

## **The Correlation among Transformational Leadership, Communication and Work Ethic with Teacher Performance**



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**ABSTRACT:** Teacher performance is a determining factor in achieving educational goal. Factors affecting teacher performance include teacher competence, lesson planning, learning activities, and learning evaluation. This study aims to analyze the direct and indirect effect of transformational leadership, communication, work ethic on teacher performance. This study used a quantitative approach with correlational techniques. The population in this study were all teachers in 15 elementary schools totaling 175 teachers. The sampling technique used is proportional random sampling. The number of samples was determined based on the Cronbach Alpha formula with 122 people. The data collection instrument used a questionnaire, to test the hypothesis using path analysis. Data was collected using an instrument consisting of transformational leadership (30 items), communication (9 items) and work ethic (46 items), with teacher performance (14 items). The result showed that there was a direct correlation between transformational leadership and communication; transformational leadership with work ethic; transformational leadership with teacher performance; communication with teacher performance; work ethic with teacher performance and indirect correlation of transformational leadership with teacher performance through communication; transformational leadership of teacher performance through work ethic.

**KEYWORDS:** Transformational Leadership, Communication, Work Ethic, Teacher Performance

### **INTRODUCTION**

Education is an absolute human need that must be fulfilled throughout life (Yuristia, 2018). It is a process to improve human resources. Meanwhile, human resources are a determinant of the quality of a nation and state. Human resources are the main asset in building a nation. The availability of abundant natural resources and the existence of capital resources and increasingly sophisticated technology will not have a value-added contribution, without the support of quality human resources (Muhardi, 2001). Likewise, the quality of education cannot be separated from the role of individual teacher performance in improving the quality of education. In other words, the progress of a country is in the hands of the teacher. Of course, qualified teachers are needed with "future competencies" (Mahanal, 2017).

The role of individual teacher performance is very much needed in advancing the quality of education. Without good performance, it is impossible to achieve the goal of improving the quality of education. Thus, the role of individual performance is needed to advance the quality of education. Also, the goal will be very difficult to achieve. Therefore, the performance of individual teachers is very much needed in the world of education. The progress and decline of the world of education is determined by the performance of the teachers (Djunaidi, 2019). Some of the factors that effect teacher performance, one of which is the leadership factor through transformational leadership styles. In detail, Yulk as quoted by Mullins describes the figure of a transformational leader as follows: (1) articulates a clear and challenging vision; (2) explain how the vision can be achieved; (3) act confident and optimistic; (4) express confidence to his followers; (5) using dramatic and symbolic actions to emphasize core values; (6) lead by example (Rahmi, 2019). Transformational leaders create a vision and an environment that motivates employees to perform beyond expectations. In this case the employees feel trust, admiration, and respect for their leaders so that they are motivated to do more what is expected of them. In fact, they rarely go beyond what they think they can do (Handoko, 1999).

Transformational leadership factors that affect teacher performance, there is another communication factor. Communication also plays an important role for organizations when facing changes in both internal and external scope. Communication is a basic human activity, by communicating humans can relate to each other in everyday life wherever humans are (Ida, 2013). The key communication is to identify and coordinate between stakeholders, build a process of social interaction between the parties involved, formulate and make decisions (Siregar et al., 2021). Another factor that affects teacher performance is the work ethic factor. According to Sinamo in (Saleh, 2018), work ethic is a set of positive work behaviors rooted in strong awareness, fundamental beliefs, accompanied by a total commitment to an integral work paradigm. Work ethic is an important thing that needs further

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attention to get high employee performance (Hadiansyah, 2017). This study aims to analyze the correlation between the principal's transformational leadership, communication, and work ethic with the performance of public elementary school teachers in Cempaka District, Banjarbaru.

### METHOD

This study aims to describe and analyze direct and indirect correlations between variables: transformational leadership with communication; transformational leadership with work ethic; transformational leadership with teacher performance; communication with teacher performance; work ethic with teacher performance and indirect correlation of transformational leadership with teacher performance through communication; transformational leadership of teacher performance through work ethic. The population in this study were all State Elementary School teachers in Cempaka District, Banjarbaru, which were spread over 15 schools totaling 175 teachers. The sampling technique used is proportional random sampling. The number of samples was determined based on the Cronbach Alpha formula with 122 people. The data were collected using a five-scale model questionnaire that had been tested for validity and reliability by choosing between one to five answers that best matched the actual conditions. There are four questionnaires used in this study, namely a questionnaire on transformational leadership, communication, work ethic and an instrument for assessing teacher performance with reference to teacher performance assessment. Meanwhile, the data analysis used to discuss the hypothesis is path analysis. The questionnaire was compiled using a Likert scale which had been tested for validity and reliability using correlation. The data collected uses path analysis to see the direct and indirect correlations between variables, by first testing normality, linearity, homogeneity and multicollinearity.

### RESEARCH FINDINGS AND DISCUSSION

The results of linear regression analysis show the correlation model between transformational leadership (X), communication (Z1), work ethic (Z2) and teacher performance (Y) as presented in the following description:

**Table 1. Regression Analysis of X, Z 1, and Z 2 against Y**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11,674	6,733		1,734	.000
	Transformational Leadership (X)	.063	.0 65	.101	.974	.002
	Communication ( Z1 )	.276	.164	.188	1,682	.001
	Work Ethic ( Z 2 )	-.093	.035	.269	2,631	.000

a. Dependent Variable: Performance (Y)

**Source:** Calculation Results of correlations Between Variables

Moving on from the results of the analysis as seen in Table 1, the correlation of transformational leadership (X), communication (Z1), work ethic (Z2) with teacher performance (Y) as presented in the Figure 1.

**Table 2. Mean, Standard Deviation, and Stage of Research Variables**

Variable	mean	Standard Deviation	Stage
transformational leadership	111.73	8,136	Tall
Communication	40.57	3.495	Very High
work ethic	211.16	14,859	Tall
teacher performance	49.52	5.119	Tall

**Table 3. Summary of path analysis results**

Transformational leadership with communication				
Variable	Path Coefficient	T	P	R2 -
Transformational leadership Communication	0.602	8.255	0.000	0.362

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Transformational leadership with work ethic					
Variable	Path Coefficient	T	P	R2 -	
Transformational leadership	0.487	6,106	0.000	0.237	
Work ethic					
Transformational leadership, communication, work ethic with teacher performance					
Variable	Path Coefficient	T	P	R2 -	
transformational leadership	0.101	,974	0.002	0.227	
communication	0.188	1,682	0.001		
Work ethic	0.269	2,631	0.000		

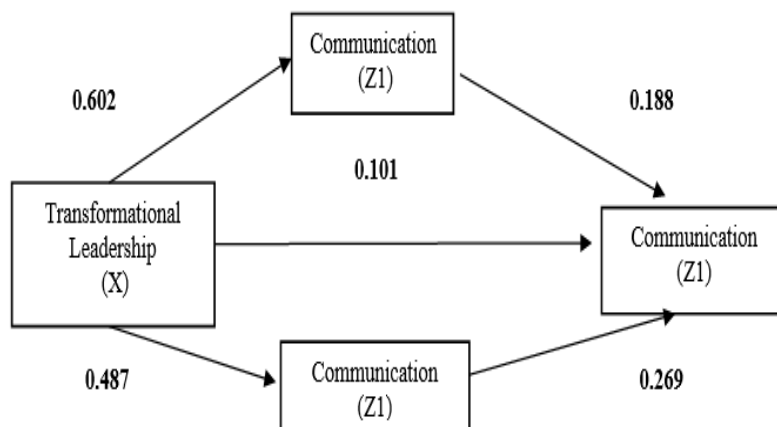


Figure 1. Results of the analysis of the correlation between variables

Based on Table 3 and Figure 1, the hypothesis in this study can be seen in Tables 4 and 5.

Table 4. 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	Decision
H <sub>1</sub> There is a direct correlation between transformational leadership and communication	0.000	Accepted
H <sub>2</sub> There is a direct correlation between transformational leadership and work ethic	0.000	Accepted
H <sub>3</sub> There is a direct correlation between transformational leadership and teacher performance	0.000	Accepted
H <sub>4</sub> There is connection direct Among communication and teacher performance	0.000	Accepted
H <sub>5</sub> There is a direct correlation between work ethic and teacher performance	0.000	Accepted

Table 5. Summary of Hypothesis Testing Decisions H<sub>6</sub> and H<sub>7</sub>

Hypothesis	Direct	Indirect	Decision
	H <sub>6</sub> There is an indirect correlation between transformational leadership and performance teacher through communication	0.407	
H <sub>7</sub> There is an indirect correlation between transformational leadership and performance teacher through work ethic	0.429	0.209	Accepted

The results of the path analysis as can be seen in Table 1 are used to answer the seven research hypotheses that have been formulated whose decisions are given in Table 2 and Table 3. Table 4 is a summary of the 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 significance value is less than 0.05, then the hypothesis is accepted. Table 5 is a summary of the decisions on hypothesis

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testing  $H_6$  and  $H_7$  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 in Tables 1, 2, and 3, this study found a correlation between variables.

### **A. The correlation between Principal Transformational Leadership and Public Elementary School Teacher Communication in Cempaka District, Banjarbaru**

The position of leadership in the communication program is very strategic, because the role of the leader determines success or failure in achieving goals. The leader initiates the formation of communication through the involvement of all supporting elements in the work unit/organization. Leaders share values that will be applied in the work unit/organization which will eventually lead to good communication and synergy for the progress of the work unit/organization. Communication strategy is a concept that is widely adopted from various economics, politics or commonly found in military terms in war, but the word "strategy" refers to a set of components or elements in very specific communication based on the context at hand to achieve success or effectiveness of communication . (Rachmiati et al., 2019). Communication is so important for organizations that any complete organization, communication will support a major place because the structure, breadth and scope of the organization as a whole is determined by communication techniques. Communication is very important considering that a program can only be implemented properly if the program is clear to the implementer, this involves the delivery of information, the clarity of the information conveyed and the consistency of the information (Marhaen, 2010).

Based on the results of the analysis conducted in this study, it shows that there is a direct positive and significant correlation between the principal's transformational leadership and communication. This is evidenced by the path coefficient value of 0.602, this means that there is a positive correlation with a strong category between the principal's transformational leadership and teacher communication. The results of the study are in line with the research conducted by Yulianti (2018) Partially, transformational leadership has an effect and internal communication has an effect on employees. The results of this study are in line with The result of Octaviarni (2021) is that there is a correlation between the principal's transformational leadership and teacher performance.

### **B. The correlation between Principal Transformational Leadership and the Work Ethic of State Elementary School Teachers in Cempaka District, Banjarbaru**

Leadership is a process in which a leader effects the thoughts, feelings or behavior of subordinates. Leadership is an important element in influencing work ethic. One style that is often applied in an effort to improve work ethic is the transformational leadership style. Leaders need to involve employees to improve the quality of their performance, for that every employee should have a high work ethic. Work ethic is an activity carried out by every employee. To improve the quality of employee performance, high morale is needed, especially hard work and responsibility for carrying out work (Rismayanti, 2019). Based on the results of the analysis conducted in this study, it shows that there is a direct positive and significant correlation between the principal's transformational leadership and work ethic. This is evidenced by the path coefficient of 0.487, this means that there is a positive correlation with a moderate category between the principal's transformational leadership and the teacher's work ethic.

The results of this study are in line with research conducted by Anida (2010) that the transformational leadership of madrasah principals is positively and significantly related to the work ethic of teachers. This is also supported by the results of Fadhilah (2020) showing that there is a significant correlation between the principal's transformational leadership style and the work ethic of teachers and staff members.

### **C. The correlation of Principal Transformational Leadership with Public Elementary School Teacher Performance in Cempaka District, Banjarbaru**

The amount of effect a leader has determines what and how a job is carried out in an organization he leads. Transformational leadership is a type of leadership that is considered capable of improving the performance of its followers. Transformational leadership is a leadership style in which leadership seeks to change employees to pursue organizational or company goals rather than pursuing personal goals (Burhanudin, 2020) since transformational leadership not only pays attention to the need for self-actualization and appreciation but also raises awareness for leaders to do their best by paying more attention to human factors, performance, and organizational growth. Based on the results of the analysis conducted in this study, it shows that there is a direct positive and significant correlation between the principal's transformational leadership and teacher performance. This is evidenced by the path coefficient of 0.345, this means that there is a positive correlation with the moderate category between the principal's transformational leadership and teacher performance.

This research is also in line with the results of Soni which states that the direct effect of the principal's transformational leadership on the performance of elementary school teachers is that there is a positive correlation between transformational leadership and teacher performance. This is also in line with the results of Maris (2016), namely that there is a strong correlation between the principal's transformational leadership and teacher performance on quality. These findings strengthen Burhanudin (2020) showing that transformational leadership style has a positive and significant effect on teacher performance.

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### **D. Correlation between Communication and Performance of State Elementary School Teachers in Cempaka District, Banjarbaru**

One of the factors that have an effect on performance is communication. Good communication in an organization will have a positive impact on performance, and vice versa if its failure means it will have a negative impact on performance. Leaders should be able to create a safe and comfortable atmosphere that makes good communication between leaders and employees (Pasaribu, 2016). communication is defined as the process of interaction or exchange of information with others through verbal and non-verbal behavior and conversation with the aim of being informative, persuasive, guiding and negotiating (Applied et al., nd). Communication is essential, influential and often a determining factor in human life (Hariko, 2017).

Based on the results of the analysis conducted in this study, it shows that there is a direct positive and significant correlation between communication and teacher performance. This is evidenced by the path coefficient of 0.407, this means that there is a positive correlation with the medium category between communication with the teacher. This is in line with research conducted by Harahap (2016) concluding that there is a positive and significant correlation between organizational communication and teacher performance. This research is also in line with Suriansyah (2014) research, namely communication has a correlation with performance. The results of the study strengthen Wandu (2019) showing that communication has a positive and significant effect on the performance of BPBD employees in Banten Province.

### **E. Correlation between work ethic and performance of public elementary school teachers in Cempaka District, Banjarbaru**

As an indicator of the effectiveness dimension in an organization, work ethic has an important role in improving performance. Work ethic is a set of positive work behaviors rooted in a strong awareness, fundamental beliefs, accompanied by a total commitment to an integral work paradigm. Every employee should have a high work ethic because every organization really needs hard work and high commitment from every employee, otherwise the organization will be difficult to develop. Every organization that always wants to progress will involve members for its performance, including every organization must have a work ethic. One of the agency's efforts in maintaining the performance of its employees is by paying attention to the work ethic of employees which is one of the important factors to get optimal work results (Nurjaya et al., 2021).

Based on the results of the analysis conducted in this study, it shows that work ethic is directly related to teacher performance. This is evidenced by the path coefficient of 0.429, this means that there is a positive correlation with the medium category between work ethic and teacher performance. This is in line with research conducted by Sari (2019) showing work ethic has an effect on teacher performance at Madrasah Ibtidaiyah Insanul Fitroh Palembang. This is in line with the results of research and hypothesis testing by Husni (2014) it can be concluded that there is a significant correlation between work ethic and performance teacher.

### **F. The correlation between Principal Transformational Leadership and Teacher Performance through Public Elementary School Teacher Communication in Cempaka District, Banjarbaru**

The realization of optimal performance cannot be separated from the support of transformational leadership and well-implemented communication in an organization. The principal's transformational leadership is the behavior of the principal who seeks to involve all the potential and resources of the school. Involving teachers in various policies, seeking advice from teachers in deciding a decision, trying to understand the human condition of teachers, and trying to meet the needs of teachers from physiological to matters relating to self-actualization such as teacher career development in schools. Individuals or groups require critical thinking and problem solving skills, communication, collaboration, and creativity and innovation. Then the teacher will try to optimize his ability to work (Aslamiah et al., 2021) . With good transformational leadership applied by school principals, it is more supportive of improving teacher performance so that teachers will work optimally (Buaya, 2014).

Based on the results of the analysis conducted in this study, it shows that transformational leadership is indirectly related to teacher performance through communication. This is evidenced by the path coefficient value of 0.245, this means that there is an indirect correlation with a low category between the principal's transformational leadership and teacher performance through communication. The results of this study are in line with researchers Tambingon (2014) showing that transformational leadership, communication effectiveness and motivation simultaneously have a significant effect on employee performance. In line with the results of Kartini's research (2020) concluded that the principal's leadership style and interpersonal communication significantly effect teacher performance. These findings strengthen the research conducted by Buaya (2014) concluding that the higher the principal's transformational leadership and organizational communication, the better the teacher's performance.

### **G. The correlation between Principal Transformational Leadership and Teacher Performance through the Work Ethic of State Elementary School Teachers in Cempaka District, Banjarbaru**

Transformational leadership and work ethic are closely related to productivity performance in an organization. This success cannot be separated from the behavior of leaders who are able to encourage and create a conducive atmosphere so as to make followers work comfortably, feel calm, leaders are also able to foster intimacy and mutual respect between leaders and co-workers in the organization so that a high work ethic grows so that it will affect the performance of employees. performance. Transformational leadership in principle motivates subordinates to do better than what can be done which will have an effect on improving



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performance. The work ethic contains a very strong spirit to do things optimally, better, and even strive to improve the quality of work according to organizational goals. The higher the transformational leadership style felt by the employee towards the leader, the higher the work ethic that will be shown by the employee, so that it has an impact on improving performance (Mauliza et al., 2016). Based on the results of the analysis conducted in this study, it shows that transformational leadership is indirectly related to teacher performance through work ethic. This is evidenced by the path coefficient value of 0.209, this means that there is an indirect correlation with a low category between the principal's transformational leadership and teacher performance through work ethic. This study is also in line with the results of Rifki's (2021) research which shows that there is a positive effect of principal transformational leadership on teacher performance and teacher work ethic. The research results are also in line with Kartini (2020) shows that there is a significant determination between transformational leadership on teacher performance and there is a significant determination between work ethic and teacher performance.

These findings strengthen Noviyanti (2021) research showing that there is a positive effect of madrasa principal leadership on teacher performance. This proves that improving the leadership of madrasah principals can improve teacher performance. Second, there is a positive effect of teacher work ethic on teacher performance. This proves that improving the work ethic of teachers can improve teacher performance. Third, the joint positive effect of madrasa principal leadership and teacher work ethic on teacher performance. This proves that improving the leadership of madrasah principals and teacher work ethic can improve teacher performance. The implication of this research is that there is a positive effect of madrasa principal leadership and teacher work ethic on SKEI teacher performance. This shows that efforts to improve teacher performance must always pay attention to these two elements. In other words, teacher performance can be improved along with improving the leadership quality of the principal and teacher work ethic.

### CONCLUSION

The results showed that there was a direct correlation between transformational leadership and communication, transformational leadership with work ethic, transformational leadership with teacher performance, communication with teacher performance, work ethic with teacher performance and an indirect correlation between transformational leadership and teacher performance through communication, and transformational leadership on teacher performance through work ethic.

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