

Correlation between Leadership Transformational Head School, Climate Organization, and Teacher Performance through the achievement motivation of private vocational high school teachers in Banjarbaru



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ABSTRACT: The purpose of this study was to analyze the correlation between the principal transformational leadership, organizational climate, and teacher performance through teacher achievement motivation. This study uses a quantitative approach using path analysis. The sample used in this study were 93 people. The sampling technique used was random sampling. The results of the study concluded (1) There is a significant correlation between the principal transformational leadership variable on teacher performance, (2) There is a significant correlation between the principal transformational leadership variable on the achievement motivation of SMKS teachers in Banjarbaru, (3) There is a significant correlation between the variables School climate on the performance of SMKS teachers in Banjarbaru, (4) There is a significant correlation between the variables of school climate on the achievement motivation of SMKS teachers in Banjarbaru, (5) There is a significant correlation between the variables of achievement motivation on the performance of SMKS teachers in Banjarbaru, (6) There is an indirect correlation between the principal transformational leadership on teacher performance through teacher achievement motivation, (7) There is an indirect correlation between school climate and teacher performance through teacher achievement motivation.

KEYWORDS: Transformational leadership, organizational climate, achievement motivation, performance

I. INTRODUCTION

The quality of education in Indonesia has become a concern of various groups, both the government, educators and the community, because the quality of education has not shown any improvement so far. This fact can be seen from several sources, such as the student ability survey released by the Program for International Student Assessment (PISA) in December 2019 in Paris, placing Indonesia in 72nd place out of 77 countries. Embedded in the bottom six, still losing to neighboring countries such as Malaysia and Brunei Darussalam. The Education Index from the Human Development Reports (2017), also mentions that Indonesia is in 7th position in ASEAN with a score of 0.622. The highest score was achieved by Singapore (0.832), Malaysia (0.719), Brunei Darussalam (0.704), Thailand and the Philippines both had a score of 0.661. This just confirms. That the low education index is the reason for weak competitiveness.

UNESCO data in the 2016 Global Education Monitoring (GEM) Report, the quality of education in Indonesia is ranked 10th out of 14 developing countries. Meanwhile, the quality of teachers as an important component in education is ranked 14th out of 14 developing countries in the world. Maybe there's no need to argue. This is due to the fact that 75% of schools in Indonesia do not meet the minimum education service standards.

One way to improve the quality of education in Indonesia is to improve the quality of teachers in school organizations. The quality of teachers can be seen from the performance of teachers which leads to the existence and duties of teachers in carrying out their duties as teachers and other functions. Mulyasa (2013) states that teachers are a very dominant component of education in improving the quality of education, because teachers are directly involved

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in the learning process in schools. In order for the learning process to be of high quality, the teacher must also be qualified and professional.

Teacher performance is the result of work achieved by a teacher in carrying out the tasks assigned to him. Teacher performance includes the quality and quantity of output as well as reliability at work. Teachers can work well if they have high performance so that they can produce good work as well. With the teacher's high performance, it is hoped that the school's organizational goals can be achieved. On the other hand, school organizational goals are difficult or even unattainable if working teachers do not have good performance so that they cannot produce good work (Purwanto, 2018: 48).

The results of Aslamiah's research (2015) mention problems that often occur regarding teacher performance, where teachers still have not mastered the progress of science and technology. There are still many teachers who only continue the habit of implementing the educational curriculum so that teachers lack creativity in innovating learning activities and exploring learning methods and strategies, teaching materials and new patterns of learning correlations in accordance with the progress of the times and the characteristics of today's students. The performance of teachers so far seems less than optimal. Teachers carry out their duties only as routine activities, lacking creativity. Innovation for teachers is relatively closed and creativity is not part of achievement.

Based on the results of observations and interviews with several private vocational school principals in Banjarbaru, it is known that teacher performance is still far from expected, such as the teacher's ability to prepare learning in class, both in terms of planning the learning process, implementing the learning process, assessing learning outcomes, and supervision of the learning process. In making lesson plans, for example, not all teachers are able to make ideal learning plans according to the environment and students' needs, because so far they have mostly only adopted learning plans by copy-pasting from the internet or other schools. In the learning process, there is still a discrepancy between the theory and the implementation of learning in the classroom, the teacher does not understand the characteristics of students so that the teacher is less able to identify the potential development of students through learning programs that support students to actualize their academic potential, personality, and creativity. Teachers in the implementation of learning have not used their knowledge in implementing varied learning strategies so that learning feels boring, for example the lack of using learning media. In the learning assessment process, many implement the improvised impression, teachers are less able to design methods for assessing student learning outcomes.

Various problems that can still be felt that cause teacher performance is not expected to run well must be rearranged or updated. Furthermore, problems related to factors that affect teacher performance are the teacher's commitment to the duties and positions he carries out or commitment to the organization where the teacher works. Suriansyah (2013) argues that motivation is important thing because motivation could become causes, distributors, and supporter from behavior somebody so that person wish for work hard and enthusiastic for reach optimal results.

II. METHOD

This study used a quantitative approach with descriptive methods, namely research that focuses on presenting data in the form of numbers using statistics. The population in this study were all teachers of private vocational schools in Banjarbaru as many as 120 people. A sample of 93 people, the method of determining sample members was taken using the Proportional Random Sampling Technique. Data were collected through the principal transformational leadership instrument 22 items (Idealized effect, Inspirational Motivation, Intellectual Stimulation, individualized Consideration), 21 items organizational climate (School Organizational Policies and Regulations, Communication Effectiveness Level, correlation Level between Employees, Leadership Participation Level), achievement motivation 24 items (Have responsibility, dare to take and take risks, have realistic goals, carry out a comprehensive work plan, take advantage of feedback, seek opportunities to realize plans) and teacher performance 21 items (Learning Planning, Implementation of Learning Activities, Learning Assessment). Before the instrument is used, the instrument is tested first. The data from the test results of the instrument were analyzed to determine the validity and reliability. The description of the data collected uses path analysis to see direct and indirect correlations by first doing normality, linearity, and homogeneity tests.

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FINDINGS AND DISCUSSION

Moving on from the results of data analysis and SPSS-assisted data, it was found that the coefficients were directly and indirectly related as presented in the following figure:

Table 1. Summary of path analysis results

Correlation between transformational principals, school climate, achievement motivation on teacher performance

Variable	Path Coefficient	t	p
transformational principals	0.365	3,740	0.000
school climate	0.659	8.348	0.000
achievement motivation	0.837	14,569	0.000

Correlation between transformational principals, school climate to achievement motivation

Variable	Path Coefficient	t	P
transformational principals	0.468	5.054	0.000
school climate	0.744	10,632	0.000

Based on table 1 there is a correlation between the principal transformational leadership, organizational climate and teacher performance through achievement motivation of the three variables above, the achievement motivation variable has a high category while the transformational leadership variable has a low category.

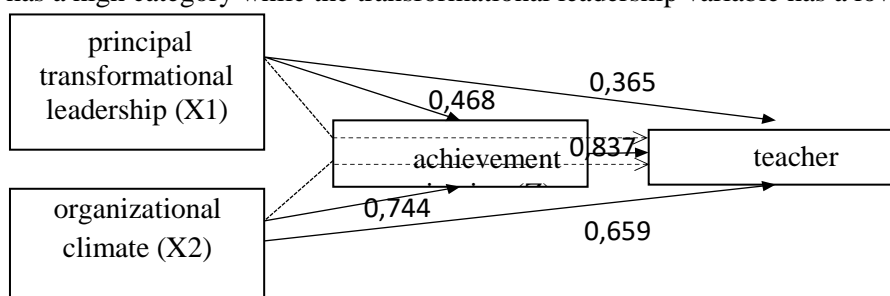


Figure 1: Results of the analysis of the correlation between variables

Based on Table 1 and Figure 1, the results of the hypothesis in this study can be seen in tables 2 and 3.

Table 2. Summary of Hypothesis Testing Decisions H₁ H₂ H₃ H₄ H₅

Hypothesis	P	Decision
H ₁ There is a direct correlation between principal transformational leadership and teacher performance	0.000	Accepted
H ₂ There is a direct correlation between principal transformational leadership and motivational teacher achievement	0.000	Accepted
H ₃ There is a direct correlation between climate teacher organization and performance	0.000	Accepted

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H ₄	There is connection direct between climate organization and motivation achievers	0.0 00	Accepted
H ₅	There is a direct correlation between motivation achievement and teacher work	0.000	Accepted

Table 3. Summary of Hypothesis Testing Decisions H₆ and H₇

Hypothesis				
	Direct	Indirect	Decision	
H ₆	There is an indirect correlation between principal transformational leadership to work teacher through motivation achievement	0.365	0.392	Accepted
H ₇	There is an indirect correlation between climate organization to performance through motivation achievement	0.659	0.623	Accepted

The hypothesis is accepted. It can be concluded that the decisions on hypothesis testing H₆ and H₇ provided that if the direct correlation coefficient is smaller than the indirect correlation coefficient, then the hypothesis is accepted. Based on the results of the analysis above, in this study, the correlation between variables was found to be successful. The correlation between Principal Transformational Leadership, Organizational Climate, and Teacher Performance through teacher achievement motivation.

1. The correlation between principals' transformational leadership and teacher performance

Based on the results of the regression analysis showed the value of sig. 0.000 < 0.05, so it can be concluded that there is a significant correlation between the principal transformational leadership and performance. Based on the results of SPSS 22 calculations, the Sig value of the correlation of principal transformational leadership (X1) to Teacher Performance (Y) of Private Vocational Schools in Banjarbaru is 0.000 and the significance is 0.05, because the value of sig = 0.000 < 0.05 then H₀ is rejected. Thus, it can be concluded that the principal transformational leadership variable provides a significant correlation to teacher performance directly.

The coefficient of determination of the principal transformational leadership correlation on teacher performance is 0.365. This illustrates that the principal transformational leadership has a correlation with teacher performance by 36.5%, while the rest can be related to other variables not included in this study.

Research results this strengthen results study the former who found style leadership transformational head school take effect positive to teacher performance (Akbar & Imaniyati, 2019; Neal and Griffin (1999), 2014; Nurhadian, 2017; Purwanto et al., 2020; Wahyuniardi & Nababan, 2018).

2. The correlation between principals' transformational leadership and teacher achievement motivation.

Based on the results of data processing that has been carried out through the t test or partially showing the results of the value of sig. 0.000 < 0.05 This means that there is a significant effect of Principal Transformational Leadership on the teacher's work motivation variable, Based on the results of SPSS 22 calculations in the table above, It can be seen that the Sig value of the correlation between the principal transformational leadership (X1) on the achievement motivation of Private Vocational High School Teachers (Z) in Banjarbaru is 0.000 and the significance is 0.05, because the value of sig = 0.000 < 0.05 then H₀ is rejected. Thus, it can be concluded that the principal transformational leadership variable has a significant correlation with the teacher's achievement motivation directly.

The coefficient of determination of the principal transformational leadership correlation on teacher achievement motivation is 0.468. This illustrates that the principal transformational leadership has a correlation with teacher achievement motivation of 46.8%, while the rest can be related to other variables not included in this study.

Motivation is also one of the important factors that determine the smoothness of the learning process at school. Research results this strengthen results study the former who found there is correlation significant teacher certification and motivation work by together with teacher performance (Amruddin et al., 2021; Kadek & Oktaviani, 2021; Lukman Hakim et al., 2021).

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3. The correlation between school climate and teacher performance .

Based on the results of the regression analysis showed the value of sig. $0.000 < 0.05$, so it can be concluded that there is a significant correlation between school climate and teacher performance at SMKS Banjarbaru. Based on the results of SPSS 22 calculations in the table above, it can be seen that the Sig value of the correlation between school organizational climate (X2) and teacher performance (Z) is 0.000 and the significance is 0.05, because the sig value = 0.000 0.05, H₀ is rejected. Thus, it can be concluded that the organizational climate variable provides a significant correlation to teacher performance directly.

Supardi (2015:208) states that "A conducive school climate can affect teacher performance in a school which can be in the form of a physical and non-physical work climate.

The coefficient of determination of the correlation between school organizational climate and teacher performance is 0.659. This illustrates that the school's organizational climate has a correlation with teacher performance of 65.9%, while the rest can be related to other variables not included in this study.

Research results this strengthen results study the former who found there is effect there is effect direct positive climate organization to teacher performance (Janah et al., 2019; Kiki Cayaha Setiawan, 2015; Lukman Hakim et al., 2021).

4. The correlation between organizational climate and teacher achievement motivation .

Based on the results of the regression analysis showed the value of sig. $0.000 < 0.05$, so it can be concluded that there is a significant correlation between organizational climate and teacher achievement motivation . Based on the calculation results of SPSS 22, there is a Sig value of the correlation between school organizational climate (X2) and the achievement motivation of Private Vocational High School Teachers (Z) in Banjarbaru is 0.000 and the significance is 0.05, because the sig value = 0.000 0.05 then H₀ rejected. Thus, it can be concluded that the organizational climate variable provides a significant correlation to the teacher's achievement motivation directly.

The coefficient of determination of the correlation between the school's organizational climate and the teacher's achievement motivation is 0.744. This illustrates that the school's organizational climate has a correlation with teacher achievement motivation of 74.4%, while the rest can be related to other variables not included in this study.

A conducive school organizational climate will make teachers motivated because teachers are satisfied with the organization so as to produce good performance, but on the contrary if the school organizational climate is not conducive it will result in teachers being less enthusiastic about working .

Research results this strengthen results study the former who found there is correlation significant teacher certification and motivation work by together with teacher performance (Amruddin et al., 2021).

5. The correlation between achievement motivation and teacher performance.

One of the factors that measure the success of education in schools is the performance of teachers because the teacher is one of the implementers of education that is indispensable.

Based on the results obtained show the value of sig. $0.000 < 0.005$, so it can be concluded that the variable of achievement motivation has an effect on teacher performance at SMKS Banjarbaru. Based on the results of SPSS 22 calculations, there is a Sig value of the correlation between achievement motivation (Z) and teacher performance (Y) is 0.000 and the significance is 0.05, because the sig value = 0.000 0.05, then H₀ is rejected. Thus, it can be concluded that the variable of achievement motivation provides a significant correlation to teacher performance directly.

The coefficient of determination of the correlation between achievement motivation and teacher performance is 0.837. This illustrates that achievement motivation has a correlation with teacher performance of 83.7%, while the rest can be related to other variables not included in this study.

6. Indirect correlation of principal transformation leadership on teacher performance through teacher achievement motivation.

The indirect correlation between the principal transformational leadership variable (X1) on teacher performance (Y) through teacher achievement motivation (Z) is obtained by multiplying the path coefficient of the direct correlation of the variable X1 to Y (P1) with the path coefficient of the direct correlation of the variable Z to Y (P5), namely: $0.468 \times 0.837 = 0.392$. This means that there is an indirect positive correlation between the Principal Transformational

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Leadership variable (X1) on the teacher performance variable (Y) through the teacher's work motivation variable (Z) of 0.392.

the positive correlation research the mean that if motivation teacher achievement goes up then teacher performance will increase and if motivation teacher achievement goes down so teacher performance will down (Haryanti, 2017; Sri Laksmi et al., 2019)

7. Indirect correlation of organizational climate to teacher performance through teacher achievement motivation.

The indirect correlation between the variable of school organizational climate (X2) on teacher performance (Y) through teacher achievement motivation (Z) is obtained by multiplying the path coefficient of the direct correlation of the variable X2 to Y (P1) with the path coefficient of the direct correlation of the variable Z to Y (P5) , namely: $0.744 \times 0.837 = 0.632$. This means that there is an indirect positive correlation between the school organizational climate variable (X2) and the teacher performance variable (Y) through the teacher's work motivation variable (Z) of 0.632.

The results of this study are in line with the theory put forward by Supardi (2013) that systemically the factors that relate to the professional performance of teachers are grouped into 5 (five) components, namely first, the raw input component is limited: the ability to understand the curriculum and skills to implement the curriculum, second, the instrumental input component: supervision of the principal/madrasah (increasing the ability of teachers to develop curriculum, observation, improving teacher professionalism), third, the environmental input component: comfortable situations and conditions (teachers are not pressured to pay attention to the progress of students), the four process components include: planning learning, implementing learning, fostering correlations with students, evaluating learning outcomes, implementing remedial and implementing enrichment and fifth, the output components include: the ability to plan learning, the ability to carry out learning, the ability to build correlations with students, k the ability to assess learning outcomes, the ability to implement remedial and the ability to carry out enrichment.

CONCLUSION

Conclusion from study this that is (1) There is a significant correlation between the principal transformational leadership and teacher performance, (2) There is a significant correlation between transformational leadership of school principals with teacher achievement motivation, (3) There is a significant correlation between organizational climate and teacher performance, (4). There is a significant correlation between organizational climate with teacher achievement motivation, (5) There is a significant correlation between achievement motivation on teacher performance, (6) There is an indirect correlation between principal transformational leadership and teacher performance through teacher achievement motivation (7) There is an indirect correlation between organizational climate and performance teachers through teacher achievement motivation.

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