



## Classroom Management: the Impact of Transformational Leadership of Homeroom Teachers to the Effectiveness of Class Management in High Schools

Edi Purwandoko<sup>1\*</sup> <https://orcid.org/0009-0004-8629-494X>

Burmansah<sup>2</sup> <https://orcid.org/0000-0003-1572-1946>

Poniman<sup>3</sup> <https://orcid.org/0000-0003-2094-4968>

Priono<sup>4</sup> <https://orcid.org/0009-0004-3208-2415>

Tri Anggraini<sup>5</sup> <https://orcid.org/0009-0005-8556-8061>

<sup>12345</sup> Buddhist Education Departement, STIAB Jinarakkhita, Lampung, Indonesia

\*Corresponding Author: Edi Purwandoko, [edipurwandoko@stiab-jinarakkhita.ac.id](mailto:edipurwandoko@stiab-jinarakkhita.ac.id)

### ABSTRACT

This study aims to investigate the contribution of the homeroom teacher's Transformational leadership style to the effectiveness of classroom management in Senior High Schools in Bandar Lampung City. Transformational leadership emphasizes adjusting the homeroom teacher's leadership style according to the needs of students and different classroom situations. This study used a quantitative method involving homeroom teachers and students from various high schools in Bandar Lampung City as the research sample. Data was collected through questionnaires and analyzed using appropriate statistical techniques. The results showed that the homeroom teacher's Transformational leadership style significantly influenced the effectiveness of classroom management in Senior High School Bandar Lampung City. The Transformational leadership style improves classroom discipline, student participation, quality of interaction between students and teachers, and student academic achievement. The implication of this research is the importance of developing Transformational leadership skills for homeroom teachers at Senior High School Bandar Lampung City, as well as assisting schools in developing more effective classroom management strategies to improve the quality of education.

### ARTICLE INFO

#### Keywords:

*Transformational leadership;  
Homeroom Teachers;  
Effectiveness of Class  
Management;*

#### Article History:

Received: 23 June 2023

Revised: 30 June 2023

Accepted: 30 June 2023

Published: 30 June 2023

#### How to Cite in APA Style:

Purwandoko, E., et al.  
(2023). Classroom  
Management: the  
Impact of  
Transformational  
Leadership of  
Homeroom Teachers to  
the Effectiveness of  
Class Management in  
High Schools. *Journal of  
Education, Religious,  
and Instructions*, 1 (1),  
24-29.

### Introduction

Education plays a crucial role in shaping the future of the younger generation. In an educational environment, the classroom is where students learn, interact, and develop their potential. In this context, the role of the homeroom teacher is significant in creating an effective and conducive classroom environment for the learning process. Teacher's



Transformational leadership style has a considerable influence on effective classroom management. Transformational leadership emphasizes adjusting the homeroom's leadership style according to the needs and characteristics of students and different class situations. This approach allows homeroom teachers to optimize classroom management, facilitate the teaching and learning process, and build positive relationships with students and parents.

What is meant by transformational leadership is the behavior of a leader who can bring his organization in a good direction, inspire his followers with innovation, and support them to develop their potential for the organization's vision. The indicators are 1. Inspirational motivation, 2. Idealized influence, 3. Individualized consideration, and 4. Intellectual stimulation (Ardianto et al., 2020). However, even though the homeroom teacher's Transformational leadership style has great potential, there is still a need to understand better its contribution to the effectiveness of classroom management in Senior High School Bandar Lampung City. This study investigates the relationship between the homeroom teacher's Transformational leadership style and classroom management effectiveness and explores how these factors interact. In this study, the homeroom teacher's Transformational leadership style will be examined through a holistic approach, including adjusting the leadership style based on the level of student maturity, class situation, and assignments given. The effectiveness of classroom management will be assessed based on indicators such as the level of class discipline, student participation, quality of interaction between students and teachers, and student academic achievement.

The research method used is quantitative research using instruments tested for their reliability. The research sample will consist of homeroom teachers and students at various high schools in Bandar Lampung City. The data will be analyzed using appropriate statistical techniques to identify the relationship between the homeroom teacher's Transformational leadership style and the effectiveness of classroom management in Senior High School Bandar Lampung City. It is hoped that the results of this study will provide a better understanding of the contribution of the homeroom teacher's Transformational leadership style to the effectiveness of classroom management in Senior High School Bandar Lampung City. The implications of this research can be used as a basis for improving coaching and training for homeroom teachers in Senior High School Bandar Lampung City, as well as assisting schools in developing more effective classroom management strategies to improve the quality of education in this area.

In addition, several other relevant studies can support understanding the relationship between Transformational leadership styles and classroom management. For example, research by Suryanto and Sujiono (2019) entitled "The Influence of Transformational Leadership Style on Classroom Management Effectiveness: A Study in Indonesian High Schools" investigates the effect of transformational leadership style on classroom management in high schools in Indonesia. The results of this study indicate that a high level of transformational leadership style from the homeroom teacher is positively related to a higher level of classroom management effectiveness. Furthermore, research by Zhang, Zhang, and Zhang (2018) entitled "The Impact of Transformational Leadership Style on Classroom Management: The Mediating Role of Teacher-Student Relationship" explores the role of the relationship between the homeroom teacher's transformational leadership style, the teacher-student connection, and classroom management effectiveness in secondary schools in China. The findings of this study indicate that the teacher-student relationship acts as a mediator in the relationship between the homeroom teacher's transformational leadership style and the effectiveness of classroom management.



Furthermore, Chua, Liau, Wong, and Tan (2015) research entitled "Examining the Relationship Between Teacher Leadership and School Staff Job Satisfaction" describes the relationship between teacher transformational leadership and school staff job satisfaction in secondary schools in Singapore. Although this study did not specifically focus on classroom management, the results show that teacher transformational leadership styles are positively related to the job satisfaction of school staff. Success in managing an effective classroom is often closely linked to the job satisfaction of education staff. Another relevant research is by Kyriacou (2018) entitled "The Influence of Transformational Leadership on Teacher Job Satisfaction," which discusses the effect of the school principal's transformational leadership style on teacher job satisfaction. The findings of this study indicate that the transformational leadership shown by school principals has a positive correlation with teacher job satisfaction. High teacher job satisfaction can affect the effectiveness of classroom management.

In the context of Senior High School Bandar Lampung City, the research will further explain the relationship between homeroom teachers' transformational leadership style and classroom management's effectiveness. Using quantitative research methods and instruments tested for reliability, this study will provide data that can be analyzed statistically to identify these relationships.

### **Method**

This study uses a quantitative approach to explore the influence of the homeroom teacher's leadership style on the effectiveness of classroom management in Senior High Schools in Bandar Lampung City. The research population consisted of homeroom teachers and students at various high schools in Bandar Lampung. The sampling technique is a simple random sample, following the guidelines presented by Arikunto (2020) and Sugiono (2022). The sample size will be determined, considering statistical procedures for survey research, including the desired confidence level and margin of error. Data will be collected through a questionnaire to compare the level of self-confidence between students and the situation of the presence or absence of a Buddhist teacher.

The closed questionnaire will be used as a research instrument in this study. This instrument was designed to measure teachers' perceptions of principal leadership and their level of emotional intelligence. The questionnaire consisted of a series of questions with five-level answer choices, namely strongly agree (SS), agree (S), undecided (RR), disagree (TS), and strongly disagree (STS). This answer choice allows respondents to express their level of agreement with the statements given (Sugiono, 2022). After data collection, analysis was performed using descriptive and inferential statistical methods using statistical software. During the entire research process, research ethics will be upheld by obtaining participants' consent and maintaining the data's confidentiality and anonymity.

### **Findings**

Before the data were analyzed, the prerequisite analysis was first tested. Furthermore, hypothesis testing is carried out to find out whether the hypothesis expressed in this study can be accepted or rejected. The idea tested in this study is the influence of the independent variable Leadership Style (X) on the effectiveness of class management (Y).

Table 1. Coefficient of Leadership Style and Effectiveness of classroom management

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	std. Error	Betas	t	Sig.
(Constant)	9.719	3.075		3.161	.002
Leadership Style	.900	.025	.964	36.511	.000

a. Dependent Variable: Class management effectiveness

(Source: SPSS 26.00 Data Processing Results)

Based on the results of the output *coefficient*, a constant value of 9,719 is obtained, which means that if Leadership Style (X) has a value of 0, Class Management Effectiveness (Y) has a positive value of 9,719. The regression coefficient on the variable (X) is 0.900, meaning that if the Leadership Style has increased or developed, the Class Management Effectiveness variable (Y) will increase by 0.900 with the following regression equation:  $Y = 9.719 + 0.900X$ .

Research that has been done shows that Leadership Style significantly influences the effectiveness of classroom management in Senior High Schools in Bandar Lampung City. The calculated T value for the leadership variable is 3.161, with a significant discount (P) of  $0.0000 < 0.05$ . It can be concluded that the homeroom's Leadership Style influences the effectiveness of class management in Senior High School Bandar Lampung City. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, which states that leadership style significantly affects classroom management effectiveness.

Table 2. The Influence of Leadership Style And Effectiveness of classroom management

Summary Model <sup>b</sup>				
Model	R	R Square	Adjusted R Square	std. Error of the Estimates
1	.964 <sup>a</sup>	.930	.930	6.575

a. Predictors: (Constant), Leadership Style

(Source: SPSS 26.00 Data Processing Results)

The correlation coefficient test shows that the value of  $R^2$  is 0.930. This value indicates that about 93% of Leadership Style influences the effectiveness of classroom management variations in students' spiritual intelligence can be explained by teacher leadership. That is, teacher leadership plays a significant role in increasing intelligence. This study found that the homeroom teacher's Transformational leadership style considerably influenced the effectiveness of classroom management in Senior High Schools in Bandar Lampung City. This is supported by statistical analysis, which shows that the regression coefficient between the variable Transformational leadership style (X) and classroom management effectiveness (Y) is 0.900, with a significance level (p-value) of less than 0.05. Thus, each one-unit increase in Transformational leadership style will contribute to a 0,900-unit increase in classroom management effectiveness. The results of the Model Summary

analysis also reveal that about 93% of the variation in classroom management effectiveness can be explained by the homeroom teacher's Transformational leadership style. This shows that the Transformational leadership style significantly contributes to explaining the differences in the effectiveness of classroom management in Senior High School Bandar Lampung City.

The results of this study can be associated with several related studies that have been mentioned. Research by Suryanto and Sujiono (2019), which investigated the influence of transformational leadership styles on the effectiveness of classroom management in high schools in Indonesia, has similarities with this research. Both studies show that the transformational leadership style significantly positively affects classroom management effectiveness. This finding confirms that the transformational leadership style is essential in creating an effective classroom environment. Research by Zhang, Zhang, and Zhang (2018), which investigates the impact of transformational leadership styles on classroom management through mediating the relationship between teachers and students, is also relevant to the results of this study. Research findings by Zhang et al. indicate that the relationship between teacher and student mediates between transformational leadership styles and classroom management. This is in line with the results of this study, which show that the homeroom teacher's transformational leadership style significantly influences the effectiveness of classroom management in Senior High Schools in Bandar Lampung City.

Research by Chua, Liau, Wong, and Tan (2015) which examined the relationship between teacher leadership and school staff job satisfaction, and research by Kyriacou (2018), which investigated the effect of transformational leadership on teacher job satisfaction, can also be linked to the results of this study. Despite the different focus of the studies, they show that transformational leadership positively impacts the job satisfaction of school staff and the overall job satisfaction of teachers. The implication is that an effective transformational leadership style can increase the job satisfaction of homeroom teachers and school staff in Senior High School Bandar Lampung City, which can improve the overall education quality.

Thus, this research provides a better understanding of the role of the Transformational leadership style in classroom management at Senior High School Bandar Lampung City. The implication is that it is essential to develop Transformational leadership skills for homeroom teachers at Senior High School Bandar Lampung City. Training and coaching can be given to homeroom teachers to increase their understanding of how to adapt their leadership style according to the needs and characteristics of students and different class situations. In addition, the results of this research can also assist schools in developing more effective classroom management strategies. By paying attention to the homeroom teacher's Transformational leadership style, schools can create a conducive classroom environment, increase student participation, improve classroom discipline, and increase interaction between students and teachers. It is hoped that this will positively impact students' academic achievement and the overall quality of education.

However, this research also has some limitations. First, this research was only conducted at a senior high school in Bandar Lampung City, so the generalization of the results of this study needs to be done with caution to the broader population. In addition, this research



uses quantitative research methods, so it cannot provide an in-depth understanding of the qualitative factors that influence the relationship between the homeroom teacher's Transformational leadership style and the effectiveness of classroom management. Thus, the results of this study contribute to an understanding of the role of the Transformational leadership style in classroom management at Senior High School Bandar Lampung City and provide a basis for improving the quality of education through developing Transformational leadership skills for homeroom teachers.

### **Conclusion and Implications**

This study's results indicate a significant influence between the homeroom teacher's Transformational leadership style and the effectiveness of class management in Senior High School Bandar Lampung City. The Transformational leadership style significantly contributes to increasing classroom management's effectiveness, which is reflected in a better level of classroom discipline, more active student participation, better quality of interaction between students and teachers, and better academic achievement. This research is on developing Transformational leadership skills for homeroom teachers at Senior High Schools. Training and coaching can be provided to homeroom teachers to increase their understanding of how to adapt their leadership style according to the needs and characteristics of students and different classroom situations.

### **References**

- Arikunto, Suharsimi. 2020. *Research Procedures* . Jakarta: Rineka Cipta.
- Ardianto, H., Sunaryo, W., & Sumardi. (2020). Increasing Learning Organization Through Transformational Leadership and Self-efficacy of Buddhist Private Junior High School Teachers throughout Banten Province. *Journal of Education Management* , 08 (1), 1–6.
- Baidowi, HR (2021). *The leadership strategy of female school principals in developing human resources at SMA Negeri 1 Waru Sidoarjo* . UIN Sunan Ampel Surabaya.
- Chua, P., Liau, AK, Wong, SL, & Tan, CH (2015). Examining the Relationship Between Teacher Leadership and School Staff Job Satisfaction.
- Engreini, S., & Rizal, F. (2020). *Information Technology-Based Homeroom Task Management Handbook* . EDU PUBLISHER.
- Fauziyah, L. (2019). *the effectiveness of gender-based classroom management in mathematics learning at mi mamba'ul huda al-islamiyah ngabar* . IAIN Ponorogo.
- Inah, EN (2015). The role of communication in the interaction of teachers and students. *Al-TA'DIB: Journal of Educational Studies* , 8 (2), 150–167.
- Kyriacou, C. (2018). The Influence of Transformational Leadership on Teacher Job Satisfaction.
- Mulyasa, HE (2022). *Principal management and leadership* . Script Earth.
- Sarmila, S. (2018). *School Principal's Transformational Leadership Style in Improving the Quality of Human Resources in Public Junior High School 1 Tomini* . IAIN Palu.
- Sugiono. 2022. *Quantitative Qualitative Research Methods And R&D* . Bandung: Alfabetha.
- Suryanto, T., & Sujiono, Y. (2019). The Influence of Transformational Leadership Style on Classroom Management Effectiveness: A Study in Indonesian High Schools.
- Zhang, Z., Zhang, X., & Zhang, Y. (2018). The Impact of Transformational Leadership Style on Classroom Management: The Mediating Role of Teacher-Student Relationship.