

## IMPROVING TEACHER PERFORMANCE IN LEARNING ADMINISTRATION THROUGH STYLE TRANSFORMATIONAL LEADERSHIP

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### **Abstract:**

*This research is motivated by the low performance of teachers in the making and implementation of classroom learning administration. This research uses School Action Research method. Improving Teacher Performance in Learning Administration is the purpose of this study. This goal is achieved through the use of the Transformational Leadership Style. This research is done by school, that is in SD Negeri Gumpang 03 Kecamatan Kartasura Lesson Year 2016/2017 semester II. So This Research is called School Action Research (PTS). The subject of research is teacher performance in administration at teacher of SD Negeri Gumpang 03 Kecamatan Kartasura Lesson Year 2016/2017 consisting of 10 teachers. The study was conducted in the second semester for 3 months. The research procedure in action research uses two action cycles. These steps include: 1) planning; 2) implementation; 3) observation; and 4) reflection on the result of action. This study concludes that the use of Transformational Leadership Style can improve teacher performance in the administration of SD Negeri Gumpang 03 Kecamatan Kartasura Lesson Year 2016/2017 Semester II. This is indicated by the increased performance of teachers in the administration of each cycle of action taken. Based on the observation before the action and after the action and guidance individually and group, teacher performance in administration is known at the beginning condition there are 3 teachers who do administration well or 30%. After being given an action at the end of Cycle I action, it then increases to 6 teachers who are doing good class administration, or 60%, up 20%. After being given an action by the end of Cycle II, it then increases to 8 teachers who are doing good class administration, or 80%, up 20%. Teacher performance in teaching administration has increased significantly thanks to the use or application of Transformational leadership styles.*

**Key Words:** *Teacher performance, instructional administration, transformational leadership style*

### **PRELIMINARY**

Educational development is an event that will never be completed while human civilization is still running. From day to day various initiatives to improve the quality of education, both from government and society. From a micro perspective, improving the quality of education is ultimately largely determined by school-level management operations. The main role in running the school management wheel lies with the principal and the whole community, in roles either jointly or individually.

The principal is responsible for running the school organization, the principal's function as manager, as well as the thinker and developer. The principal's job in this case is to think about school progress. The principal is sued for professionals and mastered his work well above the average of other personnel in the school, and has a high moral commitment to his work in accordance with his professional code of ethics. As a leader, the principal is a subject who must transform his or her capacity through guidance, guidance, empowerment, or encouragement to the entire school community to achieve the institution's goals effectively and efficiently.

In real life, a principal in performing his duties and functions using his preferred style of leadership. The use of leadership style between headmasters with one principal is different, this is influenced by the personal self of each principal, including educational background, family, work environment and others. The use of leadership style aims to more easily influence and direct all personnel who are in the workplace or colleagues.

Based on these influences, many existing leadership styles, run by each principal, among others, charismatic, paternalistic, maternalistic, militarist, autocratic or authoritative, laiser faire, populistis, democratic, transformational and others.

Based on the interviews, observations and monitoring of the principal style of principal of SD Negeri Gumpang 03 before, the principal arrives often in the afternoon so that his teachers also follow rather late in the day, if they take a decision without considering future prospects, so there are teachers whose salary is minus . With the salary of teachers who minus cause work climate in SD Negeri Gumpang 03 is not conducive. This makes the teachers lazy to work, because if the payday, they do not receive the salary that is entitled to his daily needs. Principals rarely supervise the administration or supervision of education, so much of the teacher administration is not done. Administration is done but less complete as expected, so that in the learning process less appropriate lesson expected. This makes the performance of teachers in the administration of learning and class administration is still lacking. The principal lacks the mastery of IT so that all tasks or work related to IT are left to the teachers.

In the process of teaching and learning, administration is needed by teachers. With the administration can help teachers and students in daily teaching and learning activities in the classroom. The administrative needs of teachers in primary schools are: (1) Lesson Schedule, (2)

Education Calendar, (3) Annual Program, (4) Semester Program, (5) Learning Program Plan (RPP) (9) Values List, (10) Analysis of Learning Outcomes, (11) Books of Target Achievement and Absorption, (12) List of Book Submission Results (14) List of Prospective Class I, (15) Daily Attendance Board, (16) Class List, (17) Student Mutation Book, (18) List of Candidates for UAS / UN Participants, (19) List of UAS / UN and Achievement Participants (21) List of Classroom Enrollment, (22) List of Class Increases, (23) Supervision Books, (24) Financial Class Books, (25) Inventory Class Books, (26) Book of Minutes Meeting, (27) Classroom Plan, (28) Daily Diary, (29) Book of Official Activities, (30) Guest Book (Class Visit), (31) Student Data Bank, (32) , (33) List of Working Groups, (34) Class Absentee Graphic Class (35) Organizational Structure of the Class Organization, (36) Teaching Decision Letter, (37) 24 Hours Teaching License, (38) Documentary Deuteronomy Semester, (39) UAS / UKK Document 40) Remedial and Enrichment Programs, (41) Supplementary Tasks Of Principals, (42) Structured and Non Structured Task Books, (43) Class Achievement Books, (44) Scholarship Books, (45) Books and more.

The learning administrations that at least have to be created, owned and implemented by the teacher are, Education Calendar, Annual Program, Semester Program, KKM Book, Learning Program Plan (RPP), Class List, Value List, Study Learning Book, Student Mutation Book, Book of Results Learning (Rapor).

Reality in the field of supervision results obtained data that there are problems in the administration of teachers in the classroom, both classroom teachers and teachers in the field of study. It is seen from many teachers who are not complete administration in each class with a variety of reasons. Of the 10 administrative teachers who are said to be complete only 3 teachers or 30%. Thus it can be said that the performance in the administration is still low. This is due to the lack of knowledge and skills in the use of information technology (IT), especially computers or laptops, and the task of teachers who are too many.

In addition, the cause of the above problems is the lack of ability of principals to empower teachers, principals still use conventional style, in addition to the low work ethic of the school community as a whole. Principals should be able to manage resources in school effectively and efficiently.

The headmaster is the educational leader, who must be responsible for the progressive retreat of the school he leads. Therefore, the principal is required to have various capabilities to choose a style of leadership that is appropriate to the school situation both with respect to supervision and leadership issues, in order to develop and advance the school effectively, efficiently, independently, productively and accountably. These conditions require various tasks that must be done by the educators and education in accordance with their respective roles and functions.

## **METHOD**

Research is carried out in classes in one school. This research method using School Action Research method. According to Daryanto (2014: 228) School Action Research is used to improve the quality of content, inputs, processes, and outcomes of education, management and learning, including the quality of teachers, principals, especially those with supervisory professional duties, enhancing professional skills and attitudes as principals , to develop academic culture in the school environment so as to create a proactive attitude in improving the quality of education. The School Action Research is conducted within a school that has a problem and requires a solution to fix it. In school action research, researchers can involve all the school components (kolabosari) to facilitate and facilitate the process of research and obtain optimal results.

The research design used in this study is the Elliot model. This is because in the research to be executed can not be completed in one action. Research activities have the following work stages; (a) obtaining and formulating the problem, (b) reviewing the theory for formulating hypotheses or defining variables in development / design / description; (c) collecting empirical facts either by using instruments, for decision making, and (e) summarizing results and publishing research.

School action research is the application of the fact finding to problem solving in social situations to improve the quality of the actions undertaken therein through collaboration and collaboration of researchers, practitioners, and all components involved. The School Action Research is conducted within a school that has a problem and requires a solution to fix it. In school action research, researchers can involve all components of the school to facilitate and facilitate the process of research and obtain optimal results.

In this research data collection techniques are:

1. Field observation and monitoring
2. Administrative Supervision
3. Matching information

In this study, information analysis techniques that researchers use is interactive analysis techniques, which include:

1. Information reduction, ie sequential information sequence
2. Description of the information, ie expose the existing information clearly
3. Conclusion, namely drawing conclusions from the existing information

## **THEORITICAL REVIEW**

### **Definition of Teacher Performance**

The term performance is a translation of English, work performance or job performance but in English it is often abbreviated performance only. Performance in Indonesian language is also called work performance. Performance or performance (performance) is defined as an expression of ability based on knowledge, attitude, skills, and motivation to produce something. (Ahmad Susanto.2016: 69)

According to Payman J. Simanjuntak (2005: 56) in Ahmad Susanto. (2016: 69) performance is the level of achievement of results on the implementation of certain tasks in order to achieve organizational goals. In this case, Simanjuntak asserts that performance is something that is important in order to achieve organizational goals, because each individual or organization of course has goals that will be achieved by setting targets or targets. The success of the individual or organization in achieving the target or target is the performance.

The success rate of teachers in completing their work is called "level of permomance" or work level. Performance is not an individual characteristic, such as talent or ability, but a manifestation of the talent or ability itself. Performance is the embodiment of the ability in the form of real work. Performance is the work achieved by teachers in schools in order to achieve school goals. The performance of the teacher appears from his responsibility in carrying out his

mandate, his profession, and his morals. This will be reflected in compliance, commitment, and loyalty in developing the potential of learners and advancing the school. Teachers with high performance levels are teachers who have productivity in collaboration with / above the specified standards, and vice versa, teachers who have low levels, then the teacher is not a productive teacher. (Priansa 2014: 79)

Performance is a voluntary behavior undertaken by someone who does not belong to his duties, but has a contribution to the achievement of the organization, demonstrating performance beyond the normal task without expecting rewards for his love of his organization (Jamil Suprihatiningrum 2014: 39)

Fattah (1999: 19) performance or performance (performance) is an expression of ability that is based on knowledge, attitude and skills and motivation in producing something.

Anwar Prabu Mangkunegara (2005: 9), argued that the performance of employees (work performance) is the result of work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him.

Sedarmayanti (2001: 50) that performance is a translation of performance that means job performance, implementation of work, achievement of work, performance or work performance.

Samsudin (2005: 159) mentions that performance is the level of execution of tasks that can be achieved a person, unit or division by using existing capabilities and limitations that have been set to achieve organizational goals / company.

Gomes (2003: 142) says that performance is a production record on a specific job function or activity over a period of time.

Rivai (2005: 14) suggests that performance is the result or level of success of a person as a whole over a certain period in performing the task compared with various possibilities, such as standards of work, targets or targets or criteria that have been determined in advance and have been mutually agreed.

Simamora (2004: 339) more firmly mentions that the performance (performance) refers to the level of achievement of tasks that make up a person's job. Performance reflects how well employees meet the requirements of a job.

According Mangkunegara (2004: 67), describes the performance is the work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given. While Simamora (2001: 2) argues that performance appraisal is a tool to verify that individuals meet specified work standards.

According to As'ad (2001: 47) said that the performance (job performance) is the result achieved by a person according to the size applicable to the work in question. While Hasibuan (2001: 1005) performance or also called work performance is a result of work achieved in implementing tasks assigned to him based on skills, experience, sincerity and time.

In contrast to the above opinion, in school organizations the success or failure of educational goals is determined by the performance of teachers, because the main task of teachers is to manage teaching and learning activities. With regard to the performance of teachers as teachers, according to Fattah (2000: 19), performance or performance (performance) is defined as an expression of ability based on knowledge, attitude and skills, and motivation to produce something.

Performance appraisals should be fair, impartial, and should accurately reflect the actual performance. Evaluating teacher performance objectively, appropriately and properly documented, tends to decrease the potential deviation of teachers, so that their performance is expected to improve in accordance with the performance required by the school.

Alewine (Timpe, 2000: 244) states the composition of the assessment process is to get teachers to see themselves as they are, to recognize the need for performance improvement, and to participate in making performance improvement plans.

According to A. Dale Timpe (2001) in Sobirin (2018: 103) in his book performance, that performance is the accumulation of three interrelated elements, namely the skills, efforts and properties of external circumstances. The basic skills that a person takes to the job can be knowledge, skills, interpersonal skills, and technical skills.

Based on the opinion of the experts above, it can be concluded that the performance is the result or success rate of a person or organization as a whole during a certain period in carrying out the task compared with various possibilities, such as standard work, target or target or criteria that have been determined in advance, based on knowledge, attitudes and skills, and motivation to produce something based on the skills, experience, sincerity and time, as a reference in giving an action based on the results of the assessment.

### **Definition of Administration**

Etymologically, "administrati" comes from Latin which consists of ad words and ministrations. The word ad means intensive, whereas, ministration means serving, helping, or directing. So the administrative clerk is serving intensively. From the word "administrare" is formed from the noun administrario and the word administravius which then entered into the English language "administration". the real meaning of administration is "ad" and "ministro". Ad has a meaning: to "and" ministro "means to serve. Freely it can be interpreted that the administration is a service or devotion to a particular subject. In addition, it is also known administrative word that comes from the Dutch, but it means more narrow, because it is only limited to the activities of administration, namely the preparation and recording of information obtained systematically. The function of the administration is to record things that happen in the organization as a report material for the leadership. Thus the administration is the activity of writing, sending and storing information.

According to Ngalim Purwanto (1990: 1) in Herabudin (2009: 18) says that ad has the same meaning with the word to in English, meaning to or to, and ministare which means the word to serve or to conduct which means serving , help, or direct. In English to administer also means to arrange, maintain (to look after) and direct. Thus, administration can be defined as an activity or effort to assist, serve, direct or manage all activities in achieving a goal.

In the opinion of Antonimous (1995: 1) in Herabudin (2009: 18) says administration as a process, organization, and individuals associated with the implementation of the vision and mission of a particular agency or institution. Administration is seen as a system consisting of subsystems such as tasks, organizational functions, personnel, administration, materials, and others. The system is a totality consisting of subsystems with various interrelated attributes,



interdependence, mutual interaction and mutual mepengaruhi so that the whole is a subsystem of a larger system.

According Makmur and Rohana (2017: 27) administration is a regulation effort that is standardized with the provisions of both we see human interaction with humans with each other as social beings and human interaction with activities undertaken in the form of cooperation.

Based on the opinion of experts above can be concluded that the administration is the activity of writing, sending and storing information in a process, organization, and individuals associated with the implementation of the vision and mission of a particular agency or institution that includes the function of organization, staffing, administration, , and others in a system which is a totality consisting of subsystems with various attributes that are interrelated, interdependence, mutual interaction and mutual mepengaruhi so that the whole is a subsystem of a larger system.

### **Definition of Learning**

Learning can be said as a result of memory, cognition, and metacognition that affect the understanding. This is what happens when a person is learning, and this condition also often occurs in everyday life, because learning is a natural process of everyone.

According to Wenger (1998: 227; 2006: 1) in Miftahul Huda (2014: 2) states that learning is not an activity, something that someone does when he or she performs another activity. Learning is also not something that someone stops doing. Moreover learning can happen anywhere and at different levels, individually, collectively, or socially.

According Glass and Holyoak, 1986) in Miftahul Huda (2014: 2) say, learning is the processing of information. This can be analogous to our thinking or brain that plays the role of a computer where there is input and storage of information in it. What our brains do is how to recover the material information, both in the form of images and writings. Thus, in learning, one needs to engage in reflection and memory use to track what he should absorb, what he should store in his memory, and how he judges the information he has acquired.

According to Gagne (1977) in Miftahul Huda (2014: 3) says that learning can be interpreted as a modification process in human capacity that can be maintained and enhanced level.

According to Hausstatter and Nordvelle (1978) explains that learning reflects conceptual knowledge that is widely used and has many different meanings. The concept of learning that often arises is;

1. Learning is psychological, in which case learning is described by referring to what happens to the human being psychologically. When the pattern of behavior is stable, then the learning process can be said to succeed.
2. Learning is a process of interaction between individuals and their environment, which means that psychological processes are not too much touched here.
3. Learning is the product of one's experiential environment, related to how it responds to the environment. It is very much related to teaching, where one will learn from what is taught to it.

According to Moh Surya (1977) in Sobirin (2018: 167) explains that learning as an attempt to change behavior in the individual. This means that someone who has experienced learning will change his behavior. But not all behavioral change is the result of learning.

Based on the explanations of the experts above, it can be concluded that learning is the process of changing the behavior of individuals who have experienced interaction with the environment as a result of memory, cognition, and metacognition that affect his understanding of the experimental environment.

According to Moh Surya (1977) in Sobirin (2018: 168) explains that behavioral changes as a result of learning have the following characteristics:

1. Change is realized and intentional (intentional)
2. Continuous change (continuous)
3. Functional changes
4. Positive changes are positive
5. Active changes
6. Changes that are permanent
7. Aimsful and purposeful change
8. Changes in overall behavior

According to Gagne (2003) in Sobirin (2018: 171) explains that the behavioral changes of learning results in the form as follows:

1. Verbal information, namely the mastery of information in the form of verbal, either in writing or oral, such as the naming of an object, the definition and so forth.
2. Intellectual skills, ie individual skills in melakukan interaction with the environment by using symbols, such as the use of mathematical symbols. Including intellectual skills is the ability to discriminate, concrete concepts, abstract concepts, rules and laws, these skills are needed in the face of problem solving.
3. Strategi cognitive, namely the ability of individuals to control and manage activities. In the context of the learning process, cognitive strategy is the ability to control memory and ways of thinking in order to occur an effective activity. Intellectual skills focus on learning outcomes, while cognitive strategies place more emphasis on thought processes.
4. Attitudes, namely learning outcomes in the form of individual skills to choose the kind of tinadakan that will be done. In other words, attitude is the state within the individual that will give a tendency to act in menghadapi an object or event, and in it there are elements of thought, feelings that will accompany the thinking, and readiness to act.
5. Motor skills, namely learning outcomes in the form of movement that is controlled by muscle and physical.

### **Definition of Learning Administration**

Based on the understanding of administration and learning above, it can be concluded that the administration of learning is the activities of writing, sending and storing information in a process, organization, and individuals associated with the implementation of the vision and mission of a particular agency or agency that includes organizational functions , personnel, administration, materials, and others in a system that is a totality consisting of subsystems with various attributes that are interrelated, interdependence, mutual interaction and mutual mepengaruhi so that the whole is a subsystem of a larger system of process changes the behavior of individuals who have experienced interaction with the environment as a result of memory, cognition, and metacognition that affect his or her understanding of the experimental environmen

### **Definition the Style of Transformational Leadership**

Transformational leadership has an emphasis in terms of clear vision and mission statement, effective use of communication, intellectual stimulation and personal attention to the individual issues of its organizational members. The transformational leadership of the principal demands the ability to communicate, especially the communication of persuasion. Principals who are able to communicate in persuasion with their communities will be a contributing factor in the transformation process of leadership.

According to Bryman (1992 in Northouse, 2013: 175) says that transformational leadership is part of a new leadership paradigm.

Burns (1978 in Northouse 2013: 176) argues for leadership-transformational leadership that connects with followers, who can improve followers' motives, in order to better achieve the leader's and followers' goals.

According to Bass 1985 in Danim (2009: 52) transformational leadership (transformational leadership) is the process of affecting the transformational.

Downward Leithwood in Danim (2009: 53) suggests "transformational leadership is necessary to current restructuring efforts in schools" that transformational leadership is seen as sensitive to the formation of organizations, shared vision, distributed leadership and built the school culture needed to improve the current impact in schools.

Robbins (1998 in Danim, 2009: 49) argues that leadership is the ability to influence a group toward the achievement of goals. Ability to influence can be obtained from formal or informal positions.

Harsiwati (2001 in Danim, 2009: 53) argues that transformational leadership is a leadership style that prioritizes the provision of opportunities and / or encouragement of all elements in the school (teachers, students, faculty and other expert staff, parents, community and ) willing to be without coercion, participate optimally in order to achieve school goals.

According to Burd in Danim (2009: 56) suggests that transformational leadership is an approach that is applied in order to maintain leaders and organizations by way of merging the three elements, namely strategy, leadership and culture.

According to Johnson and Johnson in Danim (2009: 57), the transformational leadership creates an atmosphere of kinship outside and among members, caring for one another, having a vision and trying to actualize it.

### **Characteristics of a Transformational Leadership Style**

Leithwood's decline in Danim (2009: 53) suggests the characteristics of transformational leadership are as follows:

1. Have sensitivity to organizational development
2. Develop a shared vision among the organizations of the organization
3. Distribute leadership
4. Develop school culture
5. Conduct restructuring efforts at schools

According to Luthan quoted Suyanto in Danim (2009: 53) the characteristics of transformational leadership style is as follows:

1. Identify itself as a change agent
2. Have a brave nature
3. Trusting others
4. Act on the basis of the value system (not on the basis of individual interest, on the basis of interest and crony pressure)
5. Improving ability continuously
6. Have the ability to deal with complicated situations, unclear and uncertain
7. Have a vision for the future

According to Yuki (1998) in Danim (2009: 55) effective transformational leaders have the following attributes:

1. They see themselves as agents of change
2. They are prudent risk takers

3. They believe in people and are very sensitive to their needs
4. They articulate a number of core values that guide their behavior
5. They are flexible and open to learning and experience
6. They have cognitive skills
7. They have confidence in disciplined thinking and the need for careful issues analysis
8. They are people who have visions that have their intuition

## **FINDINGS AND DISCUSSIONS**

### **1. Initial Condition Description**

The initial condition of the action is the result of administrative supervision and observation as follows: From 10 teachers in SD Negeri Gumpang 03 UPTD Education and Culture of Kartasura Sub-district, only 3 teachers make learning administration (Education Calendar, Annual Program, Semester Program, KKM Book, Program Planning Lessons Learned (RPP), Class List, Value List, Analysis Book of Learning Results) is said to be complete only 3 teachers or 30%. They usually order friends from other schools or just copies of administration years ago.

### **2. Description of Cycle I Action**

#### **a. Counseling and Coaching Action Planning**

Planning of guiding and coaching actions is an initial operational step of a school action research that is structured with reference to the action hypothesis and observation results in supervision. The first step taken by the principal in action Cycle I applies the transformational leadership style by giving examples of the administration of learning and the correct way of administering, giving examples of instructional instruction books, then giving examples of correct instructional administration work include among others:

1. Education Calendar,
2. Annual Program,

3. Semester Program,
  4. KKM Books,
  5. Learning Program Planning (RPP),
  6. Class List,
  7. Value List,
  8. Mutation of students
  9. Learning book
  10. Analysis of Learning Results Book
- b. Implementation of Counseling and Guidance Action

The activities undertaken at the second meeting are as follows:

1. The principal gathers teachers in the classroom
  2. The principal provides an example of administration in the expected learning.
  3. The principal gives examples of the administration of learning one by one.
  4. The principal provides guidance to teachers who have not been clear in working on class administration.
  5. Headmaster goes around checking teacher in making instructional administration.
  6. The principal assigns all teachers to do all the instructional administration in accordance with the given example
- c. Observation of Counseling and Guidance Action

Observation in the first guidance and coaching action, there is an increase in the teacher making the administration. In this first guidance and coaching act there are 6 teachers who

have made it well enough. There is a 30% increase from 3 teachers to 6 teachers. Already 60% are making good administration.

#### d. Reflection on Action Results

Based on the analysis on the first guidance and coaching action it can be explained that:

1. The first guidance is done in a classical manner by observing administrative sample impressions on the projector and by manual
2. There has been an increase in the administration of learning
3. Insufficient facilities
4. No softcopy for administration

### 3. Cycle Action Description II

#### a. Counseling and Coaching Action Planning

The planning of the second guidance and coaching action is the step of the school action research that is prepared with reference to cycle I and observation result in supervision. Initial steps taken by the principal in action Cycle II transformational leadership style by providing examples of teaching administration and how to make the correct administration, softcopy of instructional administration, and then provide examples of administration administration of learning by editing softcopy that has been given, among others:

1. Education Calendar,
2. Annual Program,
3. Semester Program,
4. KKM Books,
5. Learning Program Planning (RPP),
6. Class List,
7. Value List,



8. Mutation of students
  9. Learning book
  10. Analysis of Learning Results Book
- b. Implementation of Counseling and Guidance Action

The activities undertaken at the second meeting of the second cycle are as follows:

1. The principal gathers teachers in the classroom
  2. The principal provides an example of administration in the expected learning.
  3. The principal gives examples of the administration of instructional learning one by one on the prepared softcopy.
  4. The principal provides guidance to teachers who have not been clear in working class administration using the softcopy that has been given to each teacher.
  5. The principal goes around examining the teacher in making the instructional administration using the softcopy that has been given to each teacher
  6. The principal assigns all teachers to do all the instructional administration in accordance with the given example
  7. as the principal put it by using the softcopy that has been given to each teacher
- c. Observation of Counseling and Guidance Action

Observation in the second guidance and coaching action, there is an increase in the teacher making the administration. In this first stage of mentoring and coaching there are 8 teachers who have made well enough. There is a 20% increase from 6 teachers to 8 teachers. Already 80% are making good administration.

- d. Reflection on Action Results

Based on the analysis on the second guidance and coaching action it can be explained that:

1. The second guidance is done by class and guidance by using softcopy that has been given to each teacher.
2. There has been a significant increase in the administration of learning

3. The teacher has been given a master or softcopy of instructional administration
4. Teachers can already edit the master or softcopy of the existing learning administration in accordance with the expectations of the principal

## **DISCUSSION**

1. The action hypothesis states that "The use of transformational leadership styles can improve teacher performance in instructional administration" is proven true. This is indicated by the increased performance of teachers in making the administration of learning in the classroom.
2. Teacher performance in making classroom teaching administration has increased significantly.
3. Transformational leadership style can provide teacher motivation to improve the administration that has been made.
4. The use of transformational leadership styles can improve teacher performance in the administration of learning.

## **CONCLUDE AND RECOMMENDATIONS**

Based on the results of research and discussion can be concluded that "The use of transformational leadership style can improve teacher performance in teaching administration proved true. This is indicated by the increased performance of teachers in making the administration of learning in the classroom. Thus, the transformational leadership style must be implemented in every school for smooth learning, the teacher performance increases and the educational objectives are achieved and the objectives of the school optimally

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