

## **The Effect of Principal Transformational Leadership, Work Ethics and Achievement Motivation on the Performance of Junior High School Teachers in Balangan Regency**



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**ABSTRACT:** This study attempts to describe and analyze the direct and indirect effects of Achievement Motivation as an intermediary variable in the correlation between the Principal's Transformational Leadership, Work Ethic, and teacher performance. The population of 203 junior high school teachers in Balangan Regency is sampled using proportionate random sampling to get a sample of 176 individuals. This research analysis employed descriptive and inferential SPSS 22 statistics. Using a questionnaire, information was gathered about Transformational Leadership of Principals (48 items), Work Ethics (35 items), Motivation for Achievement (30 items), and Teacher Performance (26 things). (1) The principal's transformational leadership, the teacher's work ethic, the teacher's success motivation, and the teacher's performance all fall into the "high" category, as indicated by the study's findings. The principal transformational leadership has a direct impact on teacher work ethic, teacher achievement motivation, and teacher performance. (3) There is an indirect effect of the principal's transformational leadership, teacher work ethic, and teacher achievement motivation on teacher performance.

**KEYWORDS:** Principal transformational leadership, teacher work ethic, teacher achievement motivation, teacher performance

### **I. INTRODUCTION**

Transformational leadership, according to Bass (Usman et al., 2013), is defined on the basis of the leader's effect on his/her followers or subordinates. Transformational leadership is able to instill in followers a sense of self-assurance, admiration, loyalty, and respect for leaders, as well as a strong commitment and determination to achieve and achieve more. The element of transformational leadership from the head is the effect they have, as well as their capacity to use that effect and its repercussions for those who want them to have an effect, notably teachers, employees, and other school members. Several patterns of leadership behavior, such as attribute charisma, ideal effect (inspirational communication), and inspirational motivation (motivate by providing inspiration, intellectual stimulation, and individual consideration or sensitivity), according to the study of indicators embodied in Bass and Avolio's theory Suriansyah and Aslamiah (2012), can be used to observe the transformation process.

Teacher performance is something that can be seen from thoughts, attitudes, and behavior based on the ability to work effectively in a job an educator. Teacher performance can be seen in improving the quality of learning, there are many elements that must be considered which are factors directly or indirectly related to the learning process or the process of interaction that occurs between students and learning resources (Uno et al., 2012).

Burhanudin (2017) explains that the factors that effect teacher performance are: (1) Individual/ personal factors, comprising each individual's knowledge, skills, abilities, self-confidence, motivation, and commitment; (2) Leadership factors, including: encouragement, enthusiasm, guidance and support given to managers and team leaders (3) Team factors, including: quality of support and enthusiasm provided by teammates, trust in team members, cohesiveness and closeness of team members ; (4) System factors, such as work systems, work facilities or foundations provided by the organizational structure, organizational processes and performance culture within the organization; (5) Context (situation) factors, including: pressures and changes in the external and internal environment.

Achievement motivation is one of the factors that determine a person's performance. The impact of motivation on a person's performance is proportional to the intensity of the motivation. Typically, a teacher's drive is represented in the numerous activities and accomplishments he attains at work. Teacher accomplishment motivation is the process of influencing a teacher's conduct such that it is directed toward achieving a predetermined and desired objective.

Teacher performance can be affected and influenced by a leader's ability to provide direction and focus in carrying out their duties as an educator. In this case, their leader is a principle with a figure of transformative leadership. It can be argued that the leadership position in the realm of education is highly strategic and decisive. Transformational leaders are those who can motivate and inspire their followers to accomplish outstanding results, hence enhancing their followers' leadership capabilities (Bass & Riggio, 2016).

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In addition to transformational leadership factors that can effect a teacher's performance, the existence of a work ethic must certainly be one of the driving factors for improving a performance. On the other hand, education which is expected to be able to form quality human beings requires education provided by educators who have high quality performance that grows through the work ethic of an educator.

Educators must have a high work ethic and require communication in serving students by increasing the effectiveness of learning so that student learning outcomes can increase. In the end, it leads to improving the quality of education. The measure of the teacher's work ethic can be seen from the teacher's responsibility to carry out the professional mandate and moral responsibility. All of this will be seen in compliance and communication in carrying out teacher duties in the classroom and educational tasks outside the classroom. This attitude will also be accompanied by a sense of responsibility in preparing all the equipment before carrying out the learning process (Atmodiwirio, 2019).

Through performance, one can see the work ethic in carrying out a task and carrying out its obligations as an educator. In addition to the principal's leadership skills and the school's administration policies, the work ethic should have a significant impact on the quality of the students. In carrying out their responsibilities as educators, teachers also require positive work behavior tools and a work ethic. With an educator's ethos, there is a goal or desire to attain the finest educational outcomes possible. In this study, four research variables were utilized, including the principal's transformational leadership, teacher work ethic, teacher achievement motivation, and teacher performance at junior high schools in Balangan Regency.

## II. METHOD

This research used a quantitative approach with a causal correlation design because this research tries to find out causal correlations, especially in regressive variables, and if any, how strong the effect is and whether or not the effect is significant (Arikunto, 2006). The population consists of 203 junior high school teachers in the Balangan Regency, from whom a sample of 135 was drawn using proportional random sampling techniques. This research analysis employed descriptive and inferential SPSS 22 statistics. Using a questionnaire, information was gathered about Transformational Leadership of Principals (48 items), Work Ethics (35 items), Achievement Motivation (30 items), and Teacher Performance (26 things).

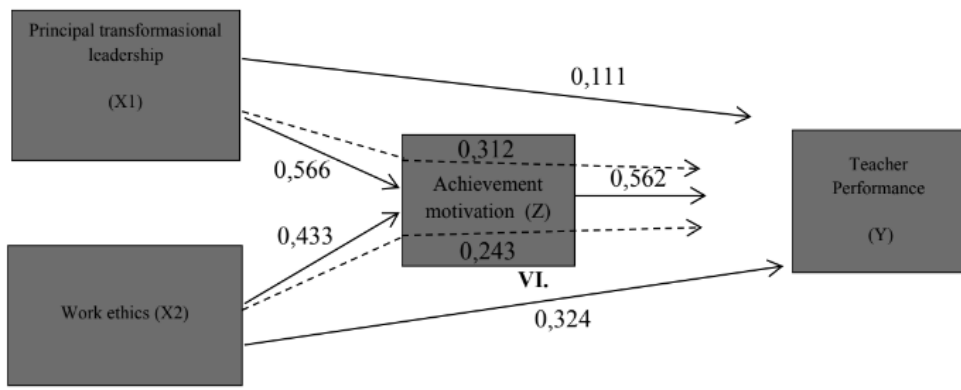


Figure 1: Path analysis

Note:  
 —————> : Direct correlation  
 - - - - -> : Indirect correlation

Table 1. Summary of Hypothesis Testing Decisions H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, & H<sub>5</sub>

Hypothesis		p.s	Decision
H1	There is a significant positive effect of principal transformational leadership on teacher achievement motivation.	0.111	Accepted
H2	There is a significant positive effect of work ethic on teacher achievement motivation.	0.324	Accepted
H3	There is a significant positive effect of principal transformational leadership on teacher performance.	0.562	Accepted
H4	There is a significant positive effect of work ethic on teacher performance.	0.566	Accepted
H5	There is a significant positive effect of teacher achievement motivation on teacher performance.	0.433	Accepted

Table 2. Summary of Hypothesis Testing Decisions H<sub>6</sub> and H<sub>7</sub>

Hypothesis	Direct	Indirect	Decision
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H6	There is an indirect positive effect of principal transformational leadership on teacher performance through achievement motivation.	0.111	0.312	Accepted
H7	There is a positive indirect effect of work ethic on teacher performance through achievement motivation.	0.324	0.243	Accepted

Table 1 is a summary of the hypotheses testing decisions of H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub> with the criterion of a significance value of less than 0.05, indicating that the hypotheses are accepted. Table 2 is a summary of the decision to test the hypotheses of H<sub>6</sub> and H<sub>7</sub> with the stipulation that if the coefficient of the direct correlation is smaller than the coefficient of the indirect correlation, then the hypothesis is accepted.

### A. The Effect of the Principal Transformational Leadership on the Achievement Motivation of Junior High School Teachers in Balangan Regency

Calculating the path coefficient and evaluating the hypothesis led to the conclusion that the transformational leadership of the principal has a direct and significant effect on teacher achievement motivation. It showed the coefficient of determination of the effect of the principal's transformational leadership on the achievement motivation of junior high school teachers in Balangan Regency. This study's findings are consistent with those of prior research, including Normianti (2019) conclusion that transformational leadership of school administrators has a significant impact on teacher work motivation.

### B. The Direct Effect of Work Ethics on Achievement Motivation of Junior High School Teachers in Balangan Regency

The effect of work ethic seen from work is actualization also has a positive effect on increasing a teacher's achievement motivation, even though the results in this research get results in the low category among the other subvariables on work ethic. This, however, does not impede the increase in achievement motivation where this value is still included in the high category, indicating that the teacher is still able to actualize himself for his work with sincerity and patience, is not dependent on others in the workplace, and has a solid achievement record in order to improve work performance outcomes. In addition to having a favorable effect on achievement motivation, it has also been demonstrated that innovation in teaching, maintaining the given trust in teaching, and receiving positive recognition for the results of their job can enhance teacher motivation.

This study's findings are consistent with those of Atmodiwirio (2019), who stated that work ethic consists of a person's beliefs and attitudes while evaluating the significance of a job for himself in order to better his life. Teachers usually confront hurdles when attempting to improve their social personality in order to improve their students' work ethic. If these objectives can be met, success will be attained more quickly, notably the main objective of producing students with talent, social and professional character instruction.

### C. The Effect of the Principal's Transformational Leadership on the Teacher Performance of Junior High School Teachers in Balangan Regency

The results of the study show that there is a high significant effect of the transformational leadership of school principals on teacher performance. This confirms that the figure of a leader greatly effects the performance of his subordinates in their work. According to Burns in Hussain & Shah (2014), a transformational leader motivates followers by satisfying their individual needs and persuading them to get involved for the maximum achievement of all benefits for the organization. Thus, leaders and followers mutually enhance the ability of morality and motivation of each other to a higher level. This study's findings indicate that a teacher will have a larger likelihood of success in learning activities if he receives a significant impact from a transformational leader. The results of this study are in accordance with the results of Normianti (2019) which explains that there is a positive and significant effect of the school principal's transformational leadership on teacher performance. Likewise, with the results of research from Sanger & Rombang (2016) in which transformational leadership variables have a major effect on teacher performance. This study's findings support prior research by Albuni (2022) that transformational leadership has a direct impact on teacher performance. It is said that transformational leadership by the principal has a direct impact on teacher performance. Then, Jarminto et al. (2022) concluded that there is a substantial association between school principals' transformative leadership and teacher performance.

### D. The Effect of Work Ethics on the Teacher Performance of Junior High School Teachers in Balangan Regency

The effect of the teacher's work ethic on teacher performance is very high. This indicates that the emergence of the work ethic of each teacher is one of the factors that positively effects the achievement of learning objectives on teacher performance. In the work ethic, the teacher can interpret his work as a mandate, work as a calling and of course as an educator by making work as a service capable of awakening all of his abilities to produce good performance in implementing learning and organizing active and effective learning. In accordance with the research of Wais Alkarni, Sulaiman (2022), the results of the research analysis showed a positive and significant direct effect of 0.290 work ethic variable on teacher performance. This means that the better the teacher's work ethic, the higher the level of performance possessed by the teacher.

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### **E. The Effect of Achievement Motivation on the Teacher Performance of Junior High School Teachers in Balangan Regency**

The effect of teacher achievement motivation on teacher performance is very high. This shows that a teacher needs a great motivation to improve his performance in planning, implementing, and evaluating learning in accordance with his/ her responsibilities as an educator. If a teacher is highly motivated to attain educational successes, he or she will use all of his or her abilities to the fullest extent to provide the greatest education possible. The results of this study are in line with the results of research (Fitroliana, Ahmad Suriansyah, 2022; Karyadi et al., 2022; Martini, Karyono Ibnu Ahmad, 2022; Mistiah, Wahyu, 2022; Muhammad Fajar Firdaus, Aslamiah, 2022; Nomaini, Aslamiah, 2022;

Noviecka Wieyanthi, Wahyu, 2022; Rikhe Adriani, Sulaiman, 2022; Rudiansyah, Wahyu, 2022; Rusdiana, Ahmad Suriansyah, 2022) who concluded that there was a positive and significant direct correlation between work motivation and teacher performance.

### **F. The Indirect Effect of the Principal's Transformational Leadership on Teacher Performance through the Achievement Motivation of Junior High School Teachers in Balangan Regency**

The indirect effect of the principal's transformational leadership on teacher performance through teacher achievement motivation is significantly high, this indicates that teacher achievement motivation can be an effective bridge between the principal's leadership spirit in improving teacher performance. The emergence of great motivation because a form of attention, trust, or appreciation from the principal can foster enthusiasm in carrying out duties as an educator. Motivation as a form of desire to do the best and as much as possible will certainly improve the work of a teacher. It is undeniable, the figure of a leader who is able to motivate and inspire can also increase teacher motivation to produce a series of achievements from his work, increased performance will certainly have an impact on the final result, namely the quality of education that students get will be optimal and good. A transformational leader motivates his followers by satisfying their individual needs and persuading them to get involved for the maximum achievement of all benefits for an organization (Hussain & Shah, 2014). From the above statement, we can draw the conclusion that a leader is able to provide an appreciation and attention that will motivate followers to produce the best performance from their potential. It is in line with the research of Jarminto et al. (2022), where an indirect correlation was obtained between the transformational leadership variables of school principals on teacher performance through teacher achievement motivation.

### **G. The Indirect Effect of Work Ethics on Teacher Performance Through Achievement Motivation of Junior High School Teachers in Balangan Regency**

The high indirect influence of the teacher's work ethic on teacher performance through high achievement motivation demonstrates that achievement motivation can be employed as a mediator between a person's conduct or character and a desired outcome. With the presence of accomplishment motivation, the importance of work ethic in enhancing performance increases significantly. Work ethic is a source of intrinsic drive that encourages the desire to work. Work ethic is a nation's or people's perspective and attitude toward work (Anoraga, 1992).

## **VII. CONCLUSION**

On the basis of the above-described analysis and discussion of the research results, it can be concluded that there is a direct relationship between the transformational leadership of school principals, teacher work ethic, and teacher performance through teacher achievement motivation. In addition, there is an indirect relationship between the principal's transformational leadership, the teacher's work ethic, and teacher performance through the teacher's achievement motivation.

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