

Theoretical Review: The Relevance Of Transformational Leadership In Educational Management

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ABSTRACT : *This study is to look at the broader context of transformational leadership and its relevance to education management. This review also discusses the latest theories in the study of transformational leadership in educational control. The management of this education focuses more on one of the human resources, namely the leadership of the principal, starting from the knowledge of the meaning and concept of leadership, transformational leadership and its relevance in educational management, especially about the principal's leadership in educational management. Educational leadership is function and process that influences, guides, coordinates and mobilizes others along with educational activities so that activities can be more effective in achieving educational goal*

KEYWORDS -Leadership, Transformational Leadership, Educational Management, Principal Leadership

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I. INTRODUCTION

Leadership is one of the decisive factors in the development and success of an organization. Leadership is the ability or ability to influence people in such a way as to achieve results as large as possible with the smallest possible conflict. Munson (1905) Leadership is a mixture of temperament that makes one possible to encourage others to complete the work. Ordway Tead (1931). Then Weschler (1961) says that the notion of leadership is an interpersonal influence undertaken in certain circumstances, and directed through the process of communication toward the achievement of one particular goal or more. Understanding leadership by Scott (1973) that leadership is the process of influencing the activities organized in a group in an attempt to achieve a goal it has set. The essence of leadership is to influence the activities of others. Nigro (1965). Meanwhile, according to Terry (2000: 152), Leadership is the ability to direct followers to work with trust and diligent to do the tasks given by their leaders. Leadership involves a set of processes of influence between people. The process aims to motivate subordinates, create a vision of the future, and develop strategies to achieve goals. Sweeney and McFarlin (2002). Good leadership is developed through a process that never stops self-study, education, training, and accumulation of relevant experience (Bass, 2008). Leadership involves a type of responsibility that aims to achieve a particular goal by applying the available resources and ensuring a cohesive and coherent organization in the process (Ololube, 2013 This article argues that effective leadership is essential to the survival of a non-profit organization. , researchers have proposed a variety of leadership styles because no particular style of leadership can be considered universal. Although many diverse styles of leadership, a good or effective leader inspires, motivates, and directs activities to help achieve group or organizational goals. Instead, ineffective leaders do not contribute to organizational progress which in fact actually reduce the achievement of organizational goals (Northouse, 2013) To achieve educational goals, the role of educational leadership must run optimally Operational leadership education must be effective for the progress of the school organization. The success or failure of a school organization is largely determined by the leadership qualities of a leader. Therefore, educational leadership needs to be empowered by increasing its functional ability, so that it can play a role according to the task of pkok and its function. The leadership of organizational education and administration is related to the leadership applied in the activities of people in positions as decision makers in various levels of informal education organizations that interact with formal organizations. As for the people involved in the matter are the education supervisors, school principals, academy directors, university rectors, leaders in teacher organizations, leaders in parent and teacher organizations and formal organization leaders. Morphet (1982: 97).

II. THEORY OF LEADERSHIP

At the beginning of the twentieth century Charry (2012) notes that research interests on leadership are increasing and identify there are eight major leadership theories of which are:

2.1 Great Man Theory

A great leader is born with certain characteristics such as charisma, confidence, intelligence and social skills that make him a natural leader. The great man theory assumes that capacity to lead is something inherent, great leaders are born not made (Carley, 1888).

2.2 Trait Theory

This theory suggests that leadership effectiveness is highly dependent on the greatness of the leader's character. Trait or attributes such as personality, physical superiority and social ability. Adherents of this theory are convinced by having the superiority of the characters above, then someone will have good leadership qualities and can be an effective leader. Characters that must be owned by someone includes special abilities in: Intellectual Ability, Personal Maturity, Education, Social and Economic Status, Human Relations, Intrinsic Motivation, Impetus (achievement drive). (Gordon, 1937)

2.3 Contingency Theory

Contingency Theory is a theory of leader conformity which means trying to fit the leader with the right situation. Called contingency, because the theory states that the effectiveness of the leader depends on how appropriate the leadership style is with the situation around. (Fiedler, 1974), Contingency Theory focuses on environment-related variables that may determine the most appropriate leadership style. According to this theory, there is no leadership style that is best in all situations. Success depends on a number of variables, including leadership styles, the quality of followers and aspects of the situation. The most optimal leadership styles vary greatly depending on (1) the nature, abilities, and skills of the leader, (2) subordinate behavior, and (3) environmental conditions and situations. (Dunford, 1995);

2.4 Situational Theory

Situational leadership theory developed by Paul Hersey and Ken Blanchard, In the late 1970s and early 1980s, each author developed his own theory of leadership. Hersey developed the Situational Leadership Model and Blanchard developed Situational Leadership Model II. The essence of situational leadership theory is that the leadership style of a leader will vary, depending on the degree of readiness of his followers. The fundamental understanding of situational leadership theory is about the absence of the best leadership style. Effective leadership is dependent on the relevance of the task, and almost all successful leaders always adapt the right leadership style. Leadership effectiveness is not just about the influence on individuals and groups but also depends on the task, work or function needed as a whole. Thus the situational leadership approach focuses on the phenomenon of leadership in a unique situation. (Blanchard, 1977)

2.5 Behavioral Theory

Leadership behavior theory is based on the belief that great leaders are made not born. This leadership theory focuses on the actions of leaders rather than on mental qualities. According to this theory, one can learn to be a leader through teaching and observation. According to behavioral theory, people can learn to be leaders through training and observation. (Naylor, 1999). Descriptions of relationship-oriented leadership behaviors include caring, emphasis on employee needs, focusing on people, supportive behavior, interaction orientation, focusing on people, participatory decision making, democratic behavior and building mutual trust (Bass, 1990)

2.6. Participative Theory

Participatory leadership has been put forward by a number of experts including Dr. Rensis Likert (1967) and Gary Yukl (1971). Likert is famous for the Likert Scale;

Likert Leadership Style;

1. Exploitative Authoritarian

Leaders of this type are very authoritarian, have low confidence in the bottom, motivate subordinates through threat or punishment. Communication is done one-way down (top-down)

2. Benevolent-Authoritative Leaders trust subordinates to some extent, motivate subordinates with threats or punishments but

not always and allow upward communication. Leaders pay attention to the idea of subordinates and delegate decision-making authority even if supervisory is still under control.

3. Consultative Leaders have trust in subordinates large enough. Two-way communication and allow specific decisions made by subordinates

4. Participative Leaders have full confidence in subordinates, always utilizing subordinate ideas, using economic incentives to motivate subordinates. Two-way communication and make subordinates as

Workgroups Yukl described a similar participative leadership style but used different labels.

1. Autocratic - make all decisions by yourself without concern or consultation with followers
2. Consultation - leaders ask for opinions and ideas from subordinates but make their own decisions.
3. Joint Decision - Leaders ask for ideas from subordinates and include them in making decisions.
4. Delegation - The supervisor-manager gives the group or individual authority to make decisions.

2.7 Transactional Theory

Transactional theory, also known as management theory, focuses on the role of oversight, organization and group performance and the exchanges that occur between leaders and followers. The basic theories of leadership on reward and punishment systems (Charry, 2012). In other words, on the idea that a leader's job is to create a structure that makes it very clear what is expected of followers and the consequences (rewards and punishments) associated with fulfilling or not meeting expectations (Lamb, 2013). When employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Charry, 2012). Managerial or transactional theory is often equated with management concepts and practices and continues to be a very common component of many leadership models and organizational structures (Lamb, 2013).

Transactional leaders reward and punish for performance, making the leader / worker relationship essentially an economic transaction (Bass, 1985).

2.8 Transformational Theory

Transformational leadership has been the most widely researched form of leadership from 1980 to 2011. transformational leadership was first described by James McGregor Burns and later elaborated by Bernard Bass. Burns seeks to link leadership and follower roles. He writes about leaders as people who improve followers' motives, in order to better achieve the leader's and followers' goals. Burns distinguishes two types of leadership: transformational and transactional. Transactional leadership refers to a set of leadership models that focus on the exchanges that occur between leaders and their followers. Transformational leadership refers to the process by which an individual engages with others and creates connections that lead to the level of motivation and morality of both leader and follower. Also Transformational Leadership is divided into four concepts. (Bass, 1985) include:

- a) Ideal influence, in which the leader acts like a role model of behavior ethics and gains respect and trust.
- b) Inspirational motivation, where leaders communicate high expectations and inspire crews to achieve higher
- c) Intellectual stimulation, in which followers-subordinates are stimulated to think outside the box, creative and innovative
- d) Individual considerations, in which subordinates are provided a supportive environment and leaders care about the needs and desires of each employee.

There are seven major weaknesses of Transformational leadership identified by (Yulk, 1999) such weaknesses are:

a) There is ambiguity underlying its influence and process. Theory fails to explain the variables that interact between transformational leadership and positive work results. This theory will be stronger if important processes of influence are identified more clearly and are used to explain how each type of behavior affects every type of mediation and yield variable.

b) An overemphasis of theory on the leadership process. His main interest is to explain the direct influence a leader has on individual followers, not the influence of a leader on a group or organizational process. Examples of relevant group-level processes include: (1) how well the work is organized to utilize personnel and resources; (2) how well the activities of the interrelated groups are coordinated; (3) the number of member agreements on objectives and priorities; (4) mutual trust and cooperation among members; (5) the level of identification of members with groups; (6) trust members in group capacity to achieve their goals; (7) efficient procurement and use of resources; and (8) external coordination with other parts of the organization and outsiders. How leaders influence these group processes is not well explained by transformational leadership theory. The organization process also receives insufficient attention in most transformational leadership theories. Leadership is seen as a major determinant of organizational effectiveness, but the causal effect of leader behavior on organizational processes that ultimately determines effectiveness is rarely explained in detail in most studies of transformational leadership. The transformational leadership theory will benefit from a more detailed description of the influence of leaders on group and organizational processes.

c) The theoretical reason for distinguishing between behaviors is not clearly defined. The partially overlapping content and high correlation found among transformational behaviors raises doubts about the

validity of their construction. For example, intellectual stimulation is operationally defined as the cause of subordinates to question traditional beliefs, to look at problems in different ways, and to find innovative solutions to problems. The content is diverse and ambiguous. There is no clear description of what leaders actually say or do to influence cognitive processes or subordinate behavior.

d) There is an omission of some transformational behavior of the original transformational leadership theory that has been proven as relevant empirical evidence. Some of them include inspiring (cultivating works with meaning), developing (improving followers' skills and confidence), and empowering (giving a significant voice and wisdom to followers).

e) Inadequate situational variable specifications in Transformational leadership. The fundamental assumption of transformational leadership theory is that the leadership process and its underlying outcomes are basically the same in all situations. Bass (1998) argues that transformational leadership benefits both followers and organizations regardless of the situation. Studies have shown that situational factors can influence the effects of transformational leadership on followers and work results. Yukl (1999) suggests the following situational variables as moderators between transformational leadership and followers: environmental stability, organic structure (not mechanistic bureaucracy), entrepreneurial culture, and dominance of the upper bounding bar of the technical core.

f) The theory does not explicitly identify situations in which transformational leadership is detrimental. Several studies have shown that transformational leadership can have a detrimental effect on followers and organizations. Stevens et al (1995) believe that transformational leadership can support top management, owners and managers. Followers can be transformed to a high level of emotional involvement in work over time so they become stressed and exhausted. Individual leaders can exploit followers (even without realizing it) by creating a high level of emotional involvement when not needed (Yukl, 1999). If organizational members are influenced by different leaders with competing vision, the result will increase the role ambiguity and role conflict. Leaders who build strong identification with their subunits and objectives can enhance member motivation, but excessive competition can arise between different organizational subunits. When cooperation between units is required to achieve organizational goals, the results can be a decrease in organizational effectiveness. The possibility that transformational leadership has negative results needs to be investigated by research methods designed to detect those effects.

g) Like most leadership theories, transformational leadership theory assumes a stereotype of heroic leadership. Effective performance by individuals, groups, or organizations is assumed to rely on leadership by individuals with the skills to find the right path and motivate others to take it. In most versions of transformational leadership theory, it is a basic postulate that an effective leader will influence followers to self-sacrifice and exert extraordinary effort. Influence is unidirectional, and flows from leader to follower. When correlations are found between transformational leadership and subordinate commitment or performance, the results are interpreted as indicating that leaders are influenced by subordinates to perform better. There is little interest in describing the process of mutual influence or co-leadership. Researchers study how leaders motivate followers or overcome their resistance, not how leaders encourage followers to challenge the leader's vision or develop a better vision

Despite the many criticisms of transformational leadership, its popularity has grown in recent times. For example, research has shown that managers in different settings, including the military and business find that transformational leaders are evaluated as being more effective, performing higher, more promotable than their transactional counterparts, and more sensitive interpersonal (Rubin et al., 2005; Bono, 2000). Empirical evidence also shows that transformational leadership is strongly correlated with employee performance such as: lower turnover rate, higher productivity level, employee satisfaction, creativity, goal achievement and member welfare (Eisenbeiß and Boerner, 2013; Garcí'a-Morales et al, 2008; Piccolo and Colquitt, 2006; Keller, 1992).

III. EDUCATIONAL OF MANAGEMENT

Management of education is institutional management that aims to support the development and organization of teaching and learning (Campbell, R.F, Corbally 1983). Therefore, education management is nothing but the application of rational thinking results to organize activities that support learning. Its application results in management knowledge that examines and examines the basic principles of concern for values, as management must achieve its objectives by selecting various possibilities as policy or political influences. keep in mind that management always puts a part or concern for the human element in it (Orlosky, 1984).

Because management of education is the institutional management that supports the implementation of teaching and learning, then the actual pressure is on teaching management or learning that in practice the

activity is the teaching-learning process (PBM). The activity, in the management of education, is the substance of teaching management (curriculum). Educational management lays studies on various elements of management that aims to streamline and streamline the achievement of educational goals (instructional, curricular, institutions to national goals that lead to the realization of national goals / nation). Components directly involved in the PBM are principals, teachers and students. Thus, teaching management, personnel management (HR), and student management are the actualization of education management that should have a central place in the substance of management education, requiring more serious attention. Other education management substances, such as financial management, facilities and infrastructure management, public relations management, and specialized service management should be viewed as a supporting component. Excessive attention or concern to one of the supporting substances in the actualization of management education often leads to the unity of education which resulted in the lack of actualization of the management of education as a whole. Various efforts have been attempted to actualize the integrity of education management in educational practice, for example by coordinating institutional activities, and harmonizing activities in an integrated manner with the name of integrated management. Such an effort actually denies the articulation and actualization of management education itself, because management does not work alone, but rather together and through the various people directly involved in it. The educational management process involves regulating and disseminating systems that ensure the implementation of integrated practice policies, strategies and action plans in order to achieve educational objectives. Process performance can only be optimized through a clear understanding of how different units fit the work into a whole. The performance process ensures that the management system is suitable for educational purposes that are developed, implemented and continuously improved. It looks at how management gathers information to inform educational policies and strategies and involves the adoption of a standard system that includes a quality management system (Lewis, Goodman & Fandt, 1995). The Performance Process, when documented and analyzed scientifically and compared to desired results, produces facts on the basis that the process can be managed effectively and continually improved. This factual information supports decisions at all levels which in turn improve the performance of further educational processes (Schoderbek, cozier & Aplin, 1988). Quality management indicators involve ways in which educational leaders ensure that academic and non-academic staff are continuously trained for operate in an innovative and ever-changing educational process and that they are building a professional learning community (Harris & Muijs, 2005; Ololube, Dudafa, Uria & Agbor, 2013). According to Wallace and Hoyle (2005)

This article shows that the benefits of the principles of an effective leadership approach and in management education:

- 1) Effective educational leadership organizes educational institutions with a holistic approach to run school management affairs;
- 2) Effective leadership style of education should be based on objective criteria. However, methods can be defined in accordance with specific school circumstances.
- 3) An effective educational leadership approach should be able to provide the framework through which the most important part of school management is identified and consistently improved.
- 4) Effective educational leadership should be able to offer benchmarking opportunities with others both inside and outside the school system.
- 5) Effective education leadership with school management can create structures and processes for building relationships that enable teachers to be fully engaged in teaching.

IV. IMPLEMENTATION TRANSFORMATIONAL LEADERSHIP THEORY IN EDUCATIONAL LEADERSHIP

Educational Leadership is the ability to mobilize the implementation of education, so that the educational goals that have been set can be achieved effectively and efficiently. In another sense, educational leadership implies in what field and where the leadership takes place, and at the same time explains also the nature or traits that the leadership must possess. Thus the leadership of education is the ability to mobilize the implementation of education, so that the educational goals that have been set can be achieved effectively and efficiently. Educational Leadership is an important part of education management that includes planning and organizing, but the main role of leadership is to influence others to achieve the goals set. This is evidence that leaders will become weak managers when bad planning causes the group to go in the wrong direction. As a result, although they can move the work team, they are not moving towards the achievement of organizational goals. Educational Leadership in Education Management in question is the principal.

4.1 Principal Leadership

Principal definitively According to the National Standards of Education (SNP) is a teacher who gets extra duty as principal. In making the school management policy is expected to be able to consult each other with the element of school manpower pedagogical that can develop the potential of teachers, administrative staff in performing activities to improve the quality of education in the unit of education. With the leadership of a dialogical headmaster, communicative will be able to support changes in teacher behavior in education quality improvements. Good communication or dialogue from the principal can be described in various areas of school operational activities, among others: 1) Communication with students in the effort of student development 2) Communication with parents about achievement of students 3) Communication with teachers within a certain time in discussing new policies to be implemented 4) Public communication of the school committee on information on school improvement programs 5) Communication with mass media in accessing school success and barriers. The Principal is part of the education management discussion, which specifically examines the role of the principal in leading the school organization. The principal in the science of educational administration is a special term that refers to matters relating to the principal's leadership. The roles and responsibilities of school principals include aspects of organizational, educational, bureaucratic, and school cultures, which are an effort to improve the quality of learning.

4.2 The Relevance of Transformational Leadership in Principal Leadership

Past research has shown that leaders of an organization, principal, have an important role as agents of change because they have leadership skills through leadership practice. This scenario is clearly illustrated by the findings of this study that there is a significant relationship of transformational leadership levels with job satisfaction and teacher commitment, where both items are helpful in the success of any school organization. Overall, the results of literature studies have shown the relevance of transformational theory to principal leadership. Principals are encouraged to pay more attention to their credibility as leaders in terms of their appearance, confidence in decision making, motivate subordinates and have individual considerations. This review aims to assist all school principals, to assess whether they have adopted four dimensions of transformational leadership practice at a high, moderate or low level. If this exercise is implemented in the leadership of a principal, it will have a positive impact on the success of the vision and mission that have been made. The study is also expected to provide guidance to all administrators, not just principals but also to senior teachers and teacher assistants to implement transformational leadership practices in them. To produce effective schools, principals need to practice transformational leadership that leads to changes in sustainable improvements. For the successful realization of such students, leaders such as principals should always apply improvement and practice transformational leadership. (Ololube, 2015) transformational leadership is the principal's attempt to influence and harmonize the organization's vision and recognition of its credibility. Indicators of this variable, which show charismatic behavior, provide inspiration and motivation, stimulate intellectual, and consider the individual interests of subordinates.

V. CONCLUSION

Opinions of academics more often combine theory, empirical, and practical ideas with relevant knowledge, understanding studies, methodologies and important issues for educational leadership. This combination can be achieved with reflective ability to connect thematic issues within a wider range. This article has addressed effective educational leadership in quality school management for a better model that has an application to the educational context. By examining the approach of educational leadership in relation to school management, this article can conclude a definite success if the application of leadership approaches, principles and methods are correct and fully implemented in school management. The quality leadership leadership tradition offers a great opportunity to further refine the policies and practices of leadership and management education by accepting and utilizing the basic principles and leadership styles. Educational managers know that leadership requires a number of daily assessments requiring sensitivity and understanding of various leadership strategies. Thus, management must be able to bridge the gap between theory and practice. In order for Teachers not to be trapped in a specific managerial, tasks must be distributed and eliminate teachers from non-teaching tasks that allow them to concentrate more on their teaching. Previous research has shown that most principals have implemented transformational leadership in the schools they lead. The average value for transformational leadership practice is at a high level. This proves that the practice of transformational leadership is appropriate to be practiced in school by the principal. In fact, there is a significant relationship between the level of school principals transformational leadership practiced and job satisfaction and teacher commitment. Therefore, it is hope that in order to ensure successful transformational leadership, principals must be supported by middle leadership teams to encourage school performance. In addition, the school leadership approach needs to shift from conventional leadership to distributive leadership as it does now in the developed world. Teamwork should be nurtured and instilled among teachers to realize goals and vision built together. The principal must commit to building the leadership capacity of the school by adding value to the four dimensions of transformational

leadership practice that encourages ideal influences, inspirational motivation, intellectual stimulation, and gives individual attention to all subordinates in the hope that they gain job satisfaction and commit to the given task and can achieve excellence in vision and mission targeted by the school.

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