve teacher performance is a prerequisite for school success, because it is impossible to achieve good teacher performance without the intervention of leaders, and schools that have capable and capable leaders so that schools can succeed. Transformational leadership can increase teacher trust or confidence, which will have an impact on teacher performance, and motivate teachers to go beyond what is possible. A leader's transformational leadership will inspire teachers to work harder and show teacher potential. Principal transformational leadership not only has a vision but can make teachers accept the vision and increase commitment to realizing the existing vision. In addition to having the ability to influence teachers by prioritizing providing opportunities for teachers, transformational leadership also provides opportunities for subordinates to develop their abilities so that they can improve their performance and encourage change toward common interests. As Raisyifa and Sutarni (2016: 95) argue, teacher performance is the teacher's effort in his teaching task, providing the knowledge material he has with the process of planning, implementing,

evaluation, and assessment of learning is also the responsibility of the teacher. Efforts so that students can accept the knowledge or subject matter provided by the teacher so that positive learning outcomes occur. In this situation, the Principal functions as an educational leader who can inspire teachers to perform well in classroom activities. The findings of this study support Taufik (2019) and Sugiarto et al. (2020) who states that transformational leadership affects teacher performance.

Knowledge sharing that occurs between teachers is an activity of exchanging information and knowledge that was previously in the form of tacit turns into explicit knowledge. Knowledge sharing culture can develop new general competencies in individuals or sharpen existing competencies, such as creating new ideas, communicating, interpersonal relationships, prioritizing things, creativity, planning, problem-solving, and team working. From one teacher to another teacher has different knowledge. In this case, knowledge sharing will help teachers to share information or convey the knowledge that teachers have to other teachers so that they are expected to help solve problems that teachers face properly. The more knowledge a teacher gets from the results of knowledge sharing that the teacher does, the more information he gets to improve teacher performance. The results of this study support Marjani et al. (2021) and Budiyarti et al. (2022) which state that knowledge sharing affects teacher performance.

5.2. The Effect of Transformational Leadership and Knowledge Sharing on Teacher Performance Partially

Transformational leadership affects teacher performance, which means that better transformational leadership applied in schools can improve teacher performance. This shows that transformational leadership can increase teacher confidence, which will have an impact on performance. Transformational leadership can inspire teachers to work harder and show their potential. A good teacher shows professionalism in the teaching and learning process and relationships with both teachers and students. When teachers perform well, students will receive a high-quality education. Transformational leadership prioritizes providing opportunities for teachers and inspiring change toward school success. The results of this study support Taufik (2019) and Sugiarto et al (2020) who prove that transformational leadership affects teacher performance. However, the results of this study do not support Budiwibowo (2014) who found that transformational leadership does not affect teacher performance.

The better use of knowledge sharing can improve teacher performance because it has an impact on student achievement. This is because the teacher's performance is the actual behavior as work performance shown by a teacher to carry out the educational process in schools, the teacher's performance in planning and implementing learning is a significant aspect in achieving learning objectives. Because the delivery of teaching materials during the learning process directly affects learning outcomes, the learning process can only succeed with the competence of the teacher. The learning process will run smoothly if it is supported by competent and high-performance teachers. Teachers have an important role in the process of exchanging information in educational institutions such as schools, involving both students and other teachers. Teachers and students can use well-documented teacher expertise as a resource while learning new things, and this is an important procedure that must be followed to maintain sustainability and gain a competitive advantage. The results of this study support Marjani et al (2021) and Budiyarti et al (2022) which prove that knowledge sharing affects teacher performance. However, it does not support the results of the study of Najma et al (2022) who found that knowledge sharing does not affect teacher performance.

5.3. Transformational Leadership Has a Dominant Effect on Teacher Performance

Based on the results of the analysis, shows that transformational leadership has a dominant effect on teacher performance. This shows that improving teacher performance requires more serious transformational leadership. Therefore, transformational leadership can guide, guide, guide, build or motivate work, as well as create a communication network and bring teachers to the desired target with the provisions of time and planning, so that each leader will show his leadership style through attitudes, and behaviors that are felt by himself and others. As opinion Suharsaputra (2016: 59) states that transformational leadership is a change-oriented leader inspiring organizational members to strive to achieve the set vision. The results of this study support Taufik (2019) and Sugiarto et al (2020) who prove that transformational leadership affects teacher performance.

6. CONCLUSION

Based on the analysis results show that transformational leadership and knowledge sharing affect teacher performance simultaneously. This shows that better the application of leadership and transformational and supported by good knowledge sharing can improve teacher performance because teachers already know that a good way of sharing knowledge is by interacting with students. Transformational leadership and knowledge sharing partially affect teacher performance. Transformational leadership has a dominant effect on teacher performance.

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