

## **Transformational Leadership in Public Elementary School Urban and Suburban (Case Studies in Banjarmasin South Kalimantan Indonesia)**

Ahmad Suriansyah and Aslamiah  
Department of Educational Management, University of Lambung Mangkurat,  
Jl. H. Hasan Basry 70123, Banjarmasin, Indonesia

**Abstract:** This study was instigated by the issues pertaining to principal's transformational leadership towards organizations that were not encouraging and coupled with the mixed findings in previous studies. Its primary purpose was to determine the differences between transformational leadership in excellence primary schools within the no achievement primary school in Banjarmasin and the differences between transformational leadership in excellence primary schools with no achievement primary school in urban and suburban of Banjarmasin cities. A cross-sectional survey design was used and a standardized questionnaire administered to collect data from selected respondents. A total of 261 primary school teachers from Banjarmasin City were randomly selected to participate in this study. The instruments were the multifactor leadership questionnaire developed by Bass and Avolio in 2004. The findings showed that there is a significant distinction between transformational leadership in excellence primary schools within in non-achievement primary school; there is no significant distinction between transformational leadership in excellence primary schools with no achievement primary school in urban and suburban. The findings are consistent with some previous findings, especially with regard to the researcher's recommendations that Western theories should be tested prior to their adoption in practice. Additionally, the findings will contribute more knowledge to the role of transformational leadership. These studies also contribute to the development of policy related to educational management in Indonesia, especially in South Kalimantan.

**Key words:** Transformational leadership, urban, suburban, South, Kalimantan

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### **INTRODUCTION**

The transformational leadership theory originally built in the West that many differences in terms of culture, religion and language. Dimmock and Walker (2002, 2005), Dimmock (2002) and Shahin and Wright (2004) stated that the leadership of the theories developed by Western scholars is inclined to their culture which is different from the culture in other countries. As the school management system and cultural differences between the East and the West, then the use of theory and best practices that have been found in the West is not necessarily suitable even made a few adjustments (Dimmock and Walker, 2005; Dimmock, 2002). Walker and Dimmock (1999) argue that the concept of one size fits all in applying the theory is not correct. Thus, the researchers suggested that further studies aimed at testing Western theories in the East and the situation in the school situation also need to be increased (Dimmock and Walker, 2005).

In addition, this leadership theory originally built in the industrial sector. The different sectors of the school sector in terms of goals and processes (Tyler, 1988; Dimmock and Walker, 2005). By proposition theory of transformational leadership, according to this theory is practiced in the organization is in crisis (Hinkin and Tracey, 1999; Bass, 1985). Here arises the question of whether it is appropriate in the school sector while the school is an organization that is stable because it is not dependent on the ups and downs of the economy.

Moreover, in terms of dimensions in transformational leadership theory is inconsistent. Although, Bass (1985) states that there are four dimensions of transformational leadership, the excellence of influence or charisma, individual consideration, stimulate intellectual and motivational inspirational but Griffith (2004) after using structural equation modeling analysis, found that only three dimensions of transformational leadership appears that charisma, individual consideration and stimulate intellectual in the education sector in the United States.

Similarly, Lo *et al.* (2010) when analyzed using factor analysis found only three dimensions of transformational leadership only appears that individual consideration, inspirational motivation and intellectual stimulation.

Although, theories of transformational leadership (Bass, 1985) was the theories that have long and sloping Westernized but because of the prevailing globalization and the growing influence of English and Western culture, then the question arises, whether these theories are relevant to the people of the East? This issue was raised by Dimmock and Walker (2005, 2002) because at this time of change in terms of technology, ideas and culture have happened that caused people also feel familiar East with Western theories. Thus a study aimed at testing Western theories in an eastern situation to do (Dimmock, 2002).

Given the findings of transformational leadership is not consistent and then a further study should be conducted to test these theories in the education sector in the city of Banjarmasin, Indonesia. In addition, although the overall quality of education in Indonesia in general and especially in Banjarmasin is still low but there are also some schools that achieve high performance whether in urban or on suburban of Banjarmasin. So from this contradiction arises a question of whether there is a difference between leadership style in excellence school and no achievement school in urban and suburban of Banjarmasin. Therefore, this study aimed to identify the differences between the leadership of principal in excellence school and no achievement school in Banjarmasin city; the differences between the leadership of principal of excellence school and no achievement school that located at urban and suburban of Banjarmasin City.

## MATERIALS AND METHODS

The study was conducted in Banjarmasin with population are all elementary school teachers in Banjarmasin City with total 2,276 teachers in 247 public elementary schools. A total of 350 teachers were randomly selected to be the respondents that met the criteria such as teachers in state primary schools, teachers who have taught at the school for at least one year. Data were collected using multifactor leadership questionnaire (Bass and Avolio, 2004) which consists of 20 items with five dimensions of idealized influence-attribute, idealized influence, behavior, inspirational motivation, intellectual stimulation and individualized consideration. This instrument uses a five-point Likert scale of 1 for strongly disagree, 2 for disagree, 3 for between agree to disagree, 4 for agree and 5 for strongly agree. Before instrument

Table 1: Result's summary of reliability test of instrument

| Dimensions                    | Cronbach's alpha | No. of items |
|-------------------------------|------------------|--------------|
| Transformational leadership   | 0.92             | 20           |
| Idealized influence-attribute | 0.89             | 4            |
| Idealized influence-behavior  | 0.88             | 4            |
| Inspirational stimulation     | 0.92             | 4            |
| Intellectual motivational     | 0.79             | 4            |
| Individualized consideration  | 0.89             | 4            |

Table 2: Overall mean and dimensions mean of transformational leadership

| Dimensions                    | Mean |
|-------------------------------|------|
| Idealized influence-attribute | 4.17 |
| Idealized influence-behavior  |      |
| Inspirational stimulation     | 3.43 |
| Intellectual motivational     | 3.75 |
| Individualized consideration  | 3.74 |
| Transformational leadership   | 3.77 |

using in collecting data, the test instrument is carried out on the 147 teachers using Cronbach's alpha coefficient test with Cronbach alpha values above 0.70 with the results given in Table 1 and 2.

The instrument that has been tested and reliable then distributed to teachers who are selected to participate in elementary schools directly or distributed with the next hand. Furthermore, the data that has been collected analysis by using SPSS program for descriptive including mean, standard deviation, standard error and the inference includes one-way and two-way ANOVA test.

## RESULTS AND DISCUSSION

A total of 305 of the 350 questionnaires or 87.14% were successfully collected where it has exceeded the target set by the opinion Kerlinger (1970) that the data were successfully collected more than 80% is considered good and can be directly analyzed. However, there are 44 questionnaires had to be set aside because the 10 questionnaires that were incomplete and 34 were outliers so that only a total of 261 questionnaires were analyzed.

The numbers of teachers involved in this study following by sex are 126 (48.3%) male and 135 (51.7%) female which show more female than male, exceeding by 3.4%. This is consistent with the reality that in public elementary school in Banjarmasin female teachers more than male teachers. Moreover, from the point of education, the number of teachers is the most dominant is generally holds a diploma of a total of 166 (63.6%) compared to respondents with a graduate only 95 (36.4%) of which is the fact that the educational background of public elementary school teachers low in Banjarmasin has yet to be at high levels which do not meet the requirements set by the Indonesian government.

Descriptive analysis is given in Table 2 overall mean and mean dimension of leadership Transformational where dimensional advantage of getting the highest score of

Table 3: Dimension Mean of transformational leadership based on type school

| Dimensions                   | Mean              |       |          |                       |       |          |
|------------------------------|-------------------|-------|----------|-----------------------|-------|----------|
|                              | Excellence school |       |          | No achievement school |       |          |
|                              | Total             | Urban | Suburban | Total                 | Urban | Suburban |
| Idealized influence          | 4.19              | 4.32  | 3.69     | 3.53                  | 4.10  | 3.37     |
| Inspirational stimulation    | 3.87              | 3.87  | 3.87     | 3.66                  | 3.70  | 3.65     |
| Intellectual motivational    | 3.58              | 3.71  | 3.11     | 3.27                  | 3.41  | 3.23     |
| Individualized consideration | 4.17              | 4.23  | 3.95     | 4.17                  | 4.33  | 4.13     |
| Overall Mean                 | 3.58              | 3.71  | 3.11     | 3.27                  | 3.41  | 3.23     |

Table 4: Descriptive statistics of transformational leadership in excellence and no achievement public elementary school

| Variables             | N   | Mean | SD   | SE   |
|-----------------------|-----|------|------|------|
| Excellence school     | 130 | 3.95 | 0.60 | 0.05 |
| No achievement school | 131 | 3.66 | 0.26 | 0.02 |
| Overall               | 261 | 3.80 | 0.48 | 0.03 |

4.17, followed dimensional stimulate intellectual with a score of 3.75, individual consideration of 3.74 and motivation inspired obtained the lowest score of 3.43, Transformational leadership is the overall mean of 3.77. Even though all transformational leadership dimensions in public elementary schools in Banjarmasin are at a high level.

Furthermore, based on Table 3 it can be concluded that the transformational leadership of head teacher has been around and practiced by the great teachers of public elementary schools in Banjarmasin. According to mean, the mean of excellence public elementary school is greater than the mean of no achievement public elementary schools, except for the dimensions mean individual consideration, where both types of schools have obtained the same score. This means that in excellence public elementary school or no achievement public elementary school consideration perceived by teachers as more practiced by their principals.

Based on the results of descriptive statistical analysis above, clearly shows that transformational leadership in excellence public elementary schools have a tendency mean higher than no achievement public elementary schools that can be understood that the principal in excellence public elementary school in Banjarmasin practiced transformational leadership as perceived by teachers.

Descriptive statistics of principal data as shown in Table 4 shows the mean of the transformational leadership of excellence public elementary school is 3.95 and the mean of the transformational leadership of no achievement public elementary school is 3.66 while the standard deviation of both, respectively 0.60 and 0.26. The results of the descriptive statistics in Table 5 shows that the mean of the transformational leadership of principal: in excellence urban public elementary school is 4.03, in excellence suburban public elementary school is

Table 5: Descriptive statistics of transformational leadership in excellence and no achievement of public elementary school at urban and suburban

| School achievement/school location | Mean | SD   | N   |
|------------------------------------|------|------|-----|
| <b>Excellence school</b>           |      |      |     |
| Urban                              | 4.03 | 0.62 | 102 |
| Suburban                           | 3.65 | 0.41 | 28  |
| Overall/total                      | 3.95 | 0.60 | 130 |
| <b>No achievement school</b>       |      |      |     |
| Urban                              | 3.88 | 0.32 | 28  |
| Suburban                           | 3.60 | 0.21 | 103 |
| Overall/total                      | 3.66 | 0.26 | 131 |
| <b>Total</b>                       |      |      |     |
| Urban                              | 4.00 | 0.57 | 130 |
| Suburban                           | 3.61 | 0.26 | 131 |
| Overall/total                      | 3.80 | 0.48 | 261 |

Table 6: Summary result of one-way ANOVA of the differences between transformational leadership in excellence and no achievement public elementary school

| Sources       | Sum of squares | df  | Mean square | F-values | Sig.  |
|---------------|----------------|-----|-------------|----------|-------|
| Between group | 5.64           | 1   | 5.640       | 26.40    | 0.000 |
| Within groups | 55.32          | 259 | 0.214       |          |       |
| Total         | 60.96          | 260 |             |          |       |

3.65, in no achievement urban public elementary school is 3.88 and in no achievement suburban public elementary school is 3:59.

Furthermore, the results of testing  $H_{01}$ : there was no significant difference transformational leadership in excellence and no achievement public elementary schools given in Table 6. Based on Table 6, results one-way ANOVA test showed that the F value is 26.40 and is significant at the 0.000 level, so the  $H_{01}$  stating that there was no significant the differences transformational leadership in excellence and no achievement public elementary school is rejected, so that there are differences transformational leadership of excellence and no achievement public elementary school in Banjarmasin.

Test results of  $H_{02}$ : there was no significant difference transformational leadership in excellence public elementary school and no achievement public elementary school in urban and suburban, given in Table 7. Based on Table 7, two-way ANOVA test showed that F interaction transformational leadership in excellence and no achievement in urban and suburban public elementary school is 0.499 which is not significant ( $>0.05$ ). This shows that there is no difference whether transformational

Table 7: Two-way ANOVA the differences between transformational leadership in excellence and no achievement public elementary school at urban and suburban

| Sources                | Sum of squares | df  | Mean square | F-values  | Sig.  |
|------------------------|----------------|-----|-------------|-----------|-------|
| Corrected model        | 10.630         | 3   | 3.543       | 18.090    | 0.000 |
| intercept              | 2527.596       | 1   | 2527.596    | 12904.453 | 0.000 |
| Achievement            | 0.473          | 1   | 0.473       | 2.412     | 0.122 |
| Location               | 4.894          | 1   | 4.894       | 24.985    | 0.000 |
| Location X achievement | 0.098          | 1   | 0.098       | 0.499     | 0.481 |
| Error                  | 50.339         | 257 | 0.196       |           |       |
| Total                  | 3835.605       | 261 |             |           |       |

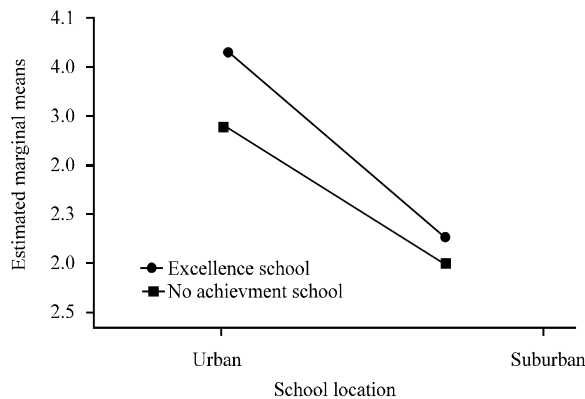


Fig. 1: Interaction between excellence school, no achievement school, urban and suburban

leadership practices in excellence and no achievement public elementary school in urban and suburban. Therefore, the null hypothesis that there was no significant difference transformational leadership in excellence and no achievement public elementary school in urban and suburban is failed rejected. Figure 1 clearly shows that there is no interaction between excellence and no achievement public elementary school in urban and suburban.

Based on the analysis, the study found that: there are significant differences transformational leadership in excellence public elementary school and no achievement public elementary school; there is no difference transformational leadership in excellence public elementary school and in no achievement public elementary school at urban and suburban. These findings are consistent with studies conducted by Arifin (2008) who found the leadership of the principal is the key to propping school and to creating the healthy environmental work that includes a work atmosphere of mutual help, energetic, fun atmosphere and no tension. This occurs because of the principal gave an opportunity for teachers to submit suggestions and criticisms openly but still, maintain cultural and ethics. Teachers are free to communicate the idea, ideas and make recommendations to improve the situation in the way accordance with east

culture. These findings are also in line with the opinion of Shane (1973) which states deliver of feeling upbeat and fun during the learning process is affecting the work environment and learn better and healthier. One of the factors that promote a positive learning environment is exemplary teachers who are able to create an atmosphere that creates a feeling of cohesion among members of the school organization. This study also supports the statement Usman, Akhmadi and Suryadarma *et al.* (2006) which states that the ups and downs of school performance are highly dependent on the teacher. Other studies are consistent with the findings of this study is the finding Suryadarma *et al.* (2006), found that principal experienced are always giving guidance to teachers, listen to grievances and complaints subordinated to affect the learning environment and thus give effect to the results of the study. A long time before, the Bossert *et al.* (1982) noted that effective principal has a strong program leadership, knowing the learning problems in school being able to manage the resources available in schools effectively and to foster initiatives, also able to deal with the problem by adopting a leadership style that evokes inspires.

Other studies in elementary schools also done by Bafadal (1995) who found that the effective factor of the strong school to achieve high performance is the role of teachers as agents of change internally strong and established as a catalyst, a problem solver, helper process and connecting to the source. Arifin (2008) studied the elementary school Ngaglik in East Java, found that excellence school has performance and work environment is conducive to learning. This showed that the learning environment is important and learning environment was delivered by the excellence leadership behaviors (Ekosusilo, 2003; Ariffin, 2011).

Various studies on the leadership of principal who gave the impression of a strong to effective schools have been held including Wimpleberg *et al.* (1989) which states the behavior of the leadership of the principal is not only able to be understood from the general characteristic behaviors such as “vision” but also specific measures that can be affected directly or indirect to academic achievement and non-academic. Specific actions are answered by Ekosusilo (2003) in her study in senior high school, found that the excellence school has some character; they are performing and competitively, discipline and self-reliance, pride, appreciation, fairness and honesty as well as the independence and freedom.

Furthermore, Suriansyah (2013) in his study at Islamic Elementary Boarding School in Banjarmasin found some factors of school leadership that impacted directly or

indirectly on academic achievement and non-academic such as always communicate the philosophy and the vision with simple language to the teachers, foster a sense of mutual need and interesting as well as creative in mobilizing stakeholder to support his vision; be exemplary; always being friendly and saying hello every teacher and student; always put himself as a friend and as a protector for teachers and other educational staff as well as students and parents; always have an idea/ideas are innovative and conveyed to all teachers; have the skills to create a healthy environments work, motivate teachers to develop the culture of hard work and cultural qualified; have the skills and ability to use religious values and local culture to enhance the work ethic, discipline teachers, staff, students spirit learn growing that make growing the parent confidence; and realize school became the school-quality, attempting to standardize school, create qualified of manual and Standard Operational Procedures (SOP) for all activities in the school.

The results of this study illustrate that principal leadership to teacher above, it seems a school principal is a practice the strong transformational leadership, creating conducive learning environments so that school is being excellence. Teachers of these schools play a very important and strategic in coaching and professional development of teachers. It is expressly stated by Glickman (1982), Bafaddal (1994) which states that there are no good schools without the good principal. Quality is determined by the school principal. This is in accordance with the reality by Guthrie and Schuerman (2010) which states that principal leadership determines school achievement and culture quality work. That is why the ministry of education state with ministerial regulation Number 12 and 13 The year 2007, states that the principal must have the competence to do coaching to attitudes and behavior of teachers towards implementing action in making class to be qualified

School principal is coaches, mentors, facilitators, motivators and the movement of work for teachers to improve their competence and professionalism. In various studies of school leadership, the principal has a function as educators, trustees, administrators, supervisors, leaders, people who make innovation and motivator to run the school to the superior school. In the context of teacher training in the skills of running this investigation, the principal must have the ability and skills to implement the study of the actions of the school

## CONCLUSION

Overall, this study has been to find a few interesting findings that there are significant differences between

transformational leadership among excellent and no achievement public elementary schools in Banjarmasin and there were no significant differences between transformational leadership in excellent and no achievement public elementary at urban and suburban in Banjarmasin.

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