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Tower of Confidence: Revealing the Impact of Transformational Leadership on Self-Efficacy

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Abstract

The purpose of this study was to find out how transformational leadership impacts the level of self-efficacy of teachers in Madrasah Ibtidaiyah (MI) in Karawang Regency. This research was conducted using the structural-partial least squares modeling equation (SEM-PLS). The study sample consisted of 130 randomly selected MI teachers. Four main dimensions are used to measure transformational leadership: ideal influence, inspirational motivation, intellectual stimulation, and individual attention. Teachers' self-efficacy is measured based on their confidence in the teacher's ability to overcome difficulty, strength of belief and generality. The results showed that transformational leadership has a positive and significant influence on teacher self-efficiency. The dimensions of ideal influence and inspirational motivation are the ones that contribute the most to improving the teacher's self-efficiency. It can be concluded that transformational leadership has a positive and significant effect on teachers' self-efficiency. Transformational leadership can provide ideal influence and inspirational motivation so that teachers' confidence in their ability to teach, manage the classroom, and interact with students increases.
Keywords: *Transformational Leadership, Self-efficacy, SEM-PLS*

Introduction

Creativity and innovation are key to educational progress. Teachers, as the vanguard of the learning process, play an important role in cultivating these two qualities in their students. However, teachers' creativity and innovation cannot develop without a strong foundation, namely self-efficacy. Self-efficacy refers to a teacher's belief in their ability to achieve goals and produce positive results (Tanjung et al., 2020). Teacher self-efficacy, i.e. the teacher's confidence in his or her ability to complete his tasks and achieve learning objectives, is an important factor contributing to the quality of Education (Galleguillos-Herrera & Olmedo-Moreno, 2019). Teachers who have high self-efficacy tend to be more motivated, creative, and innovative in teaching and can ultimately produce more outstanding students (Mukti & Tentama, 2020).

According to Mawaddah (2019), Self-efficacy is the belief a person has the ability to achieve and meet his goals. High self-efficacy indicates a greater desire to achieve or succeed than low self-efficacy. High self-efficacy is characterized by a strong belief in one's abilities, high spirits, and perseverance. Self-efficacy is defined by Suhendar et al. (2022) as one's belief in the ability to face challenges. Self-efficacy can be measured using magnitude, strength, and generality metrics. In the selection process, a person's ability to choose certain activities and situations is affected by the effects of events. Individuals more often avoid things and situations that they cannot do. However, they are less likely to do something if they feel they can control a situation. People can improve their abilities, interests, and social relationships by making choices (Bandura, 1995:10).

Based on a model of how self-efficacy beliefs are manifested. People with high self-efficacy will work harder and more creatively than people with low self-efficacy, people program

themselves to succeed or fail by applying self-efficacy expectations (Kreitner & Kinicki, 2010). So it can be synthesized that self-efficacy is a person's belief in his ability to overcome various situations or challenges in his life. This includes the belief that a person has the necessary skills, knowledge, and resources to handle the task or problem at hand.

(Sánchez-Rosas et al., 2023) revealed that teachers who work under transformational principals tend to have higher confidence in their ability to teach and achieve learning goals. In running and managing the organization and its resources to achieve organizational goals, a leader exerts social influence over his followers through leadership. It is the process of social influence that a leader exerts on his followers so that they can do what they want with the support of the organization and in accordance with the goals of the organizationi. According to (Rahayu et al., 2022) Leadership is the process of influencing, mobilizing, and coordinating groups and individuals to work together to achieve goals. A leader is a collection of actions, attitudes, and skills used to steer others toward a desired goal. Leadership is not just about wielding power or authority; It's more about being able to influence and inspire others on multiple levels, such as in a team, organization, or society. A good leader can understand, direct, and encourage others to achieve their goals.

Transformational leadership is considered a component that can influence how effective individual creativity is in an organization. Transformational leaders who deliver strong goals and provide ongoing support can increase their subordinates' confidence in their ability to contribute innovative ideas. Leaders who provide positive feedback on these ideas can also increase self-efficacy for individual creativity. Overall, the Integrative Organizational Behavior model considers transformational leadership as the key to increasing self-efficiency towards individual creativity in organizations. Organizations can create a work environment that supports innovation, creativity, and high performance by understanding and strengthening the relationship between these two factors (Colquitt et al., 2015).

Transformational leadership, on the other hand, is leadership that inspires and motivates followers to achieve higher goals. Transformational leaders have a clear vision, high enthusiasm, and the ability to inspire others to believe in their own and the organization's ability to achieve extraordinary things. It can be concluded that transformational leadership is a leader who is able to inspire, influence, encourage his subordinates to achieve goals and tasks, as well as focus on the personal and professional development of his subordinates.

Method

This study used a quantitative design using the Structural-Partial Least Squares (SEM-PLS) Modeling Equation method. This method was chosen to see how transformational leadership and teacher self-efficacy relate. This research involved all teachers in Madrasah Ibtidaiyah (MI) Karawang Regency. The study sample consisted of 130 randomly selected educators. To ensure that the sample is representative of the population, a random sample selection method is used. Data was collected through direct distribution of questionnaires to MI teachers in Karawang Regency. Before distribution, questionnaires are tested to ensure that the instrument is valid and reliable. The instrument tests were conducted on 45 questions, showing that there were two items with loading factor values less than 0.7 namely numbers 24 and 44. Thus, the two items were removed and not included in the research instrument. While forty-two questions with a load factor value greater than 0,7 were used as research instruments related to transformational leadership. Whereas the self-efficacy instrument tests carried out on 37 questions showed that all items had a loading factor value higher than 0.7, thirty-seven questions could be used as a research instrument related to self-efficacy.

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After that, a valid and reliable questionnaire is distributed to the study sample. The data collected was analyzed using the SEM-PLS method. Structural Equation Modeling (SEM) using the Parcial Least Square (PLS) method involves several key steps to interpret the results. This includes assessing the compatibility of models using indices such as SRMR, examining path coefficients to understand the strength and direction of the relationship between the latent variable and the observed indicator, testing significance using bootstrapping or permutation tests, evaluating R-squared values for endogenous latente variables, and calculating F2 values to measure the size influence of one latente. The mediation and moderation effects are also analyzed to understand the indirect relationship between variables and how the relationship varies based on different conditions. Model comparisons and validations are carried out to select the most suitable model based on appropriate indices and theoretical considerations, and to present the results in a clear and understandable manner using tables, figures, and narrative descriptions. These findings were then interpreted in the context of existing theory and previous research.

Results

Measurement Model (Outer Loading)

In this study, convergent validity and discriminant validity were used to analyze the measurement model. On the other hand, reliability is measured by calculating the combined value of conformity and Cronbach alpha. Measurements outside the model are performed by checking each item for convergent validity, discriminant validity, and reliability. To determine the convergence of validity, the value of the standard filling factor is looked at; To determine validity discrimination, cross loading values on construct measurements are viewed; or the AVE root value of each construct compared to the correlation between constructs. In addition, measurements of Fornell Larcker criteria with constructs can also be performed. Composite reliability and Cronbach's resulting alpha are two methods that can be used to measure reliability (Hair et al., 2021).

a. Convergent validity

The convergent validity test, or convergent validity, is used to ensure that respondents understand the statements relating to each latent variable in the study in the same way that the researcher intended. Item reliability, or validity indicators, indicated by the value of the filling factor, are evaluated for convergent validity. The corvergent validity value is used to determine the validity of a construct. Loading factor is a number that shows the correlation between the score of the question item and the score of the contract indicator. If the factor filling value is greater than 0.70, the indicator is considered valid (Hair et al., 2021).

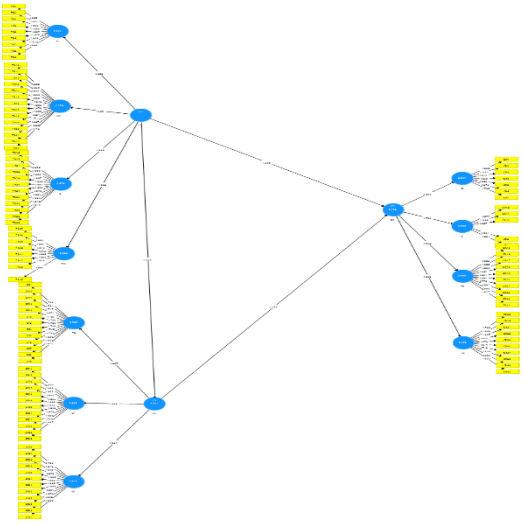


Figure 1. Loading factor results

Table 2. Result Loading Factor

Variabel	*Variabel Laten*	*Loading Faktor*	*Siginifikansi (>0,7)*
Self-efficacy (EF)	*Magnitude*	*0,871*	*Valid*
	Strength	*0,905*	*Valid*
	Generality	*0,890*	*Valid*
Transformational Leadership (TR)	*Ideal influence*	*0,913*	*Valid*
	Inspirational Motivation	*0,879*	*Valid*
	Intellectual Stimulation	*0,934*	*Valid*
	Individual considerations	*0,930*	*Valid*

Based on table 1 it can be seen that each indicator of the bound variable and the independent variable is colored green and greater than 0.7, as indicated by the results of the outer load factor score. Thus, it can be concluded that the convergent validity assumption based on the addition factor has been fulfilled or is still valid. Furthermore, convergent validity based on the Extracted Average Variance (AVE) value can be selected on Construction Reliability and Validity. The test criteria for convergent validity based on AVE must be greater than 0.50 (Hair et al., 2021).

Table 2. Indikator Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
EF	0,668
TR	0.780

Based on the results of validity analysis through the average variance extracted indicator, it shows that all variables have an AVE value of > 0.5 so that all variables are classified as valid. This is because the transformational leadership variable has an AVE value of 0.780 and self-efficacy has an AVE value of 0.668.

b. Discriminant validity

The crossloading value and the AVE root construct represent discriminant validity tests. The Fornel Larcker criterion and the value of loading and cross loading indicators are other commonly used methods for assessing discriminant validity. The calculation of the fornel larcker criterion is carried out by comparing the AVE of each construct with the correlation between constructs in the research hypothesis model (Zazilah et al., 2023).

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Table 3. Value Validitas Diskriminan fornel larcker criterion

	EF	TR
Self-efficacy (EF)	0,817	
Transformational Leadership (TR)	0.887	0,883

Based on these findings, it can be said that the indicators used in this study each have good discriminant validity in compiling the variables. How strong the influence of indicators on each latent variable (construct) is explained by the results of cross loading, which shows that all indicators have a high correlation with each of their contracts. Based on this analysis, it can be concluded that it has met the criteria for discriminant validity.

c. Reliability

Reliability test is a tool to measure questionnaires as indicators of variables or constituents in this study. Reliability tests are carried out to determine the items of research instruments. Composite reliability and Cronbach's alpha are two standards used to measure construct reliability. A construct is considered reliable if the composite reliability value is more than 0.7 and Cronbach's alpha value is more than 0.6 (Hair et al., 2021).

Table 4. Composite reliability dan cronbach's Alpha

	Cronbach's Alpha	Composite Reliability
EF	0,983	0,984
TR	0.984	0,985

In table 4, the calculation of composite reliability and cronbach's Alpha shows that all composite reliability variables have values above 0.70 and all cronbach's Alpha variables have values above 0.60. These results show that the results are valid and have a fairly high reliability.

Model Struktural (Inner Model)

The relationship between latent constructs is defined by the structural model by looking at the results of estimating the parameter coefficient and the level of significance. This can be measured by calculating the R-square for the dependent construct, t-test, and significance of the path parameter coefficients of the structure, goodness of fit, path coefficients (direct effect), dan F-square (effect size) (Hair et al., 2021).

a. R-Square

The R-Square value of 0.75 belongs to the strong category; R-Square value of 0.50 belongs to the moderate category; and the R-Square value of 0.25 belongs to the weak category (Hair et al., 2021). The R-Square value of the dependent variable obtained in this research model can be seen in table 5 below:

Table 5. Value R-Square

	R-Square	Model Prediksi
EF	0,041	Model Lemah

After calculations through SmartPLS, the efficacy variable (EF) has an R-Square value of 0.041 or 4.1% which indicates that the ability of variation that can be explained by the variables of difficulty, strength of belief, and generality is weak.

b. Goodness of Fit

Goodness of Fit testing where the Goodness of Fit value can be seen from SRMR with the criterion of a good SRMR value (Fit Model) less than 0.10 (Hair et al., 2021)

Table 6. Value Goodness of Fit

	Saturated Model	Estimated Model
SRMR	0,072	0,090

From the table above, it can be concluded that the model used in this study is appropriate because the SRMR value < 0.10 or it is stated already that the model is Fit.

c. Path Coefficients (Direct Effect)

Direct effect has two conditions for evaluating the hypothesis. First, the path coefficient (path coefficient): a) The effect of one variable on another variable in the same direction, if the value of one variable increases or increases, then the value of another variable also increases or increases; and b) If the value of the path coefficient (path coefficient) is negative, the influence of one variable on another variable is in the opposite direction, if the value of one variable increases or increases, then the value of another variable also increases. For a one-sided test hypothesis with a confidence level of 95% (apha 5%), the critical value of path coefficients is more than 1.699 (Ariska et al., 2019).

Table 7. Path coefficient (mean, STDEV. T-Value, p values)

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
TR -> EF	0,203	0,202	0,080	2,539	**0,006**

In table 7, the results of the path coefficient calculation show that the P-Values value is above 0.06 and show that there is a direct influence of the variable.

d. F-Square (Effect Size)

F-Square measurement, also known as the f2 effect measure, is used to measure the relative impact between the influencing variable (exogenous) and the affected variable (endogenous). The F-Square test criteria are that an f2 value greater than 0.02 is considered to have a small effect, an f2 value greater than 0.15 is considered to have a moderate or moderate effect, and an f2 value greater than 0.35 is considered to have a strong effect (Hair et al., 2021).

Table 8. Value F-Square

	EF	TR
EF		
TR	0,043	

As shown in table 7, the F-Square value for the transformational leadership variable (TR) compared to self-efficacy (EF) has a value of $f^2 = 0.043$, which indicates that the exogenous variable has a smaller effect than the exogenous variable has.

Discussion

From analysis shows that the value of transformational leadership to self-efficacy for T-statistical values = 2,539 > T-table 1,699 and P-values 0,006 < 0,05 where the value is greater than T-tabel 1,699, so this hypothesis is declared acceptable. It affirms that this relationship is not merely a coincidence, but has statistical certainty. Therefore, the hypothesis of the positive influence of transformational leadership on self-efficacy is acceptable. This is in line with the theory (Kreitner & Kinicki, 2010) that transformational leadership can play an important role in improving self-efficacy. The same research was conducted by Eko et al. (2022), Hur et al.(2021), Warlizasusi & Ifnaldi (2021), and Azliyanti et al./ (2019) which showed that transformational leadership can motivate its followers to self-efficacy and commitment to exceed expectations in

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the organizational context, so that previous research can provide support for conclusions on this research. Thus it can be concluded that the teacher's self-efficacy will increase when transformational leadership can create an environment that supports the teacher to develop his own efficacy and reach the full potential of the teacher Madrasah Ibtidaiyah in Karawang.

Conclusion

Based on the data calculations and data analysis carried out at Madrasah Ibtidaiyah Karawang, it can be concluded that transformational leadership has a direct impact on self-efficacy. This means that leaders who apply a transformative leadership approach tend to encourage the development of positive self- efficacy in their subjects by providing support, motivating, and strengthening their belief in their abilities and skills. Thus, through such interactions and influences, transformational leaders can improve teacher self- efficacy which in turn can have a positive impact on their performance in teaching and in contributing to the educational environment as a whole. Through an effort to influence and encourage teachers, transformational leadership can empower teachers to be more creative and innovative in the learning process, which in turn will improve the quality of education.

The Madrasah Ibtidaiyah Institution in Karawang region is expected to create a transformational leadership program to prepare leaders who inspire, encourage, and drive teachers under it. Educational institutions can create programs that help teachers become better. These programs can include helping them overcome challenges, building confidence, and supporting their mental and emotional health and monitoring, periodically evaluating the programs they use to improve teacher self- efficacy, so that teachers can know what works and what needs to be improved, and make the necessary changes. Other researchers are expected to be able to use this research as a reference for similar research projects or even develop this research into part of a wider field of research.

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