

The Effect of Transformational Leadership of The Principal and The Ability of Management to Work Motivation of Teacher Guidance and *Counseling at Senior High School of Medan*

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Abstract. This study intends to determine the effect of transformational leadership of the principal and principal's management ability to the work motivation of teacher guidance and counseling at senior high school of Medan. In addition, also to find out which greater the effect of transformational leadership of the principal and the ability of management of work motivation of teachers' guidance and counseling in senior high school of Medan. The sample of this research is teacher guidance and counseling with amount of 148 people. This research method is descriptive percentage. The results of this study indicate that the effect of transformational leadership of the principal to the motivation of teacher guidance and counseling in senior high school of Medan with significant level $t_{observed} > t_{table}$ (0,401 > 0,161) and also the effect of management ability to motivation of teacher guidance and counseling at senior high school of Medan with significant level $t_{observed} > t_{table}$ (0,261 > 0,161). From the data result above, it can be seen that the head master's transformational leadership is more influential on the motivation of teacher guidance and counseling work in At senior high school of Medan with $t_{observed}$ 0,401.

Keywords: Transformational leadership, management ability, work motivation

1 Introduction

Guidance is part of an educational program to help students. Student as inhabitants of school need help because it is the stage of development where learners experience difficulties and obstacles due to lack of understanding of themselves and also the environment. Therefore, it takes counseling and guidance services that can accommodate the needs of learners.

Guidance and counseling is one part of influence the achievement of quality education. It's seems like that guidance and counseling in Indonesian formally entered National Education beginning in 1975, at the time of enactment of the 1975 curriculum in schools for Indonesia. The importance of guidance and counseling services concerning the effort to facilitate students be able to develop their potential or achieve development stage (concerning physical aspects, emotional, intellectual, social, and moral-spirituals) [1]. Students as the main element of the school is an individual is growing so run into problems can affect the learning result. Therefore, the presence of counseling and guidance services in schools especially at senior high school becomes very necessary but, in the implementation, found various obstacles.

Many problems appear that is start from the amount of teachers' guidance is still limited so that every people who are not under graduate guidance must be lifted or "feel" is allowed to carry out the duties as a counselor so arise the impression that the guidance is not professional. Furthermore, the unequal ratio of teacher guidance and counseling with the student, with an ideal 1:150. In accordance with the Regulation of the National Minister No. 39 at 2009 concerning the Fulfillment of Teacher work load and Supervisor of the Education Unit, clause 1 Paragraph 6 mention that the teacher's teaching and guidance counseling load is capable of guidance and counseling of at least 150 student per year on one or more units of education.

Qonsequent of various disruptions and obstacles it becomes a fact that occurred in schools so far that indicates that the teacher mentor is still a lot or often perceived negative, such as a school teacher as a school cop, scary tutors, tutors only deal with children who have a problem. Such conditions are of course very detrimental to the smooth implementation of guidance in schools that resulted in s did not get time to receive guidance services from teachers Guidance and Counseling. To overcome the problem a teacher counselling guidance should have a strong motivation.

In an effort to improve teacher motivation counseling guidance is certainly not easy if only expect from yourself but it requires a lot the factors of which are not less important the transformational leadership of the principal and also the ability of management. There are many factors causing misperceptions about counseling teachers in schools for internal or external. For Internal can be caused by motivation work, lack of competence or not maximal, level professional responsibility work is low, problems that occur or felt by the personal teacher counseling guidance. While external problems are caused by systems that not support, organizational culture is not good, counseling programs that are not clear or not run maximal, support leadership or principals are less optimal.

One of the internal factors is the motivation of work, the motivation of work is a soul impulse that makes a person moved to perform productive actions, both work-oriented money making or not. Working motivation of a worker is different, of course, and also different. There are workers who always seem to be in the spirit of work because they want a raise or promotion, it is natural. Motivation work can grow up and down. Not always excitement in work can continue to be at its maximum. Sometimes, a worker may experience a decrease in performance due to saturation in the work, or it could be due to various problems be faced. Someone will have a good performance if he has a strong motivation in working. This is analougus with research conducted from Komang Anik Yulia Arnita shows that transformational leadership and motivation have an influence of 54.4%.

Increasing work motivation is a role of a leader in an organization very dominant, so a leader has required to be able to move his subordinates be able to work hard in realizing the goal. In addition, the leadership ability of the principal is a key of factor in improving work motivation. The head master is the person responsible for nurturing counseling teachers, teachers and school staff to work optimal with their communities (head master, counseling teachers, teachers, and staff). Of course, this results in the entire organizational structure, which is felt directly on the ability of management and work motivation.

The principal has a strong formal authority and can be charismatic as a school leader so his authority there is a great concern when the principal is less able to manage. The success of the principal in running his school will not be separated from the ability of the principal. A principal is required to have readiness to managing the school. The readiness is concerned with managerial skills as a principal. The managerial capabilities intended are due to their ability to make planning, organizing, actuating, and controlling. With such capabilities, it is

expected that each leader can be a Encouragement and disciplinary enforcement for his subordinates so that they are able to demonstrate their work productivity very well.

Departing from the concept of Hersey in Sumidjo which states in the implementation of managerial duties required three kinds of skill areas, namely: technical, human and conceptual. By having the three basic skills mentioned above, the principal can perform the main tasks and functions in accordance with the provisions, so as to achieve the purpose of quality education. Therefore, the managerial ability of the principal is characterized by the ability to make decisions (decision making) and actions accurately, accurately and relevant.

The three principal managerial abilities are characterized from the ability formulate work programs, to coordinate the implementation of work programs, with the board of teachers and with others related in the education of a capacity in evaluating the school work program that has been implemented. Implementation of principal managerial abilities above, will eventually be focused on the implementation and achievement of education quality in the environment.

The statement above give illustrates that a leader must be able to manage all the resources that exist in the school, directing and at once influencing various activities that motivate in relation to the duties of its members under principal. With regarding to this research, leadership skills are required.

1.1. Work Motivation of Guidance and Counseling Teachers

According to Robbin motivation is a willingness to issue high levels of effort for organizational goals conditioned by ability of that effort in meeting some individual require. Requirement occur when there is no balance between what is owned and what is expected. Encouragement is a mental power that is oriented towards fulfilling the hopes and attainment of individual goals. Work Motivation is a number of physical and mental activities to do.

Work motivation is a condition that has an effect on generating, directing and maintaining behavior related to work environment. Furthermore, according to Winardi work motivation is a potential power in a personity. Many work motivation is born from different approach, it happens because what is learned is a complex human behavior. So these theories are necessary for the organization in understanding employees (teachers) and directing employees (teachers) to do something. Lunenburg & Ornstein, motivation is defined as "those process within an individual that stimulates behavior and channels it in the ways that should benefit the organization as a whole". Motivation is explained in various forms of stimulus that can encourage individuals in performing various activities that will contribute to the overall organization.

1.2 Principal Transformational Leadership

Hughes et al. [2] suggests that transformational leaders have vision, rhetorical skills, and good impression management and use them to develop with strong emotional ties with their followers. Transformational leaders are believed to be more successful in encouraging organizational change because the emotion of followers and their willingness to work to realize the leader's vision.

The transformational approach is the most popular approach or perspective used in studying leadership rightnow, and has view according to the object to be examined. Antonakis et al. [3] defined transformational leadership as a behavior that is proactive, attention to the common interest to its members Reach the goal at the highest level. Khuntia and Suar [4].

Emphasize that in transformational leadership, leaders change the believe, values, and behaviors of followers, so that they are consistent with the vision of the organization. Khuntia and Suar [4] affirm that leaders who apply transformational leadership give effect their

followers by engaging their followers to participate in goal-setting, problem-solving, decision-making and feedback through training, direction, consultation, counseling, and monitoring of assigned tasks. The transformational leader is the leader who encourages his followers to change motives, beliefs, values, and abilities so that the personal interests and goals of followers can be aligned with the vision and goals of the organization (Goodwin et al. In [5] Krishnan [6] said that transformational leadership was changes and broadens the interest of its followers, and generates awareness of the acceptance of common goals and missions. Nguni [7] argument that transformational leadership requires increased levels of motivation from followers beyond the value exchanged and beyond what the followers expect, so followers can achieve higher levels of performance and self-realization . Asgari et al. [8] said that transformational leaders motivate their followers by inviting their followers to internalize and prioritize greater common interests above private interests. YAHY [9] suggests that transformational leaders make followers Be more aware of the interests and values of the work and persuade followers not to put their own self-interest on behalf of the organization. Leaders develop the skills and beliefs of followers to prepare them for more responsibility within an authorizing organization.

Rivai and Mulyadi [10] stated that transformational leaders motivation subordinates to do better with what their subordinates are supposedly doing by increasing the value of tasks, by encouraging subordinates to sacrifice self-interest in the interests of the organization accompanied with raising the level of subordinate needs To a better levels.

According to Robbins and Judge and Cavazotte [11], there are four components of transformational leadership:

- (a) Idealized Influence (Ideal Influence)
Idealized influence is the behavior of leaders who provide vision and mission, bring a sense of pride, and get the respect and trust of subordinates. Idealized influence is also called a charismatic leader, where followers have deep confidence in their leaders, feel proud to work with their leaders, and trust their leader's capacity to overcome any problems.
- (b) Inspirational Motivation
Inspirational motivation is the behavior of leaders who are able to communicate with high expectations, communicate visions together attractively using symbols to focus subordinate efforts, and inspire subordinates to achieve goals that produce important progress for the organization.
- (c) Intellectual Stimulation
Intellectual stimulation is the behavior of leaders who are able to increase subordinate intelligence to enhance their creativity and innovation, improve rationality, and solve problems thoroughly.
- (d) Individualized Consideration
Individualized consideration is the behavior of leaders who giving personal attention, treating each subordinate individually as an individual with different necessary, abilities, and aspirations, and coaching and advising. Individualized consideration of transformational leadership treats individual subordinates as individuals and accompanies them, monitors and make grow opportunities.

1.3 Management Ability

Ability management can be defined as the strength or ability to plan, organize and control the work in accordance with the intended purpose. The indicator of managerial ability in accordance with the opinion expressed by Winardi stated is managerial capability is the ability

to take the actions of planning, organizing, implementation, supervision made to achieve targets. Which has been setting. Indicators of managerial capabilities include:

- (a) Planning. Planning is the function of a manager who deals with choosed the objectives, policies, procedures, and programs of alternatives. So, planning issues are the best "pick" problem from some of the alternatives.
- (b) Organizing. Organizing is a process of determining, grouping, and regulating the various activities necessary to achieve the goal with put a people in each of these activities, providing the necessary tools, establishing authority that is relative delegated to each individual who will perform activities.
- (c) Implementation. Implementation is an activity from a manager to guide, direct, and manage all activities of employees who have been given the task in carrying out a business activity, a manager must be able to give spirit their workers by giving motivation, be understand the personal relationships and group activities in completing the job.
- (d) Supervision. Control activities are processes to ensure the goals of the company will be achieved. Control is essentially an effort to provide guidance to the executor so that they always act according to plan.

From the explanation above, it can be concluded that the ability of management is as strength or ability in planning, organizing and controlling work in accordance with the goals that have been determined with indicators: planning, organizing, implementation and evaluation..

2 Methodology

This research uses descriptive research method by using quantitative approach with survey method. According Kerlinger & Lee, survey research is into at assessing large and small populations by selecting and reviewing selected samples from population to find the incidence, distribution and relative interrelations of the variable. Population in this research is teacher guidance and counseling that existed in Senior High School of Medan with 238 people from 202 School. The sample was taken from morgan table and got 148 samples.

The data of this research were collected through the distribution of questionnaires designed in the form of likert scale and rating scale. On this scale the proposed statements are supplemented with four alternative answers and their weights for each alternative answer. The details are: very often (VO) given a score of 4, often (O) given a score of 3, sometimes (S) scored 2 and never (N) scored 1. To measure the level of goodness of the instrument, the researchers conducted a trial by administering the instrument on the subject of research as many as 30 counseling and guidance teachers in senior high school in Medan. The level of research is the validity and reliability.

The data obtained through the measurement results were analyzed using descriptive and inferential statistical analysis techniques. Descriptive analysis is intended to describe/describe data from each variable. Descriptive analysis of data is done by calculating the average price (M), standard deviation or standard deviation (SD), mode (Mo), median (Me), and range. The presentation of descriptive data is done through frequency distribution and histogram for each research variable. The next data analysis is to interpret the data by identifying the average difference between strata by using the average price and standard deviation of each variable.

After that, test the tendency of each variable by using average ideal (Mi) and ideal deviation standard (SDi) such as formula:

$$Mi = \frac{Skor\ ideal\ maks + Skor\ ideal\ min}{2} \quad SDi = \frac{Skor\ ideal\ maks - Skor\ ideal\ min}{6} \quad (1)$$

Inferential statistical analysis used in this study is to use correlation path analysis, this method is used because researchers want to test the asymmetric relationship built on the study of teacher motivation theory of counseling and guidance work, management skills, and transformational leadership..

3 Result and Discussion

Data of Result the research data consisted of three variables, that is transformational leadership (X1), management ability (X2) and work motivation of teacher guidance and counseling (Y). The data is the result of the sum of score is scoring on each item for each question for each variable filled by the respondent. Packets are filled and returned as many as 30 ekslemplar. After the questionnaire which amounted to 30 eksplempar examined it turns out the whole eksplempar worth to be processed and analyzed. Data from the respondents are processed by stages: tabulation, making descriptive analysis, creating table frequency distribution of each aspect of the question, calculate correlation between variables, and test of hypothesis. A summary of descriptive analysis results is presented in the table:

Table 1. Summary Table of Descriptive Statistics of Research Data

Analysist	Variabels		
	X ₁	X ₂	X ₃
Amuont 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
Standart 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
Ideal average (Mi)	102,50	80,00	100,00
Standard Deviation Ideals (SDi)	20,50	16,00	20,00
Sum	15820	12345	16145

where:

X1: Transformational Leadership

X2: Management Capabilities

X3: Teacher Work Motivation of counseling and guidance teacher

From the calculation of correlation between variables used to determine the relationship for variables by using the formula Product Moment and obtained results that give meaning that between the principal transformational leadership with the motivation of teacher counseling and guidance work at senior high school of Medan there is a significant positive relationship with observed 0.401 and table calculations to find out the significance of transformational leadership of the principal to the motivation of teacher guidance and counseling work obtained observed 5,293. So, there is a significant influence between the transformational leadership of the principal on the motivation of teacher guidance and counseling work. This is supported by the theory according to Robbins. The style of transformational leadership is the style of leadership that makes the subordinates have a sense of trust, admiration, loyalty and respect for their superiors, so that the subordinates are motivated to do more than ever [12].

Furthermore, the ability of management with the motivation of teacher counseling and senior high school counseling work in Medan there is a meaningful relationship with observed 0,261. To know the significance of management ability to work motivation obtained observed 3,296. So, there is a significant influence between the ability of management to the motivation of teachers guidance and counseling at senior high school in Medan.

In addition, there are also results to give the meaning that there is a transformational leadership for relationship of principal and management ability to work motivation of teacher guidance and counseling with value of observed 0,331 and thitung 4,295. From this result, it is description of a significant influence between the transformational leadership of the principal and the ability of management to the motivation of high school teacher's guidance and counseling in Medan. 2016/2017. From the above data, it can be seen that the influence of transformational leadership of the principal greater than motivation of teacher counseling and senior high school counseling in Medan with observed 0,401 compared to management ability.

4 Conclusion

Based on the data found to shows that the correlation coefficient between principal transformational leadership variable (X1) and management ability variable (X2) with work motivation of guidance and counseling teacher is variables (Y) of 0.331 shows a positive relationship with the calculation of t test 4,295. There appears to be a significant influence between the transformational leadership of the principal and the management's ability to motivate teacher guidance and counseling work for Senior High School of Medan 2016/2017.

The scale correlation coefficient between transformational leadership variable with work motivation variable equal to 0,401 show positive relation with t test calculation 5,293 so that there is significant influence between transformational leadership to motivation of teacher counseling and counseling of senior high school of Medan.

The correlation scale of coefficient between management ability variables with work motivation variable of 0.281 shows a positive relationship with t test calculation 3.296 so that there is a significant influence between the ability of management to the motivation of teachers' guidance and counseling work at Senior High School of Medan.

From the results of the data above can be concluded that the influence of transformational leadership of the principal is greater than teacher work motivation guidance and counseling in senior high school of Medan with a value is 0.401.

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