

## **Solutions and Serving Leadership Style (Ta'uwa Taa Mo'odu'oto) Solutions for Optimizing Teacher Performance in Boalemo District**

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### **INTRODUCTION**

Efforts to ensure the quality of education as mandated by the 1945 Constitution, the government formulates and establishes national education standards to encourage the implementation and management of quality educational inputs and outputs. This is as confirmed in the National Education System Law No. 20 of 2003 Article 50 paragraph (2) that: "the government determines national policies and national education standards to ensure the quality of national education", which is further elaborated through Government Regulation no. 13 of 2015 as the second amendment to PP 19 of 2005 concerning National Education Standards. This SNP policy is made and implemented by educational institutions, both schools and universities in improving the quality of education. The achievement of quality standards by school accreditation reflects the organizational performance of education. The schools with the best accreditation describe their very good performance in the implementation and management of education, and so on. Meanwhile, the achievement of graduate quality by graduates is a form of individual teacher performance in the school environment. This phenomenon is theoretically explained by performance theory which consists of: organizational performance (organizational performance) and individual performance (personal performance). Ideally, organizational performance is a contribution from individual performance, or organizational performance is a system of individual performance alignment (Ayers, 2015).

Institutionally, the quality of junior high school education in Boalemo Regency is also categorized as "good". This can be seen from the achievement of school accreditation where there are 29.23% of schools that have been accredited A and 58.46% have been accredited B. This is a very large number, and is the basis for the fulfillment of all educational quality standards at the junior high school level. Of this number, only 4.62% are accredited C and 7.69% are not accredited. Seeing the achievement of the accreditation status above, it is fitting that the acquisition of junior high school graduates in Boalemo Regency should be competitive with the achievements of junior high school graduates in other regions nationally. This can be seen from the achievement of the national exam (UN) which is above the average value. Because organizationally, the quality of the education unit or school is in the good and very good category. However, this is different from the UN achievements obtained, both in 2018 and 2019 which are still below the national average. Of course, this illustrates that teacher performance in order to improve student learning outcomes is still not optimal. Meanwhile, the National Examination is the output of the teacher's learning process, which describes the individual performance of the teacher.

Theoretically, experts generally agree that a person's performance can be seen from the results or outcomes of work (Wiraman, 2009; Mangkunegara, 2005; As'ad, 2005; Armstrong, 2006). In this case, the output of teacher performance based on this output standard can be seen from the learning outcomes or the achievement of UN scores, which at the regional level can be seen from the average value. However, Armstrong (2006) asserts that performance is not only seen from work results, but also on task behavior or how work results are achieved. Explain further in the context of teacher performance, according to Yonghong and Honde (2006) teacher performance is seen from two dimensions, namely task performance and contextual performance. Task performance is task behavior that is directly related to the teacher's main tasks that have been regulated and must be carried out. Meanwhile, contextual performance is a set of personal and social behaviors that teachers should do because of the needs of the context or situation such as morale, work dedication, assistance, cooperation and others. In Indonesia, teacher performance is measured by the implementation of four 4 teacher competencies, namely pedagogic competence, personality competence, social competence, and professional competence as stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2017 concerning Standards of Academic Qualification and Teacher Competence. If it is associated with the dimensions categorized by Yonghong and Honde (2006), then pedagogic competence and professional competence are categorized as 'task performance', while personality competence and social competence are categorized as 'contextual performance'. For this reason, the measurement of the implementation of the four competencies can describe the overall teacher performance, both task performance and contextual performance.

Organizationally, teacher performance is influenced by leadership factors and organizational culture. Leadership is a core element that has a major role and influence on individual satisfaction and performance. The use of the right leadership style will make organizational performance better. One of them is a solution-based and serving leadership style (Ta'uwa Ta Mo'odu'oto).

The solution leadership style is the ability of a leader to solve the deadlock in any problems that arise. Furthermore, the nurturing leadership style is the ability of a leader to take an action to become a protective shield for another person or a group with the aim of protecting, serving, accompanying, and providing direction for a better life. If these two definitions are combined, they will produce a value of local wisdom. Ta'uwa Ta Mo'odu'oto leadership style means a leader who is able to protect, serve, accompany, provide good direction and example, and provide solutions to problems that occur in the school environment in order to improve the quality of learning. This leadership style has a function as a form of organizational values, so without realizing that its important role is felt in order to increase the motivation of teachers in carrying out their duties and functions, which of course has an impact on the performance of the teachers themselves and the performance of the school as a whole. This style theoretically grew from the paternalistic leadership model (paternalistic leadership). This is as stated by Redding, Norman & Schlander (1994) in (Pellegrini & Scandura, 2008:567): "*Paternalistic manager provide support, protection, and care to their subordinate*", which means that paternalistic leaders provide support, protection, and care to their subordinates. This leadership model in Gorontalo is called "Ta'uwa ta mo'odu'oto". In this context, the characteristics of this nurturing leadership behavior in the school environment are abbreviated as the following 3P behaviors:

1. Support. The principal who provides regulations, makes programs, creates an environment and attitude to support the comfort and effectiveness of carrying out his main duties and functions as teachers in education and teaching.
2. Protection (protection). The principal is in creating a system and showing an attitude of guarding and protecting teachers from threats and interference from other parties to the existence of teachers and the effectiveness of carrying out their functional duties.
3. Care (Care). The principal who knows the teacher's condition, is considerate, and also provides assistance when needed.

## METHOD

This type of research is phenomenology with a qualitative approach. The survey location is in Boalemo Regency, Gorontalo Province in 2021. Data were collected through interviews and focus group discussions with stakeholders (teachers and school principals). Data were analyzed descriptively.

## DISCUSSION

In recent years, efforts to improve and improve teacher performance have become very important things to be done immediately. This is due to the demand for the quality of education as a direct consequence of the rapid development of science and technology. In the school system, graduates are the focus of the goal, where quality graduates cannot be realized without a quality education process. A quality education process is impossible to achieve without competent teachers. Therefore, to realize an increase in teacher performance, it is necessary to have adequate leadership which is of course supported by a strong organizational culture so that teachers will consciously have initiative, be responsive, be able to work together, and be motivated to do positive things in order to develop their potential. owned. Teachers are the spearhead in order to improve the quality of education in order to achieve national education goals. The spirit to realize the quality of education has been mandated by the 1945 Constitution of the Republic of Indonesia where the government seeks and organizes a national education system that increases faith and piety to God Almighty and noble character in the context of the intellectual life of the nation.

As an embodiment, the government through Law Number 20 of 2003 reaffirms that the national education system must be able to guarantee equal distribution of educational opportunities, improve quality, as well as the relevance and efficiency of education management to face challenges in accordance with the changing demands of local, national and global life. Therefore, it is necessary to reform education in a planned, directed, and sustainable manner. Efforts to realize the quality of education are also the

responsibility of the teacher as stated in the National Education System Law Article 40 paragraph (1) letter b. This research is one of the efforts to realize what the government hopes for. Therefore, the researcher looks at it from a different point of view than usual. The component that is the focus is performance by looking at aspects of teacher competence carried out in Junior High Schools in Boalemo Regency. The teaching profession has its own uniqueness because it deals with living things that have different characteristics. To deal with this, teachers need to have various knowledge and skills so that teaching and learning activities can take place effectively and efficiently. In addition, the assessment of teacher performance is not only seen from the aspect of student learning outcomes, but also from the aspect of behavior / traits that stand out in carrying out their duties. To be able to produce high performance behavior, teachers need to have special competencies as confirmed in the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2017 concerning Academic Qualification Standards and Teacher Competencies, where teachers are required to have four competencies, namely: pedagogic competence, personality competence, social competence, and professional competence. If it is associated with the dimensions categorized by Yonghong and Honde (2006), then pedagogic competence and professional competence are categorized as 'task performance', while personality competence and social competence are categorized as 'contextual performance'. For this reason, the measurement of the implementation of the four competencies can describe the overall teacher performance, both task performance and contextual performance.

Based on the results of previous research on several variables that are considered to have an influence on the teacher performance variable, the results show that it turns out that transformational leadership is transformational leadership with indicators of ideal influence (exemplary), inspirational motivation (motivator), intellectual stimulus (stimulator). , individual considerations (taking into account the needs of teachers) do not have a positive and significant impact either directly on improving teacher performance, or indirectly through job satisfaction. This gives a signal that this transformational leadership is not yet suitable for use in educational organizations (schools). Many studies have been conducted regarding transformational leadership by taking locations in companies and local government agencies. The results show that there is a positive and significant effect, but this does not apply in the school environment as the findings of this study. Factors that may occur can be predicted from the geographical conditions of the school area in remote areas, inadequate facilities, especially in the current era of the COVID-19 pandemic. So that it is not only exemplary, motivation, and stimulation needed by teachers, but also a leader who is able to provide solutions to problems faced by teachers. In addition, it is also a barometer of teacher protection in the face of various threats and disturbances from various parties related to education. Therefore, it is not surprising that hypotheses 1, 2, and 6 were rejected, meaning that transformational leadership either directly or indirectly through job satisfaction does not have a positive and significant effect on the performance of junior high school teachers in Boalemo Regency. The elements of exemplary, motivator, stimulus/stimulus, and paying attention to the needs of teachers have not had a positive impact on the efforts of teachers to develop their competencies in order to improve their performance. Precisely in the era of the covid-19 pandemic with the emergence of various policies in the field of education that really need serious attention from all stakeholders, especially teachers as pioneers. Starting from the use of technology in online learning, to seeking various ways to get closer to students who do not have adequate learning facilities. Based on the results of the study where hypotheses 1, 2, and 6 were rejected, the researcher conducted a more in-depth study through interviews with several teachers and school principals regarding transformational leadership. The following is data from research that has been done by researchers.

### **The Effect Of Transformational Leadership On Teacher Performance.**

The second hypothesis (H2) in the previous study predicts a direct influence of the latent variable of transformational leadership on the performance of junior high school teachers in Boalemo Regency. The results of hypothesis testing are as shown in table 1 below.

Table 1

Regression Weights Effect of Transformational Leadership on Junior High School Teacher Performance in Boalemo . County

	Path Coefficient	S.E	C.R	P	Information
Y2 <--- X1	-.209	.071	-2.947	.003	Significant

*Data Source: Data Processing Results with Amos 21, 2020*

Based on the results of the regression weights analysis in table 1 above, it shows that the path coefficient value is -0.209, which means that the latent variable of transformational leadership has a negative relationship with the performance of junior high school teachers in Boalemo Regency. In the CR column, the critical ratio (C.R) value or critical ratio is -2,947. This value is outside the critical limit of -1.96, which means that the latent variable of transformational leadership directly has a significant but negative effect on teacher performance. This result also appears in the probability value or P, which is  $0.003 < 0.05$ . Based on the results of the analysis of these results, the hypothesis (H2) which states that: "there is a positive and significant direct influence of transformational leadership on the performance of junior high school teachers in Boalemo Regency is not proven and rejected.

### **The Effect of Transformational Leadership mediated by Job Satisfaction on Teacher Performance**

Table 2

Path Coefficient and Standard Error Direct Effects of Transformational Leadership, Teacher Satisfaction and Performance

Direct Effect of Path Coefficient	Standard Path	Standar Error
Transformational Leadership → Job Satisfaction	0.014	0.094

*Source: Analysis Results with Amos 21*

Furthermore, the results of the Sobel test or Sobel test as seen in the results of the calculation using the Ghazali 189 formula (2011) and the results of the calculation automatically show that the value of z or tcount is 0.14891836 (0.15). Sobel's Z value when compared with the critical z limit or statistic, which is 1.96, the Sobel z value is in the critical z area. In summary, the indirect effect of transformational leadership on teacher performance through job satisfaction is briefly shown in table 3 below.

Table 3

Summary of Indirect Effect Significance Test Results Transformational Leadership on Teacher Performance through Satisfaction Work at a junior high school in Boalemo Kabupaten

	coefficient	Z Sobel	Terms of Acceptance	Decision
Kepemimpinan transformasional → Kepuasan Kerja → Kinerja Guru	0.009	0.15	Z sobel > 1.96	Tidak signifikan

*Sumber: Hasil Olahan data Primer, 2020*

This result means that there is no significant indirect effect of transformational leadership variable on teacher performance mediated by job satisfaction variable. Thus, the hypothesis H6 which states that: "There is a positive and significant indirect transformational leadership on teacher performance through job satisfaction of junior high school teachers in Boalemo Regency", is neither proven nor rejected. This means that job satisfaction does not mediate the effect of transformational leadership on the performance of junior high school teachers in Boalemo Regency.

Based on the results of the study as shown above, the researchers followed up through interviews and FGDs with several respondents consisting of teachers and school principals. From the results of interviews conducted with junior high school teachers, there was a tendency for answers that led to the rejection of the above hypothesis, including the lack of understanding of teachers and principals about transformational leadership itself. In addition, it is difficult to implement transformational leadership considering the regional conditions, teacher human resources, and the school environment that do not support the implementation of this leadership style. According to several respondents, teachers who were later strengthened by the Principal of SMP 1 Tilamuta and Principal of SMP 12 Wonosari revealed that the effective leadership model according to him is a leader who gives orders and is present with his orders. In addition, they further said that an effective leadership style in improving teacher performance is the principal who gives direction and orders, which is accompanied by supervision. To support teacher

performance as stated by several teachers and principals, there are several leadership styles that are used as references, including the paternalistic leadership style, situational leadership style, and instructive leadership style. Examining more deeply the three leadership styles and paying attention to the traditional character and culture of Gorontalo, as well as the implied meaning of the interviews conducted, the teachers want that a leader in this case the principal must be a role model, protect, find solutions to the problems faced, and be the best example for them. According to him, according to the thoughts and studies of researchers, the principal of SMP in Boalemo needs to apply a "solutional and nurturing" leadership style as we all hope with the Gorontalo philosophy known as "Ta'uwa Taa Mo'odu'oto" which means a leader who is able to protect, serve, accompany , provide direction and good examples, and solve any problems that exist to lead a better life.

## CONCLUSION

The quality of education is the ultimate goal of all government programs. In order to produce quality education, we really need qualified and competent teachers. In practice, these competencies will shape the personality of the teacher which will determine the quality of learning and mentoring students, as well as encourage the implementation of all additional tasks in a proportional and professional manner. Supported by a solution and service leadership model, it will improve teacher performance and have an impact on improving the quality of education in Boalemo Regency.

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