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Inspirational Motivation for Principal Transformational Leadership as an Effort to Improve Teacher Performance in PAUD Institutions

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Abstract: Principal leadership has a major influence on improving teacher performance. Inspirational motivation is a characteristic of transformational leadership to improve teacher performance through educator competency development activities. This research aims to determine how inspirational motivation in school principals' transformational leadership improves. The research method uses a qualitative approach with a case study type. The research location is at the Madiun City PAUD Institute at the Al Irsyad Islamic Kindergarten, Madiun City. Data collection techniques were conducted using interviews, documentation, and observation at school. Data analysis in this study used Milles Huberman's analysis, namely data collection, data reduction, data presentation, and conclusions. The study results show that the motivational characteristics of inspirational, transformational leadership of principals at Al Irsyad Islamic Kindergarten in carrying out transformations through inspirational, motivating, and designing things so that educators want to advance things that have become common goals jointly. The principal inspires by providing examples of improving academic qualifications and teacher competence.

Keywords: inspirational motivation; transformational leadership; teacher performance.

A. Introduction

Early Childhood Education (PAUD) is a form of educational service provided to children from birth to age six (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014 Tentang Kurikulum 2013 Pendidikan Anak Usia Dini, 2014). The main actors in PAUD institutions are educators (Smith et al., 2013). Educators are one factor that influences educational institutions' quality and success (Alfina & Anwar, 2020). The educator is a professional position. Therefore, educators must be professional because they are always present and interacting with students (Anwar & Alfina, 2019). Quality educators will produce generations who have quality as well.

The leadership of the PAUD head has a major influence on improving the quality of educators. PAUD principals, as school leaders, act as agents of change (Eyal & Roth, 2011). in line with Hoy and Miske, who stated that one of the factors that influence the quality of educators is the leadership of the school principal (Hoy & Miskey, 2013). Success studies show that the principal's leader determines a school's center point and rhythm. Transformational leadership is a leadership style in which school principals can make changes within individuals to achieve the best performance through charisma, providing intellectual stimulation, motivation, and individual attention (Nurhayani, 2014).

Previous studies have suggested that transformational leadership can improve the quality of educators. First, transformational leadership significantly affects performance in various managerial aspects and acts as a mediator between leaders and their followers (Nguyen et al., 2016). Transformational leadership is an important antecedent of employees' adaptability and proactivity in the workplace (Wang et al., 2017), the transformational leadership of school principals and teacher performance is significantly related to the quality of education (Maris et al., 2016). Fourth, the transformational leadership of the school principal has a significant effect on school quality and is acceptable (Putri & Rofi'i, 2018).

Based on the observations, Al Irsyad Islamic Kindergarten has leadership with inspirational motivation; an increase in teacher performance evidences this. Principals at both institutions inspire and motivate their followers. Transformational leadership has charismatic characteristics, encourages inspirational motivation, and provides intellectual stimulation and care for employees towards individuals (Bass & Avolio, 1993). Transformational leadership is influenced by commitment and job satisfaction that is close and meaningful. Transformational leadership is also defined as leadership that requires the action of motivating subordinates to be willing to work for "highlevel" goals that are considered beyond their interests at the time (Efendi, 2015, p. 194).

A motivated leader who always creates challenges can achieve high expectations and can arouse the enthusiasm and motivation of others (Anwar & Umar, 2021). Based on previous research on transformational leadership, it has yet to develop how school principals foster inspirational motivation. The purpose of this study was to find out how the principal's efforts in improving teacher quality through the motivational characteristics of transformational leadership inspiration. This research is expected to add to the body of knowledge in education and provide references in transformational leadership.

B. Methods

The method used in this research is a qualitative approach with a case study type. This type of case study research was chosen because it will focus on one problem, which is studied in detail, completely, and in-depth, and its development is carried out in transformational leadership in fostering inspirational motivation as an effort to grow teacher performance. The research location is at the Madiun City PAUD Institute at the Al Irsyad Islamic Kindergarten, Madiun City.

Data collection techniques were conducted using interviews, documentation, and observation at school. Sources of supporting data were obtained from observations at research locations, namely public, main, laboratory facilities, and other relevant supporting documents. Interviews as informants were with school principals, deputy principals, teachers, administrators, and parents of students regarding strategies for fostering inspiration, optimism, individual and group motivation, self-confidence, enthusiasm, and innovation to achieve vision and real change. This is done in depth by the principal as the main informant, who knows a lot about all the processes and the main actors. This research uses descriptive qualitative analysis, namely data obtained from interviews, observation, and documentation in the form of descriptions.

Data analysis is searching for information and its management system to make it easier for researchers to clarify the problem under study and communicate it to others. Data analysis in this study used Milles Huberman's analysis, namely data collection, data reduction, data display, and conclusions.

C. Results and Discussion

Based on the results of research through observation, interviews, and documentation at the Islamic Kindergarten Al Madiun City, it was found that the motivational characteristics of the inspirational, transformational leadership of the principal at the Islamic Kindergarten Al Irsyad in carrying out transformations through inspirational things, motivating and designing in such a way that educators want to be together to advance the things that have become a common goal—the ability of school principals to inspire educators through things that are standard as PAUD teachers. The ability to make changes in academic qualifications by the principal during his leadership can provide motivation that inspires teachers at Al Irsyad Islamic Kindergarten who have not yet achieved academic qualifications. Inspirational motivation is a characteristic of transformational leadership to improve educator performance through educator competency development activities (Andriana et al., 2018) together, aspire to advance the school organization in things that were unimaginable before; involvement of educators in decision-making, identifying all phenomena that exist within the institution with an overall body, mind, and emotions; growing trust and reassuring educators; giving complex, challenging, non-intimidating and authoritarian tasks.

Based on the documentation results, during the principal's leadership, as many as 4 PAUD educators have achieved the academic qualifications, namely Strata 1 in PAUD. Based on the data above, it is known that he was able to inspire and motivate four PAUD teachers to improve their academic qualifications during the principal's leadership. This finding aligns with previous research, which found a relationship between motivation and self-development on performance achievement (Damanik, 2018).

These findings support research on transformational leadership in improving the performance of PAUD teachers that leaders who actively motivate will improve the performance of their members (Nurmiyanti & Candra, 2019). Inspirational motivation for the transformational leadership of the head of Al Irsyad Islamic Kindergarten through inspirational things. The PAUD head gave inspiration by giving an example of having been able to improve his professional academic qualifications by having succeeded in obtaining an educator certificate. This finding aligns with the statement that motivational inspiration is used to influence and move members of educational organizations (Setiawan & Muhith, 2013).

Efforts to improve teacher performance in transformational leadership of the head of Al Irsyad Islamic Kindergarten are evidenced by six Al Irsyad Islamic Kindergarten educators who have won educator certificates during their leadership. Based on the data above, it is known that during the principal's leadership, he inspired and motivated six PAUD educators to have educator certificates as a form of educator professionalism. This finding is in line with the opinion of others that positive motivation is beneficial for continuous quality improvement and professional and career development (Akinyemi & Abiddin, 2013). The characteristic of inspirational motivation in transformational leadership to improve teacher performance is to

inspire educators to carry out educational development activities. The PAUD head is active in development activities to improve his competency as a school principal through various activities such as education and training, seminars held inside and outside the city, actively conducts group discussion forums with fellow PAUD heads in the Cluster, and carries out development by increasing skills in teaching. This finding aligns with the statement that motivational inspiration is used to influence and move members of educational organizations.

The study results found that the principal in improving teacher performance was carried out by the principal carrying out activities to inspire Al Irsyad Islamic Kindergarten educators to develop competencies that PAUD educators must possess. PAUD educators seek to improve their professional competence in developing learning materials so that children can receive lessons according to the stages of child development. Educators are also active in scientific activities that support their needs as educators and those carried out by PAUD heads, namely education and training, seminars held inside and outside the city, and actively conducting group discussion forums with fellow PAUD heads in the Cluster.

Efforts to improve the performance of PAUD teachers, the leadership characteristics of the Al Irsyad Islamic Kindergarten Principal provide continuous and sustainable learning motivation by holding various routine activities at school, namely teacher gatherings. Gathering teachers are held every Thursday after school learning ends; the aim is for educators to share how to teach and the problems face so that other educators can also provide input to other educators. The inspirational motivation for the transformational leadership of the Al Irsyad Islamic Kindergarten principal to improve the performance of educators is to jointly aspire to advance school organizations on things that were unimaginable before the principal developed imagination and hopes for the progress and quality of the school in ten or even twenty years forward to educators and invite educators to achieve these dreams and hopes jointly. These things can generate educator motivation and inspire what educators must do at this time to achieve dreams and hopes in the future.

The motivation for leadership carried out by the principal is also by inviting and involving PAUD educators in every decision-making activity. The principal does not make policies based on his perception, but policies are taken based on joint decisions in order to achieve the desired goals. This was done by her during her leadership so that educators feel motivated to do things mutually agreed upon through deliberations. This aligns with Sakdiah's research regarding leadership characteristics in Islam, that the Prophet Muhammad united his followers through persuasion, approach, diplomacy, consensus dialogue, and reconciliation, not using a security approach, intimidation, and coercion (Sakdiah, 2016). The characteristics of motivation that inspire are always carried out by the head of Al Irsyad Islamic Kindergarten in his leadership, giving advice and inspiring experiences in various ways. This provides an overview of interesting things to arouse and inspire educators.

D. Conclusion

Inspirational motivation for the principal's transformational leadership as an effort to improve teacher performance in Al Irsyad Islamic Kindergarten is to provide things that can motivate and inspire teachers to carry out transformations through inspirational things, motivating and designed in such a way that educators want to be together advance things that

have become common goals. The ability of school principals to inspire educators through things that are standard as PAUD teachers. Suggestions for improvement in this study are expected to improve teacher performance in an inclusive learning process.

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