

The Effect of Transformational Leadership of School Principals and Teacher Integrity on the Quality of High School Graduates in the Toraja Utara District

Arniati Batu Sumbung¹, Bernadetha Nadeak², Hotmaulina Sihotang³

^{1,2,3}University Indonesia, Indonesia

20011900014@ms.uki.ac.id, bernadetha.nadeak@uki.ac.id, hotmaulina.sihotang@uki.ac.id

Abstract

The study was conducted to analyze the influence of Principal Transformational Leadership and Teacher Integrity on the Quality of High School Graduates in North Toraja Regency, with quantitative methods, namely conducting descriptive analysis and testing hypotheses. the method used is quantitative. The regression equation between transformational leadership and graduate quality is $\hat{Y} = -58,233 + 0,878 X_1$. While the results of the t-test calculation, there is a positive and significant influence of the principal's transformational leadership (X_1) on the quality of high school graduates in North Toraja Regency (Y). The coefficient of determination of the two variables is 0.632 or 63.2%, meaning that the influence of the principal's transformational leadership on the quality of graduates is 63.2%. The regression equation between teacher integrity and the quality of graduates is $\hat{Y} = -1,655 + 0,724 X_2$ and according to the results of the t-test, it is found that there is a positive and significant effect of teacher integrity (X_2) on the quality of high school graduates in North Toraja Regency (Y). The value of the coefficient of determination of the two variables is 0.292 or 29.2%, meaning that the influence of the teacher integrity variable on the quality of graduates is 29.2%. The multiple linear regression equation between transformational leadership, teacher integrity, and the quality of graduates is $\hat{Y} = -61,020 + 0,782 X_1 + 0,219 X_2$ and from the results of the F test calculation there is a positive and significant influence on the transformational leadership of principals and teacher integrity together on the quality of high school graduates in North Toraja Regency. The value of the coefficient of multiple determination (R^2) is 0.651 or 65.1%, which means that the influence of principal transformational leadership and teacher integrity together on the quality of high school graduates in North Toraja Regency is 65.1%.

Keywords

transformational leadership;
teacher integrity; graduate
quality



I. Introduction

The era of globalization that is in sight, is currently marked by 3 main characteristics, namely open information flow, high competitiveness, and trade liberalization. In this era of globalization, many things will confront us in the fields of politics, socio-culture, economy, and education. Indonesia must be able to produce a golden generation that can face the 2045 vision, which is sovereign, advanced, just, and prosperous. The 10 abilities in question are *cognitive flexibility, critical thinking, coordinating with others, complex problem solving, people management, creativity, emotional intelligence, judgment and*

negotiation, service orientation, and decision making (Suprayitno, A., & Wahyudi, W., 2020).

The quality of graduates of an educational institution is influenced by the quality of the input and the quality of the process. Sugiyono (2016) provides indicators of effective schools, namely the existence of components of input (*input*), process (*process*), and output (*output*). The process components consist of; leadership quality, vision, motivation level, school climate, instructional quality, organization, class, curriculum quality, and learning time. While the output component can be seen in student achievement, job satisfaction, absenteeism rate, dropout rate, and quality of performance. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture. (Arif, 2019).

The principal as the main milestone in the school is obliged and must have more competence than other elements in influencing and mobilizing resources to achieve school goals. In the school governance process, almost everything went well because of the responsive leadership of the principal (Nadeak, 2020).

The principal's efforts to improve the quality of student graduates are very important because they are a driving force for school resources, especially teachers and employees (Hamirul, 2019). The strategy for improving the quality of graduates from the principal aspect is establishing good relationships, providing direction to teachers to form effective learning, collaborating with agencies, assessment tests, and utilizing facilities and infrastructure, (Ardela, 2021). To create graduates who have quality, the principal's leadership model acts as an actor of change who becomes an example in the eyes of followers and has a clear vision and mission going forward. As a manager in the school, the principal is responsible for making and making decisions.

The strategy used by the principal will determine the leadership style so that it will have a positive influence on the development of school culture (Kosim, 2017). Transformational leadership does not focus on the interests of leaders to get praise or appreciation, but rather on increasing the understanding of leaders to do their best based on an analysis of management and leadership development that looks at people, and organizational development. And performance as things that influence each other. Transformational leadership behavior can direct the organization towards effectiveness and productivity. Transformational leadership can direct the organization to further increase job satisfaction, extra effort, and performance beyond expectations and create creativity and innovation in the organization. Principals can provide changes to improve the quality of learning in schools in ways that were not previously expected (Riski, et al, 2021).

Integrity is more than just being honest, conscientious, and having principles. Values such as responsibility, sincerity, consistency, obedience, awareness, pride, social norms, rules policies and awareness play a major role in the integrity value. A teacher must have professional skills so that the needs of students can be met, both in terms of intellectual, moral, ethical, and spiritual. A professional educator must have characteristics that show complete unity and quality integrity so that teachers can show authority and honesty and have potential, Bachelor & Khayati, 2016). In North Toraja, there are 10 public high schools and 5 private high schools located in several sub-districts in North Toraja. Educational problems that occur in North Toraja, there are schools where students have good academic abilities and discipline.

The institution for conducting higher education entrance tests for prospective new students is the LTMPPT or the Higher Education Entrance Test Institute. This institution is under the Ministry of Education and Culture of the Republic of Indonesia. LTMPPT is the

leading and best university entrance test implementation institution in Indonesia and has a specific aim to administer university entrance tests that are open, fair, credible, efficient, accountable, and flexible. Based on data obtained from the LTMPT regarding the UTBK scores, in 2020 out of 15 schools in North Toraja Regency, only 2 schools were included in the Top 1000 Schools, namely Christian High School 2 and Barana Christian High School. Meanwhile, in 2021, only 1 school is included in the Top 1000 schools, namely SMA Kristen 2 Rantepao.

Based on the observations of researchers, in North Toraja, some principals apply transformational leadership, where principals motivate their teachers, treat teachers fairly, and innovate on key aspects, for example having a good school vision development, student admissions system new, valid teacher selection system, classroom teaching system, disciplined, productive in work, showing a good relationship within the school with the teacher, in terms of shared vision and goals.

II. Research Method

Quality is the level or degree of excellence of a product, work, or effort in the form of goods or services (Endaryono, et al, 2021). Quality is what is required or standards made to meet customer expectations (Firdaus, et al, 2021). Graduate quality is the competency standard of graduates who meet qualifications including attitudes, knowledge, and skills (Handoko, 2020). Quality graduates are graduates who have a good predicate and can be accepted to continue to a higher level and are of high quality and have a good personality (Fadhli, 2017).

So, it can be concluded that the quality of graduates is the competence possessed by students including attitudes, knowledge, and skills with minimum criteria for good attitudes and at least sufficient knowledge and skills after completing studies in educational units.

Transformational leadership is a leadership style that forms subordinates' awareness that the value of work, expands and increases needs beyond personal interests, and encourages these changes toward common interests including personal interests are very important to have (Setiawan, 2017). Transformational leadership is a leader who has an impact and influence on his followers to form a sense of awe, admiration, and trust (Khasanah, 2019). This means that the principal when carrying out transformational leadership will make followers respect and appreciate the leader.

Based on this description, it is synthesized that the principal's transformational leadership is a leadership style that encourages followers to work together, pays attention to their followers, and provides inspiration for the achievement of the organization's vision.

Integrity is directed at two things, namely the intention to apply good values such as honesty, consistency, and unwavering determination of the soul and the actualization of intentions that are reflected in the behavior of people who are required to be honest, consistent and have a strong soul (Basuki, 2021). Teacher integrity is the self-strength that a teacher has, namely with a heart that serves sincerely, responsibility, trust, honesty, loyalty, consistency, discipline, and quality of life (Situmorang, 2018). Teachers with integrity have characteristics, including something that is achieved by using resources optimally, positive values applied to solve problems encountered, and individual consistency (Widyarini, et al, 2019).

Based on the description above, it can be synthesized that integrity is consistency between thoughts, actions, and words, with a code of ethics and moral principles adopted.

Research conducted by Asrori Mustofa in 2021 on the transformational leadership of madrasah principals in advancing the quality of education. Research shows that transformational leadership applied by madrasah principals is an inspirational influence in improving the quality of education. This study shows that the principal's transformational leadership can be a force in a school to improve the quality of education, which means the quality of school graduates also increases.

Research conducted by Hamirul in 2019 regarding the role of school principals as educators to improve the quality of graduates at SMA Negeri 1 Muara Bungo. The results of the study show that the quality of graduates can be improved through the role of the principal by making learning programs that are conducive, innovative, creative, and motivating students to the importance of the learning process. This study supports the theory that has been described and can be a supporter in this study to see the effect of the principal's transformational leadership on the quality of high school graduates.

III. Research Method

This study uses a quantitative approach with a survey method, which collects data indirectly through communication with research subjects by distributing instruments or questionnaires containing statements about transformational leadership, and teacher integrity. The quality of graduates is measured by the average score of the 2021/2022 School Examination Year.

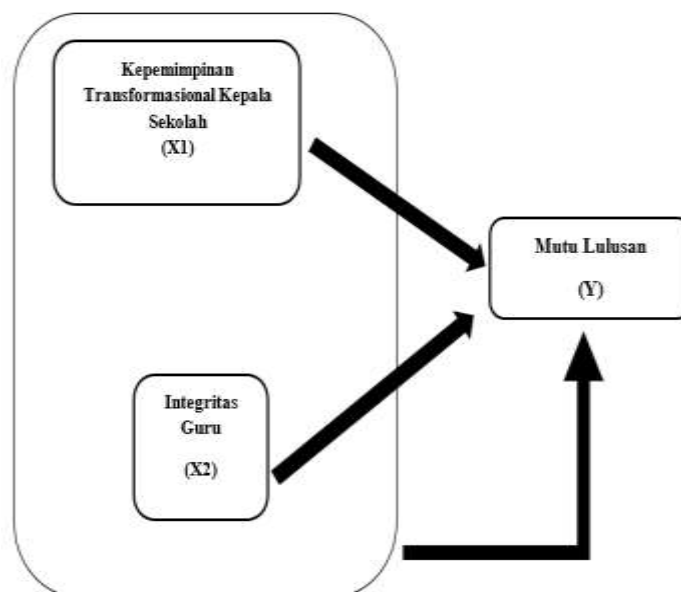


Figure 1. Research design

The variables in this study consisted of independent and dependent variables. The independent variables in this study are the principal's transformational leadership (X1) and teacher integrity (X2), while the dependent variable is the quality of graduates (Y). Researchers will use parametric statistical analysis techniques if the data is normally distributed. On the other hand, if the data is not normally distributed, then the nonparametric analysis technique is used.

IV. Result and Discussion

4.1 Simple Linear Regression

To prove the effect of each independent variable (X) on the dependent variable (Y) a simple linear analysis can be performed. The linear regression model between the principal's transformational leadership variable (X1) and the graduate quality variable (Y) is presented in the following table:

Table 1. The results of linear regression calculations between X1 and Y
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-58,233	7.436		-7,831	.000
	Principal's Transformational Leadership	.878	.063	.795	13,872	.000

In table 1 above, a simple linear regression equation between X1 and Y is obtained as follows:

$$\hat{Y} = -58,233 + 0,878 X1$$

The above equation is defined as follows:

1. Constant = **-58,233**

This means that when the principal's transformational leadership variable does not change (X1 is 0) then the quality of high school graduates in North Toraja Regency is 1 **-58,233**unit.

2. Coefficient X1 = **0,878**

This means that when the principal's transformational leadership variable increases by 1 unit, it will increase the quality of high school graduates in North Toraja Regency by 1 **0,878**unit.

This means that to obtain high-quality graduates, high transformational leadership is needed.

The linear regression model between X2 and Y is presented below:

Table 2. results of X2 and Y . linear regression calculations
Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.655	6,860		-.241	0.810
	Teacher Integrity	.724	.107	.540	6,790	0.000

Table 2 obtained a simple linear regression equation between teacher integrity and graduate quality (Y) as follows:

$$\hat{Y} = -1,655 + 0,724 X_2$$

The above equation can be interpreted as follows:

1. Constant = $-1,655$

This means that when the teacher integrity variable does not change (X_2 is 0) then the quality of high school graduates in North Toraja Regency is 1 $-1,655$ unit.

2. Coefficient $X_2 = 0,724$

It means that when the teacher integrity variable increases by 1 unit, it will increase the quality of high school graduates in North Toraja Regency by 1 $0,724$ unit.

This means that high teacher integrity is needed so that the quality of graduates in a school is also in the high category.

4.2 Multiple linear regression

The regression model is presented in the following table 3:

Table 3. results of multiple linear regression calculations
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-61.020	7.359		-8,292	.000
	Principal's Transformational Leadership	.782	.073	0.708	10,700	.000
	Teacher Integrity	.219	.089	.164	2,471	0.015

From the table above, multiple linear regression equations can be made between X_1 and X_2 with (Y) namely:

$$\hat{Y} = -61,020 + 0,782 X_1 + 0,219 X_2$$

The above equation can be interpreted as follows:

- 1) Constant = $-61,020$

This means that when there is no change in the transformational leadership variables of the principal and teacher integrity (X_1 and X_2 are considered zero), the quality of high school graduates in North Toraja Regency is 1 $-61,020$ unit.

- 2) Coefficient $X_1 = 0,782$

This means that when the principal's transformational leadership variable (X_1) increases by one unit with the assumption that the teacher integrity variable is considered constant (X_2 is zero), it will result in an increase in the quality of high school graduates in North Toraja Regency by 0.782 units.

- 3) Coefficient $X_2 = 0,219$

This means that when the teacher integrity variable (X2) increases by one unit assuming the principal's transformational leadership variable is considered constant (X1 is zero) it will result in an increase in the quality of high school graduates in North Toraja Regency by 0.219 units.

To improve the quality of high school graduates in North Toraja Regency, high transformational leadership of school principals is needed along with high teacher integrity.

4.3 Simultaneous Test

To find out the influence of the independent variables simultaneously or together on the dependent variable, it is necessary to carry out an F test, using SPSS 24.0, the results of which are illustrated in the table below:

Table 4. F Test Calculation Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4470,563	2	2235,281	103,661	.000 ^b
	Residual	2393,543	111	21,563		
	Total	6864.105	113			

The results of the F test using SPSS 24.0 obtained a value $F_{hitung} = 103,661$ greater than $F_{tabel} = 3,08$ and the value of sig. $0,000 < 0,05$. This shows that the variables X1 and X2 together affect the quality of high school graduates in the North Toraja Regency. Therefore, the working hypothesis (H1) which reads "transformational leadership of principals and teacher integrity has a significant effect on the quality of high school graduates in North Toraja Regency simultaneously" is accepted.

4.4 Partial Test with t-test

To test the significance of the influence of each independent variable, namely the principal's transformational leadership (X1) and teacher integrity (X2) on the quality of high school graduates in North Toraja Regency (Y), it is necessary to partially test the hypothesis. with $\alpha = 0,05$. The results of the t-test can be seen in the following table:

Table 5. Calculation results of t-test

Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-61.020	7.359		-8,292	.000
	Principal's Transformational Leadership	.782	.073	0.708	10,700	.000
	Teacher Integrity	.219	.089	.164	2,471	0.015

Based on table 5, will be analyzed whether each independent variable affects the dependent variable

a) Effect of X1 on Y

In accordance with the calculation of the results of the t-test in table 4.20, it can be seen that the value $t_{count} = 10,700 > t_{table} = 1,980$ and significance value for the principal's transformational leadership variable (X1) is $0,000 < 0,05$, which means that the principal's transformational leadership variable (X1) is significant. Thus, the working hypothesis (H1) which reads "transformational leadership of school principals has a significant effect on the quality of high school graduates in North Toraja Regency" is accepted.

b) Effect of X2 on Y

According to the results of the t-test calculation in table 4.20, it can be seen that the value $t_{count} = 2,471 > t_{table} = 1,980$ and the significance value for the teacher integrity variable is $0.015 < 0.05$, which means the teacher integrity variable (X2) is significant. Thus, the working hypothesis (H1) which reads "teachers' integrity has a significant effect on the quality of high school graduates in North Toraja Regency" is accepted.

1) Coefficient of Multiple Determination (R^2)

The magnitude of the influence of the X variable on the Y variable can be seen in the magnitude of the coefficient of determination which is presented below:

Table 6. The results of the calculation of the coefficient of multiple determination (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.807 ^a	.651	.645	4.64365

Based on table 6, it can be seen that the value of *R Square* is 0.651, which means that the influence of X1 and X2 together on Y is 0.651 or 65.1%. While 34.9% is the influence of other factors that are not included in the variables of this study.

2) Partial Coefficient of Determination (r^2)

The influence of each variable X on variable Y partially can be seen from the magnitude of the coefficient of determination which is presented in the following table:

Table 7. Calculation of the coefficient of partial determination (r^2) variable X1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.795 ^a	.632	.629	4.74831

In accordance with table 7, it can be seen that the magnitude of the influence of each variable X1 and X2 on Y is from the value of *R square* x 100%. For this reason, the magnitude of the influence of the principal's transformational leadership variable on the quality of graduates is 0.632 or 63.2%.

Table 8. The results of the calculation of the coefficient of partial determination (r^2) variable X2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.540 ^a	.292	.285	6.58898

Meanwhile, the influence of the teacher integrity variable on the quality of graduates is 0.292 or 29.2%.

1. Effect of X1 on Y

The operational definition of graduate quality (Y) is the value achieved by students after taking the school exam for the 2021/2022 school year, which is converted into grades 1 – 4.

The results of the descriptive analysis show that the total value of the Y variable is at an average value of 44.74 from the ideal score of 60, which is in the medium category if it is associated with the 43-47 category range. This indicates that the quality of high school graduates in the North Toraja district is still in the medium category.

The operational definition of the principal's transformational leadership (X1) is the score obtained by the principal after the teacher fills out a questionnaire about the principal's transformational leadership on the indicators: being a role model for followers, describing an attractive vision, and encouraging each follower, stimulating followers to become more innovative and creative, providing support, encouragement, and guidance.

Descriptive analysis shows the results of the number of respondents' scores on the X1 variable being at a score of 117.24 from an ideal score of 130, being in the very low category if it is related to the 105 - 111 category range. This shows the influence of the principal's transformational leadership in realizing the quality of graduates.

The regression equation between X1 and Y is $\hat{Y} = -58,233 + 0,878 X1$, meaning that to produce quality high school graduates in the North Toraja district, high transformational leadership is needed.

For the t-test, the value $t_{\text{hitung}} = 10,700$ is greater than $t_{\text{tabel}} = 1,980$ and the value of sig. for the X1 variable $0,000 < 0,05$, which means that the principal's transformational leadership variable has a significant effect.

This is reinforced by the calculation of the partial determination coefficient which shows the result of 0.632, which means that the influence of the principal's transformational leadership on the quality of high school graduates in North Toraja Regency is 63.2%. The results of this study support the previous researcher, namely Intan Silvana in 2016 in the Journal of Education Administration about the transformational leadership of school principals, teacher performance, and school quality in Cianjur Regency. The results showed that the principal's transformational leadership had a significant effect on school quality. And also in line with the results of research conducted by Asrori Mustofa in 2021 regarding the transformational leadership of madrasah principals in advancing the quality of education, the results of the study show that transformational leadership applied by madrasah principals is the power of *inspiration influence* in improving the quality of education. Increasing the quality of education means that the quality of school graduates also increases. The linear regression data analysis method and the results showed that the principal's transformational leadership had a positive effect on the quality of high school graduates.

2. Effect of X2 on Y

The operational definition of the teacher integrity variable (X2) is the score obtained by high school teachers in North Toraja Regency after filling out a questionnaire about teacher integrity with the indicators: honest, responsible, and consistent.

Descriptive analysis shows the following results: the average number of respondents' scores on the X2 variable is at the total score of 64.04 from the ideal score of 76 and is on a medium scale if it is associated with a scale range of 62 - 65. This shows high school teachers in Toraja Regency The North have moderate integrity.

The regression equation between X2 and Y is $\hat{Y} = -1,655 + 0,724 X2$. This means that high teacher integrity is needed so that SMA in North Toraja produces high-quality graduates.

Based on the results of inferential analysis, namely the t-test, the value $= 2,471$ is greater than $t_{tabel} = 1,980$ and the value of sig. of $0,015 < 0,05$ means X2 has a significant effect on Y.

This is reinforced by the results of the calculation of the coefficient of partial determination which shows the result of 0.292, which means that the influence of teacher integrity on the quality of high school graduates in North Toraja Regency is 29.2%. The results of this study support the results of previous studies, namely: Research conducted by Marthen Mau in 2020 about the importance of the integrity of Christian religious education teachers in guiding the personality of students. The results of the study indicate that when the integrity quality of Christian religious education teachers in guiding the personality of students is higher, the better the personality of the students will be. That is, if the personality of students is getting better then when they graduate, they will become quality graduates. Research conducted by Nababan in 2021 on the relationship of teacher integrity in carrying out duties and responsibilities to student learning motivation. The results of the study show that teachers must have integrity because they are closely related to someone in carrying out their duties and responsibilities regularly, consistently, honestly, and in accordance with the teacher's professional code of ethics. The impact is increased student motivation. If students' motivation increases, their learning achievement will also increase. The method of data analysis is linear regression and the results of the study show that teacher integrity has a positive effect on the quality of high school graduates.

3. Effect of X1 and X2 on Y

The results of the multiple linear analysis equation $\hat{Y} = -61,020 + 0,782 X1 + 0,219 X2$, mean that transformational leadership and teacher integrity must be high so that the quality of high school graduates in North Toraja Regency is also high.

In accordance with the results of the F test calculation with SPSS 24.0, it can be seen that the results of sig. $0,000 < 0,05$ and $F_{hitung} = 103,661$ is greater than $F_{tabel} = 3,08$. This means that the principal's transformational leadership variable and the teacher's integrity variable jointly affect the quality of high school graduates in the North Toraja Regency significantly. The results of the calculation of the coefficient of multiple determination show the result of 0.651, which means that the magnitude of the influence of principal transformational leadership and teacher integrity on the quality of high school graduates in North Toraja Regency is 65.1% and the remaining 34.9% is influenced by other factors that are not included. in this research.

Based on the results of the study using multiple linear regression models, the principal's transformational leadership and teacher integrity have a positive effect on the

quality of high school graduates in the North Toraja Regency. In other words, the quality of graduates can be improved by increasing the value of the principal's transformational leadership and teacher integrity.

V. Conclusion

Referring to the results in chapter IV which refers to the formulation of the hypothesis with $\alpha = 0,05$, then the following are synthesized:

1. The regression equation between X1 and Y is $\hat{Y} = -58,233 + 0,878 X1$. This means that to obtain high-quality graduates, high transformational leadership is needed. The results of the calculation of the t-test obtained the value of sig. $0,000 < 0,05$ and the value $t_{hitung} = 10,700$ is greater than $t_{tabel} = 1,980$, which means that the principal's transformational leadership variable (X1) has a positive and significant effect on the quality of high school graduates in North Toraja Regency (Y) with a partial determination coefficient value of 0.632 which means the effect of X1 on Y is 63.2%.
2. The regression equation between X2 and Y is $\hat{Y} = -1,655 + 0,724 X2$. This means that high teacher integrity is needed so that the quality of graduates in a school is also in the high category. The results of the calculation of the t-test obtained a significance value of $0,015 < 0,05$ and a value $t_{hitung} = 2,471$ greater than $t_{tabel} = 1,980$, meaning that the teacher integrity variable (X2) has a significant and positive effect on the quality of graduates with a partial determination coefficient value of 0.292 which means that the influence of X2 on Y is 29.2%.
3. Multiple linear regression equations between X1, X2 and Y are obtained $\hat{Y} = -61,020 + 0,782 X1 + 0,219 X2$. To improve the quality of high school graduates in North Toraja Regency, high transformational leadership of school principals is needed along with high teacher integrity. The results of the calculation of the F test obtained the value of sig. $0,000 < 0,05$ and value $F_{hitung} = 103,661$ greater than $t_{tabel} = 3,08$, which means that the principal's transformational leadership variable and teacher integrity have a positive and significant effect on the quality of graduates with a multiple determination coefficient value of 0.651, meaning that the influence of X1 and X2 together on Y is 65.1%.

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