Transformational Leadership Management In Improving The Performance Of Teaching Staff at Rindam IV Diponegoro Magelang

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Abstract
The purpose of this research is how the influence of transformational leadership management in improving the performance of teaching staff at Rindam IV/Diponegoro Magelang. This research uses a literature study research method by looking for theoretical references that are relevant to the case or problem found. The result of the research is that the teaching staff at Rindam IV/Diponegoro Magelang seen from the organizational commitment is good because it has worked in accordance with the job description of each teaching staff because it has worked in accordance with the job description of each teaching staff. However, it turns out that there are still some obstacles that cause the performance of Rindam IV / Diponegoro educators to be less than optimal. Efforts made to improve the performance of teaching staff at Rindam IV / Diponegoro Magelang is to fulfill the equipment used in learning, while to improve the performance of teaching staff at Rindam IV / Diponegoro Magelang in terms of achievement motivation is to provide rewards and punishments that are firm and healthy, gnil upgrading to increase the ability to teach students, fellow educators often hold coordination meetings. The conclusion obtained is the occurrence of social change models and leadership styles have changed, namely transactional leadership styles, transformational leadership styles, and visionary leadership styles. In other words, transformational leadership management is able to improve the quality of performance of teaching staff of Rindam IV/Diponegoro Magelang.

Keywords: Management, Transformational Leadership, Performance of Educators, Rindam IV/Diponegoro Magelang

INTRODUCTION

Performance is the result of employee work during a certain period of time compared to various possibilities, for example, standards, targets or goals, criteria that have been determined in advance and agreed upon. Performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in order to achieve the objectives of the organization concerned legally, not against the law and in accordance with norms and ethics (Muis, et al., 2018). An important factor that determines employee performance and the organization's ability to adapt to environmental changes is leadership. Effective leadership must provide direction to the efforts of all workers in achieving organizational goals. Without leadership, the relationship between individual goals and organizational goals may become unidirectional. This leads to a situation where individuals work to achieve their personal goals, while the overall organization becomes inefficient in achieving its goals. Leadership is an ability that is inherent in it depends on various factors, both internal and external factors.

Job satisfaction is an emotional state that is pleasant or unpleasant in viewing work. Job satisfaction is closely related to performance, employees or employees who are satisfied with their jobs tend to work well. Job satisfaction can be seen from work comfort with the support of coworkers, good compensation and in accordance with the workload, the quality of supervision and the opportunity for promotion. Job satisfaction is the result of the attitude (attitude) possessed
by employees or employees and is a variable that is the beginning of trust in the organization. The success of an organization to be able to grow and develop is greatly influenced by the satisfaction that arises in all organizational activities. To be able to create employee job satisfaction, one of the references is related to achievement motivation which is the core function of management (Astuti, 2008).

Management is a term that is often interpreted as one of the scientific fields that seeks to understand why and how people work together to achieve the goals of an organization systematically called management. Achieving organizational goals is carried out by managing functions including planning, organizing, and controlling, actuating, and controlling. The planning function can be understood as determining a desired action in order to achieve goals. The organizing function is a process of how to determine and manage the strategies and tactics that have been determined in planning and then designed in an appropriate and powerful organization, a conducive organizational system, and can ensure that all components involved in the organization can work effectively and efficiently to achieve goals, organize and connect learning resources. Actuating is an effort or action taken by the leader in order to foster willingness and make subordinates know and understand their work so as to raise awareness to carry out their duties in accordance with a predetermined plan. Evaluating. Evaluation in a lesson can be used as motivation and stimulate teachers and students so that they can realize the goal of good learning achievement. And the last is Supervision (controlling) which has the function or task of the leader to see and supervise the extent to which the predetermined program can be implemented properly and be firm in implementing the next program (Alfiani & Fauziyah, 2020).

The concept of transformational leadership was originally introduced by James MacGregor Burns, a leadership expert, according to Burns (2012) transformational leadership can be seen when leaders and followers work together for both to increase morale and motivation through the power of their vision and personality, transformational leaders are able to inspire followers to change perceptions of expectations, and motivation to do work towards a common goal. Later, a researcher named Bernard M. Bass applied Burn's idea to develop what is now referred to as Transformational leadership theory. Transformational leadership can be defined based on the impact it has on its followers. Transformational leaders are expected to encourage trust, respect and admiration from their followers. Meanwhile, according to Yukl (2010) leadership is leadership that is contrasted with leadership that maintains the status quo. This transformational leadership is truly defined as true leadership because this leadership really works towards the goal of directing the organization to a goal that has never been achieved before. Leaders must actually be able to steer the organization towards a new direction. Transformational leadership consists of four components: charisma, individualized consideration, intellectual stimulation, and inspirational.

Rindam IV/Diponegoro is an executive command in charge of organizing the first education of Non-Commissioned Officers or Tamtama, Regular Non-Commissioned Officer Formation Education, Non-Commissioned Officer/Non-Commissioned Officer Dikpes, organizing and providing training assistance to units in the ranks of Kodam IV/Diponegoro, as well as teaching, supervising, developing or regulating training areas in the Central Java and DKI Yogyakarta regions and assisting teachers in the development of units in the ranks of Kodam IV/Diponegoro. Magelang Kodam IV/Diponegoro Regiment is an educational institution that oversees 5 educational units, namely the Tamtama Candidate School (Secata), NCO Candidate School (Secaba), Dodik Latpur, Depo Education and Vocational (Dodikur), Dodik Belanegara, accompanied by Educators (Gadik) which include Military Teachers (Gumil) / Lecturers / Trainers in the Engineering and Administration Departments totaling 35 Pamen, 24 Pama and 12 BA. Therefore, the Gadik Rindam IV/Diponegoro Magelang must have, live, master, and embody
good and qualified knowledge, skills, and behavior. Various competencies that must be owned by Gadik Rindam IV/Diponegoro Magelang include personality, social, and professional. In addition, Gadik must master the science of teaching such as how to provide instruction, methodology, leadership and educational psychology (Kusnanto, 2016).

In carrying out his role as an educator, Gadik must realize that his role as an educational facilitator certainly has a very strategic role in engineering the quality results of students (student soldiers) so that they can present non-commissioned officers and enlisted soldiers with character and personality who are tough and credible in accordance with their field of duty. Of course, all of that must be guided and in accordance with Sapta mrga, the Soldier's Oath and the Eight Mandatory TNI. Rindam IV / Diponegoro Magelang is a "Center of Excelleece" institution so that both educators, military members, and civil servants must have more discipline, so that they can make an example to students as prospective soldiers, besides that quality is an absolute requirement for each member to be able to carry out their main duties optimally in the unit. However, in reality, Rindam IV/Diponegoro Magelang is still faced with the problem of inadequate qualifications and competencies of Gadik, lack of interest in reading Gadik, low work ethic and commitment of Gadik, low role of Gadik in applied research, low scientific publications of students, lack of professionalism of Gadik in implementing the learning process. The existence of problems experienced by Gadik Rindam IV / Diponegoro can result in a tendency to decrease employee performance, problems related to transformational leadership are still found leaders who are less willing to listen attentively to subordinate inputs and specifically pay less attention to the needs of their subordinates (Kusnanto, 2016).

RESEARCH METHODS

This research uses a literature study research method by looking for theoretical references that are relevant to the case or problem found. According to Creswell, John. W. (2014) states that literature review is a written summary of articles from journals, books, and other documents that describe theories and information both past and present organizing the literature into the topics and documents needed. Literature study is a method used to collect data or sources related to the topic raised in a study.

Literature study is a required activity in research, especially academic research whose main purpose is to develop theoretical aspects and practical benefits. Literature study is carried out by every researcher with the main purpose of finding a foothold or foundation to obtain and build a theoretical basis, framework, and determine temporary conjectures or also known as research hypotheses. So that researchers can classify, allocate organize, and use a variety of literature in their fields. By conducting literature studies, researchers have a broader and deeper view of the problem to be studied. Conducting this literature study is carried out by researchers between after they determine the research topic and the formulation of the problem, before they go to the field to collect the necessary data (Darmadi, 2011)

RESULT AND DISCUSSION

Performance of Educators at Rindam IV/Diponegoro Magelang

The implementation of education in Rindam IV/Diponegoro Magelang uses teaching and nurturing efforts that are carried out simultaneously, harmoniously and balanced to shape and foster the personality, intelligence and physicality of students in order to achieve educational
goals. Teaching activities are carried out in class and laboratory using practical methods. Field training activities are carried out in a programmed, graded, gradual and continuous manner according to their respective levels. Educators at Rindam IV / Diponegoro Magelang have duties and functions, namely carrying out the tasks assigned as a teacher according to their duties and responsibilities, maintaining and improving abilities, mastering learning methods and teaching techniques using IT, carrying out communication between teachers and students, maintaining and improving the discipline and abilities of students who are their responsibility and are responsible to the leadership in their duties (Kusnanto, 2016).

Teaching staff at Rindam IV / Diponegoro Magelang seen from organizational commitment according to research conducted by Kusnanto (2016) is good because it has worked in accordance with the job description of each teaching staff. The study provides an explanation of the performance of Rindam IV / Diponegoro Educators in terms of achievement motivation in Rindam IV / Diponegoro Magelang is done well. However, even though the performance of Rindam IV / Diponegoro educators has been declared good, it turns out that there are still many obstacles that cause the performance of Rindam IV / Diponegoro educators to be less than optimal, among others, namely that the teacher has not really animated his profession, has not mastered the material being taught, many still have an educational background that is not in accordance with his field of work, there are still teachers who have not attended military teacher courses, there are still teachers who lack mastery of technology, and lack of facilities and infrastructure for the teaching and learning process (Hamalik, 2002).

Efforts to Improve the Performance of Educators at Rindam IV / Diponegoro

Efforts made to improve the performance of teaching staff at Rindam IV / Diponegoro Magelang in terms of organizational commitment are (Kusnanto, 2016):

a. Fulfilling facilities and infrastructure in the teaching and learning process
   Supporting facilities and infrastructure need to be provided so that the materials and ways of delivering lectures to students can be done effectively and efficiently in accordance with the latest technological developments. For this reason, teachers need to be given training in the use of various kinds of information technology available today, ranging from computers, television, telephones, video conferencing, to those related to the internet. Gadik needs to be trained on how to choose and use appropriate learning methods. Learning will be better if students can be mentally and physically involved in the learning process. Discussion, case study and tutorial methods will involve students more than the lecture method (Rahman, 2003).

b. Providing debriefing to teachers so that human resources become even better
   The level of education of gadik in Rindam IV/Diponegoro Magelang can be improved by education, including the first type of education, which consists of graduates of the Military Academy, Secapa, Sepa Career Officers and Secaba. The type of specialization education, namely, following specialization education so that it has the ability and proficiency in accordance with its specialization, for example, operations education, intelligence, teaching, territorial, binlansat, personnel, logistics, weapons assistance and basic combat techniques. The type of general development education includes Seskoad, Selapa and Susfung education. Of the various types of education graduates, the educational background of educators at this time varies between the ability of one teacher and another teacher (Rahman, 2003).

Efforts made to improve the performance of teaching staff at Rindam IV / Diponegoro Magelang in terms of achievement motivation are by giving rewards and punishments that are firm and healthy, upgrading guril to increase the ability to teach students, and establishing good
communication between educators. Educators should do self-evaluation and want to increase their commitment to work because with the higher and stronger organizational commitment owned by educators, the commitment will provide strength that comes from within the educators themselves to carry out great responsibility, which is described in their work behavior in accordance with the desired standards. Educators will always be voluntary to apply their teaching, trying to improve their knowledge including knowledge in delivering teaching material to student soldiers which has an impact on providing better results for the knowledge and skills of student soldiers (Asih, 2018).

**Transformational Leadership Management in Improving the Quality of Educators**

Performance is a work ability or work performance shown by an employee in obtaining optimal work results. In other words, performance has a derivation of the understanding of an action displayed by a person in carrying out certain activities. Factors that influence performance achievement are ability factors (Ability) and motivation factors (Motivation). This is in accordance with the opinion of Keith Davis, who stated that there are two factors that affect performance, namely the motivation factor and the ability factor. Motivation factor, motivation will form in a person when facing a work situation. Motivation is a condition that moves a person to achieve the goals expected by the organization more directed so that someone will achieve maximum performance if he has high motivation. Furthermore, namely the ability factor, psychologically the ability (Ability) of employees consists of potential ability (IQ) and reality ability (Knowledge + Skill). This explains that employees who have an IQ above average (IQ 110-120) supported by adequate education by occupying positions and having skills in doing daily tasks, it will be easier for them to achieve the expected performance (Sobirin, 2009). Therefore, placing employees according to their expertise is very important. Some managerial strategies in improving the performance of Rindam IV/Diponegoro Magelang teaching staff are described in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Leadership</th>
<th>Feature/Aspect/Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Participatory</td>
<td>Leaders provide time and opportunity to accommodate aspirations with their subordinates. Change-oriented Partner and friend based</td>
</tr>
<tr>
<td>2.</td>
<td>Maximum Leadership</td>
<td>Strategy approach Human asset approach Expertise approach Control approach Change agent approach</td>
</tr>
<tr>
<td>3.</td>
<td>Principle Centered Leadership</td>
<td>Student-oriented Capability-centered</td>
</tr>
<tr>
<td>4.</td>
<td>Instant Leadership</td>
<td>Setting priorities Integrity Change-based</td>
</tr>
<tr>
<td>5.</td>
<td>Strategic Leadership</td>
<td>Customer strategy Empowerment strategy Risk appeal strategy</td>
</tr>
</tbody>
</table>


The leadership management strategy above is then implemented in a policy to improve the quality of learner performance can be pursued in the following ways:
Table 2. Implementation of Management Strategy

<table>
<thead>
<tr>
<th>No.</th>
<th>Method/Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listening</td>
<td>The Commander of Rindam IV/Diponegoro Magelang listens to what the teachers say, it can be in the form of weaknesses, difficulties, problems and anything experienced by the students, including those related to improving the professionalism of the students.</td>
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<tr>
<td>2.</td>
<td>Clarifying</td>
<td>The Commander of Rindam IV/Diponegoro Magelang clarified what the gadik wanted by asking him about it.</td>
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<tr>
<td>3.</td>
<td>Encouraging</td>
<td>The Commander of Rindam IV/Diponegoro Magelang encourages gadik to be willing to reiterate about something if it is still unclear.</td>
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<tr>
<td>4.</td>
<td>Presenting</td>
<td>The Commander of Rindam IV/Diponegoro Magelang tried to express his perception of what gadik meant.</td>
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<tr>
<td>5.</td>
<td>Problem solving</td>
<td>Commander of Rindam IV/Diponegoro Magelang together with teachers solve problems faced by educators</td>
</tr>
<tr>
<td>6.</td>
<td>Berunding (<em>confer</em>)</td>
<td>Commander of Rindam IV/Diponegoro Magelang and gadik build an agreement on the tasks that must be carried out respectively or together.</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrate</td>
<td>Commander of Rindam IV/Diponegoro Magelang demonstrates certain things with the intention that subordinates can observe and imitate.</td>
</tr>
<tr>
<td>8.</td>
<td>Directing</td>
<td>Commander of Rindam IV/Diponegoro Magelang mobilizes gadik to do certain things</td>
</tr>
<tr>
<td>9.</td>
<td>Standardize</td>
<td>Commander of Rindam IV/Diponegoro Magelang made adjustments together with educators</td>
</tr>
<tr>
<td>10.</td>
<td>Strengthen</td>
<td>Provide reinforcement by describing favorable conditions for educator</td>
</tr>
</tbody>
</table>

Source: Ismail (2008)

Transformational leadership affects the performance improvement of Rindam IV / Diponegoro Magelang educators, meaning that if the leader has good transformational leadership, the performance will also increase. From this statement, it can be stated that transformational leadership management has a role and influence on improving the performance of teaching staff. This is in line with research conducted by Nasution (2018) which concluded that transformational leadership has a positive effect on employee performance. In theory, transformational leadership is a leadership model for a leader who tends to motivate subordinates to work better by focusing on behavior to help transform employees or individuals with agencies or companies. Transformational leadership has several behavioral components, including:

a. Charismatic

Traditionally, charismatic behavior or traits are seen as inherent and only possessed by world-class leaders. However, with time many studies have proven that charisma can be possessed by even the lowest level leaders of an organization. Charismatic leaders show their vision, ability and expertise, and do not take actions to be more concerned with personal interests and put the interests of the organization and the interests of others (society) first. Therefore, charismatic leaders can become examples, idols, and role
models by their subordinates. Employees have a sense of trust in their leaders because a leader is a figure who is considered to have the right views, values and goals. Therefore, leaders who have greater charisma can more easily influence and direct followers to act in accordance with what the leader expects. Meanwhile, someone is said to have charismatic leadership if the leader can motivate subordinates to do extra work because the subordinates like the leader (Martoyo, 2007).

b. Idealist Influence
Transformational leaders have an idealistic influence that is able to make themselves a role model for their followers. Because followers have respect and trust for the leader, they emulate the leader and internalize it. Followers believe in a philosophy that explains that a leader can influence and direct followers when the leader does what he says. Leaders act as examples and role models for their followers trying to influence their subordinates by means of direct communication by explaining the importance of values, assumptions, commitments and beliefs, and have a strong determination to achieve their goals by always considering the impact caused both morally and ethically from every decision that has been made. The leader will show trust to his subordinates about his vision-mission, beliefs, and values. It will also produce a positive impact that is admired, trusted, appreciated and subordinates try to identify with him. This is because leaders always behave to prioritize the interests of subordinates, share risks with subordinates consistently, and avoid using position power for personal gain. Thus, subordinates will be determined and motivated to maximize their efforts and work to achieve common goals (Safaria, 2004).

c. Motivation Inspiration
Transformational leaders must have inspirational motivation in the form of a clear vision and mission that they are able to convey and explain to their followers clearly. Leaders must be able to increase the enthusiasm and motivation of followers to meet the expected goals. Transformational leaders will act by providing motivation and inspiration to subordinates through giving meaning and challenge to subordinate tasks. According to Yulk (2022), inspirational leader behavior can stimulate subordinates' enthusiasm for group tasks and say things that can increase subordinates' confidence in their ability to complete what is a task to achieve the set goals. Transformational leaders will guide their followers by using sense, meaning and challenge. They foster a spirit of teamwork and commitment in carrying out work by providing a sense of enthusiasm and optimism. Employees or subordinates are given the freedom to participate optimally in expressing ideas, providing a vision of the future state of the organization that promises clear and transparent expectations. This is expected to affect the increase in motivation, enthusiasm and optimism so that what is the goal will be of value to subordinates so that it needs to be realized through commitment (Safaria, 2004).

d. Intellectual Stimulation
Intellectual stimulation Leaders are expected to encourage subordinates to rethink the way they work and look for new work patterns in completing their tasks. accomplish their tasks. Through intellectual stimulation, leaders stimulate subordinates to act creatively and encourage them to seek and find new patterns of approach to the problems they face so far. Through intellectual stimulation, subordinates will continue to be encouraged to think through the relevance of ways, value systems, beliefs, expectations and be encouraged to innovate in solving problems, and continue to be creative to develop their abilities and continue to be motivated to complete the tasks that have been set or look for more challenging goals. The intellectual contribution of a leader
to subordinates is intended to bring out the abilities of subordinates and this is realized in order to motivate subordinates. Individual Consideration Individual attention, namely the attitude towards subordinates is to give personal attention to subordinates, as well as treat them as a whole person and appreciate their concern for the organization. Attention or consideration of individual differences will have implications for maintaining direct contact and open communication with employees. Transformational leaders will continue to encourage relationships that support positive work situations and keep communication lines open so that followers do not feel constrained but feel free to share ideas and thus it is hoped that leaders can directly find out the contribution of each follower (Burns, 2012).

e. Individual Consideration

Individual consideration is the leader's individualized attention to followers who are the initial identification that has the potential to become a leader. The leader acts as a guide as well as a mentor for followers and appreciates them for their creativity and innovation. The followers will be treated differently according to their talents and knowledge. They are empowered to make decisions and provide support to implement those decisions. Meanwhile, consultation, advice and demands by seniors to juniors who do not have enough experience compared to their seniors are a form of individual attention to followers. Influence on subordinates, feel cared for and treated humanely from their superiors (Mulyasa, 2015).

CONCLUSION

Based on the results and discussion described above, the following conclusions can be drawn:

1. The performance of teaching staff in Rindam IV/Diponegoro Magelang in terms of organizational commitment is good because they have worked in accordance with the job description of each teaching staff. Although the performance of Rindam IV / Diponegoro teaching staff has been declared good, it turns out that there are still some obstacles that cause the performance of Rindam IV / Diponegoro teaching staff to be less than optimal, these obstacles include not being imbued with the teaching profession, not mastering the material being taught, there are still many who have an educational background that is not in accordance with their field of work, there are still Gadik who have not attended the Military Teacher Course, there are still Gadik who are not good at technology, the welfare of Gadik needs to be improved and the lack of facilities and infrastructure for the learning and teaching process.

2. Efforts made to improve the performance of teaching staff at Rindam IV/Diponegoro Magelang are by fulfilling the equipment used in learning such as instruction tools and also IT equipment, providing debriefing to teaching staff so that human resources become even better and qualify militetr teachers to add insight into knowledge, technology and operate computers, references, internet connections, and others by holding upgrades and training. Then the efforts made to improve the performance of teaching staff at Rindam IV / Diponegoro Magelang in terms of achievement motivation are by providing strict and healthy rewards and punishments, military teacher upgrading to increase their ability to teach students, fellow educators often hold coordination meetings.

Transformational leadership is leadership that is able to create fundamental changes in the form of innovation and creativity of its followers. The characteristics of transformative leadership are able to provide encouragement for followers to realize the importance of work results, put the interests of the team/organization first, encourage to achieve higher needs, maintain consistency between beliefs, words, and actions, prohibition of being inconsistent
between words and actions, careful in calling for something, the need to measure/evaluate oneself, and must be an example first before saying something

REFERENCES