

# **The Correlation between Principal Transformational Leadership, Work Ethic, And Work Motivation on Teacher Performance at State Junior High Schools in Banjarmasin Timur**



**Widya Pratiwi<sup>1</sup>, Wahyu<sup>2</sup>, Aslamiah<sup>3</sup>**

<sup>1,2,3</sup>Master of Education Administration Program, Lambung Mangkurat University, Banjarmasin 70123, Indonesia

**ABSTRACT:** Performance is the process of doing a job seen from the skills, abilities or competencies used to achieve the level of success in carrying out tasks. It is also the ability to achieve goals that have been set. Meanwhile, work achievements are goals that have been achieved by someone. Teacher performance is a determining factor in achieving educational goals. This study aims to analyze the direct and indirect effect of the principal transformational leadership, work ethic and work motivation on teacher performance. This research study uses a descriptive correlational research with path analysis. The research sample was 149 people. Data collection was carried out using an instrument consisting of transformational leadership of school principals as many as 36 items, 40 items for work ethic aspect, and 43 items work motivation which have been tested for validity and reliability using a correlation test while teacher performance is measured through PKG. The research data were analyzed using path analysis to find the direct and indirect effects between variables by first conducting the normality, linearity, and homogeneity tests. The results showed that there were direct and indirect effects between the principal transformational leadership, work ethic, and work motivation on teacher performance.

**KEYWORDS:** principal transformational leadership, work ethic, work motivation, teacher performance.

## **I. INTRODUCTION**

Teacher performance is a description of the quality and quantity of work achieved by teachers in relation to the tasks they carry out and is based on responsibilities which include learning planning, learning implementation and learning evaluation. According to Supardi (2013), teacher performance is the ability of a teacher to carry out teaching and learning tasks at school and be responsible for students under his/ her guidance by increasing student achievement or learning outcomes. Madjid (2018) stated that teacher performance is related to the duties and functions of teachers as decision makers related to aspects of teaching and education implementation which include learning planning, learning implementation and learning evaluation. The performance of a teacher in teaching is influenced by several aspects, including the principal transformational leadership, work ethic and work motivation. Previous studies showed that there was a correlation or effect between the principal transformational leadership and teacher performance. Aslamiah and Normianti (2019) stated that the principal transformational leadership has a positive and significant correlation to teacher performance. Dewi & Putu (2012) in her research views that transformational leadership can have a direct and indirect effect on performance.

Transformational leadership according to Burns (1978) is a process where basically "leaders and followers raise each other to a higher level of morality and motivation." Komariah & Triatna (2015) mentions that leaders are people who are aware of the principles of organizational development and human performance. Therefore, he seeks to fully develop his/ her leadership aspect through motivating staff and calling for higher ideals and moral values. The principal is a very dominant factor in formal education, because as a self-identification figure who has the behavior and ability to be an example and is able to provide direction so that teachers can complete their tasks and responsibilities. The principal has responsibility for his/ her leadership and has the authority to carry out a coaching and supervision activity. Transformational leadership according to (Burns, 1978; Yulk, 2016) is one of many leadership models which is defined as a process of mutual improvement between leaders and followers to a higher level of morality and motivation. Bass & Riggio (2016) termed transformational leadership as "four Is" which includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In short, principals have a crucial and big role in carrying out school programs according to their duties and functions as educators, managers, administrations, and leaders.

In addition to the transformational leadership of the principal, work ethic is also considered a factor that determines teacher performance. Teachers who have a high work ethic are teachers who have high work standards. Therefore, work ethic is used to

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burn enthusiasm or it can also motivate to do the best, be motivated at work and form a work ethic to achieve the work done will be close to the desired goal. Tasmara (2012) revealed that someone who has a high work ethic will try to improve the quality of his work so that his existence will always be maintained. Work ethic is closely related to one's work readiness because people who have a high work ethic will have better work readiness. Work ethic occurs from the perspective of someone who is positive about work, when positive feelings and thoughts arise, employees have high motivation, resulting in high performance (Buchori, 2012).

Another factor besides transformational leadership factors and work ethic is work motivation. Work motivation is an impulse that grows within a person, both from within and outside himself to do a job with high enthusiasm using all the abilities and skills he has which aims to get work results so as to achieve satisfaction in accordance with his wishes. Teachers with high work motivation can make it easier for work to be completed on time and within the allotted time. The work was done because of the motivation that drives it will make someone feel happy doing their job. Danim (2014) stated that the characteristics of people who work with motivation can be seen from 1) Working according to standards; 2) Happy at work; 3) Feeling valuable; 4) Work hard; and 5) Little supervision. The correlation among these three factors are still under research particularly done in the setting of junior high schools. Therefore, this study aims to analyze the direct and indirect correlations of the principal transformational leadership, work ethic and work motivation on teacher performance.

## II. RESEARCH METHOD

This research is a correlational descriptive research. It aims to analyze the direct and indirect correlations of the principal transformational leadership, work ethic and work motivation on teacher performance. The population in this study were all teachers of SMPN (*Sekolah Menengah Pertama Negeri*) or State Junior High Schools in Banjarmasin Timur as many as 237 people. By using the Proportional Random Sampling technique, as many as 149 people were taken as the sample of this research study. Data were collected through teacher performance assessment instrument and transformational leadership instrument measured through idealistic influence, motivational inspiration, intellectual stimulation and individual considerations. Then, the instrument of work ethic was measured by being honest, sincere, empathetic, intelligent, visionary, synergistic, and responsible. Meanwhile, the instrument of teacher work motivation was measured through success, recognition, work, responsibility, development, policies, quality of supervision, interpersonal correlations, working conditions, and salary. The instrument was ensured to be free from validity and reliability problems. The data collected was analyzed by using path analysis to see direct and indirect correlations, by first testing normality, linearity, and homogeneity.

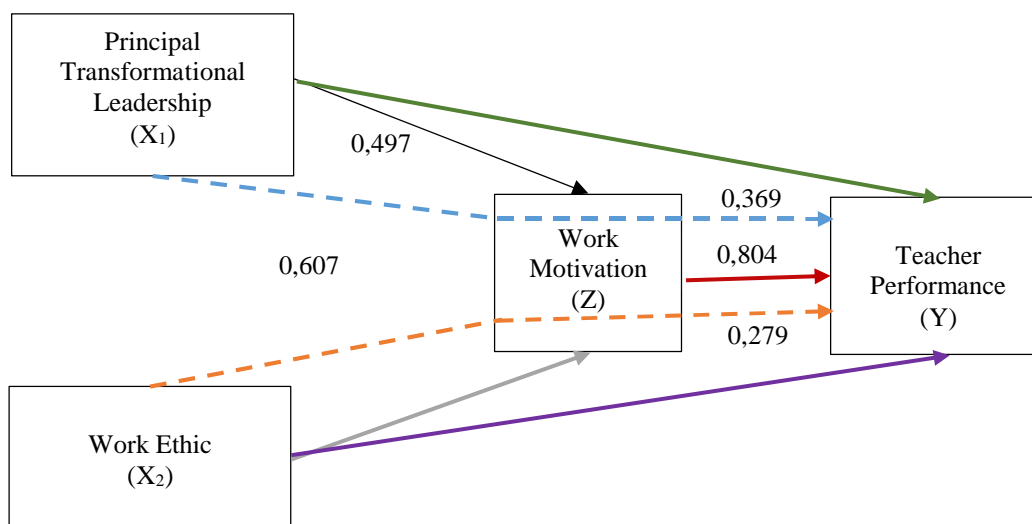
## III. RESEARCH FINDINGS AND DISCUSSION

Based on the findings of the assistance data with SPSS, the direct and indirect correlation coefficients were found as described below:

**Table 1. Summary of path analysis results**

<i>Structural 1</i>				
Principal Transformational Leadership, work ethic on work motivation				
Variable	Path Coefficient	T	P	R2 -
Principal Transformational Leadership	0.497	2.013	0.014	0.568
Work ethic	0.607	8.147	0.000	
<i>Structural 2</i>				
Transformational Leadership, c, work motivation work ethi on p erformance				
Variable	Path Coefficient	T	P	R2 -
Principal Transformational leadership Work ethic	0.527	3,268	0.000	0.789
Motivation Work	0.598	5.081	0.000	
	0.804	12,451	0.000	

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**Figure 1: X1, X2 Z and Y Path Analysis Model**

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

**Table 2. 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 1 There is a significant positive correlation between transformational leadership and work motivation	0.014	Accepted
H2_ There is a significant positive correlation between work ethic and work motivation	0.000	Accepted
H 3 There is a significant positive correlation between transformational leadership and teacher performance	0.000	Accepted
H 4 There is a significant positive correlation between work ethic with Teacher Performance	0.000	Accepted
H 5 There is a significant positive correlation between work motivation and teacher performance	0.000	Accepted

**Table 3. Summary of H<sub>6</sub> and Hypothesis Testing Decisions H<sub>7</sub>**

Hypothesis	Direct	Indirect	Decision
H 6 There is an indirect positive correlation between transformational leadership through work motivation and performance	0.497	0.369	Accepted
H 7 There is an indirect positive correlation between work ethic through work motivation and teacher performance	0.598	0.331	Accepted

Hypothesis

Table 2 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 a significance value criterion of less than 0.05, then the hypotheses are accepted. Table 3 is a summary of the decisions on hypothesis testing H<sub>6</sub> and H<sub>7</sub> 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 2 and 3, this study found a correlation between variables which can be explained as follows.

### A. Direct correlation between Principal Transformational Leadership and Work Motivation of State Junior High School Teachers in Banjarmasin Timur

The results of the path analysis showed that the principal transformational leadership has a Beta value of 0.497 with a significance value of 0.014. There is a direct effect of the principal transformational leadership on the motivation of teachers at the State Junior High Schools in Banjarmasin Timur. Transformational leadership is a leadership model for a leader who tends to motivate their employees to work better and focuses on behavior to help transformation between individuals and organizations. Wahyudi (2013) states that transformational leaders are charismatic leaders and have a central and strategic role in bringing the organization to achieve its goals. Burns in (Thoha, 2014) states that transformational leadership essentially emphasizes that a leader needs to motivate his subordinates to carry out their responsibilities more than they expect. The results of this study corroborates the findings of the research study conducted by (Carmen & William, 2014). The results of the analysis and discussion of transformational

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leadership variables have a correlation with motivation. It can be concluded that if transformational leadership is carried out well, it will increase work motivation such as carrying out mutually agreed rules including punctuality, adherence to procedures, adherence to regulations, adherence to rules and attitudes to learning or learning that is effective and efficient.

Transformational leaders can set an example as a role model for their employees, encourage employees to behave creatively, innovatively as well as be able to solve problems with new approaches. In addition, transformational leaders also care about the problems faced by members of the organization and always provide motivation in order to improve performance so that job satisfaction will be created for members of the organization. The results of this study strengthen the results of previous studies, namely (Kumalasari, 2019; Dharmawan, 2020; Ruslan, 2019; Yanti, 2019) who stated that the principal transformational leadership had a positive effect on teacher work motivation. This study also strengthens previous research by (Savitri, 2014; Tucunan, R, J et al., 2014; Nurhuda et al., 2020) stating that transformational leadership affects employee work motivation.

### **B. Direct correlation between Work Ethic and Work Motivation of State Junior High School Teachers in Banjarmasin Timur**

The results of the path analysis show that the work ethic has a Beta value of 0.607 with a significance value of 0.000, which means that there is a direct effect of work ethic on the work motivation of the teachers of Junior High Schools in Banjarmasin Timur. Work ethic is shown in the form of behavior and attitude towards a job. Work ethic has a strong effect, where changes in work ethic can increase motivation towards more and lead to the ability of teachers to work as a team work. According to Mayer Hall (Tasmara, 2012), someone who has a high work ethic will try to improve the quality of his work so that his existence will always be maintained. Work ethic is closely related to one's work readiness because people who have a high work ethic will have better work readiness. People who have a high work ethic will not easily give up in dealing with work problems because they have high motivation and a creative and innovative spirit. The results of this study are supported by (Tasmara, 2012) stating that someone who has a high work ethic will try to improve the quality of his work so that his existence will always be maintained.

### **C. There is a direct correlation between the principal transformational leadership and the teacher performance at the State Junior High Schools in Banjarmasin Timur**

This study showed that the direct effect of the principal transformational leadership on the performance of teachers of Junior High Schools in Banjarmasin Timur. It has a Beta value of 0.527 with a significance value of 0.000. Thus, there is a direct effect of the principal transformational leadership on the performance of Junior High Schools teachers in Banjarmasin Timur. Transformational leadership is leadership associated with strong self-identification, the creation of a shared vision for the future and a correlation between leader and followers based on something more than rewarding obedience. Transformational leadership style is more flexible so that it can increase employee creativity and autonomy therefore, employee performance increases. Rivai (2014) mentions that a person will become a leader if he has advantages over his followers. Basically the advantages that must be possessed by a leader include three things; first, the advantages of the ratio: are the advantages of using the mind, the advantages in knowledge of ways to move the organization, as well as in making quick and precise decisions; second, spiritual advantages, meaning that a leader must be able to show his nobility of character to his subordinates.

A leader must have high morale because basically the leader is a role model for his/ her employees. All actions, deeds, attitudes and words should be a role model for his/ her subordinates in this case teachers; third, bodily advantages, namely a leader should have more physical health than his followers so as to enable him to act quickly. However, the problem of being overweight is not the main factor.

According to Dharma (2015), transformational leadership is a picture in an educational school environment that brings a person into his work in different types and levels of behavior. Competence determines the process aspects of the performance of a job. Leadership describes the correlation between leaders and those who are led and how a transformational leader directs those who are led will determine the extent to which performance goals are achieved. Sulaxono (2020) states that there is a link between transformational leadership and teacher performance. Wote & Patalulu (2019) stated that transformational leadership style has an effect on performance.

The results of this study strengthen previous research, namely (Monoyasa et al., 2017; Syafii et al., 2016; Nurhayati & Sudarsyah, 2021) whose research results state that transformational leadership has an effect on performance. Based on some of the results of the research above, it shows that transformational leadership is able to mobilize all existing resources in schools so that they can be empowered to be used optimally to achieve the goals that have been set. The level of teacher performance depends on how the principal's ability to influence teacher behavior in carrying out their duties.

### **D. A direct correlation between work ethic and teacher performance at public junior high schools in Banjarmasin Timur**

The results of the path analysis show that there is a direct effect of work ethic on the performance of teachers at the State Junior High Schools in Banjarmasin Timur. It has a Beta value of 0.598 with a significance value of 0.000, which means that there is a

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direct effect of work ethic on the performance of the State Junior High School teachers in Banjarmasin Timur. The essence of work must begin with a work ethic. If someone sees work as a noble thing for human existence, then his/ her work ethic will be positive. On the other hand, if you see work as meaningless for human needs, especially if there is not any view and attitude towards work, then the work ethic will naturally become negative. For example, in positive work behavior rooted in strong cooperation, and fundamental beliefs, accompanied by a total commitment to an integral work paradigm, work ethic makes employees able to describe an attitude. It contains meaning as an evaluative aspect that is owned by an individual or group to assess their work (Bawelle, 2016). According to Sinamo & Siadari (2013), work ethic can be interpreted as a concept about work or a work paradigm that is believed by a person or group of people to be good and right which is manifested through their typical work behavior. Santoso (2012) states that the work ethic describes all the characters of the members of the organization. Work ethic is a very important aspect in determining a person's behavior, including work behavior. Work ethic is the spirit that arises from the teacher's personality which becomes the driving force that causes a member of the organization to be willing and willing to direct his ability to carry out activities for which he is responsible.

Teacher work ethic is related to performance as seen from the teacher having performance above the standard desired by the principal, willing to provide assistance to other teachers, always supports all activities in school related to school progress, willing to help, does not complain, and does not exaggerate problems. They are also expected to be kind and respectful to other teachers, help prevent a problem, and make troubleshooting steps. This is in accordance with the opinion of Echols (Supardi, 2016) explaining that the developing human work ethic views individuals or groups (organizations) as good and bad through the quality of their performance.

The results of this study support previous research conducted by (Bakir, 2020) which states that work ethic has a significant influence on teacher performance with a T-value of 2.26 or 0.46. Another research by Indira (2019) in her research "Analysis of the Influence of Communication Competence, Work Ethic and Work Motivation on Employee Performance (Study at PT. Pos Indonesia in Semarang City)." The results of his/ her research found a link between work ethic and performance, employees with a high work ethic allow employees to work in a compact and effective group to cooperate with each other and are willing to cover each other's weaknesses.

### **E. Direct correlation between Work Motivation and Teacher Performance at a State Junior High School in East Banjarmasin District**

The results of the path analysis showed that there is a direct effect of work motivation on the performance of the State Junior High School teachers in Banjarmasin Timur. It has a Beta value of 0.804 with a significance value of 0.000. Therefore, there is a direct influence of work motivation with the performance of the State Junior High School teachers in Banjarmasin Timur. High work motivation is able to support various changes and have a major impact on teacher performance. The motivation of a teacher is very influential on teacher performance because by having motivation, teachers will carry out the task as good as possible to produce high performance. A teacher who has work motivation will be able to improve his performance as expressed by Elliot (Suriansyah & Ferdiana, 2019) who explains that a teacher who has good performance tends to have high achievement motivation and has positive skills in doing assignments. The better the work motivation of teachers will increase or improve teacher performance. The results of this study strengthen previous research, namely (Hasturmadi, 2018; Wahyudi, 2019; Barnawi, 2014; Theodora, 2015) whose research results prove that work motivation has a positive and significant effect on employee performance. Fauzyah (2020) also stated that teacher motivation has a significant effect on teacher teaching performance. The results of this study are in line with research by (Abdullah et al., 2018; Hairina, 2020; Ridwan & Dalle, 2018) stating that a teacher who has high motivation will be able to carry out his work optimally, and people who work optimally indicate that have a high level of motivation. high performance that affects the results to be achieved.

### **F. Indirect correlation between Principal Transformational Leadership Through Work Motivation and Teacher Performance at State Junior High Schools in Banjarmasin Timur**

The results of the analysis showed that the principal transformational leadership through work motivation and teacher performance has a value of 0.369. It means that indirectly the transformational leadership of the principal affects teacher performance through the work motivation of the teachers of the State Junior High School teachers in Banjarmasin Timur. Transformational leadership can change followers' awareness of problems by helping them look at old problems in new ways, and they are able to excite and inspire followers to put in extra effort to achieve group goals, and motivate organizational life. Giving encouragement as a form of work motivation to subordinates is important to improve teacher performance.

Similar research study was conducted by Ali (2020) entitled "The correlation between Principal Transformational Leadership and School Climate on Teacher Performance through Work Motivation of State Elementary School Teachers in Banjarmasin" the results of his/ her research are the indirect effect value was obtained from the path coefficient value  $y_{1x1}$  multiplied by the path coefficient

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value  $py2y1$  becomes  $(0.308 \times 0.447) = 0.138$ . This shows that there is a correlation between transformational leadership variables through the intervening variable, namely work motivation in influencing teacher performance.

Teachers who have good performance are characterized by teachers mastering the methods and subject matter being taught, having creativity in developing teaching materials and always trying or wanting to achieve achievements, being on time in starting and ending learning and having good communication and socializing skills with students and teachers. Scoll in (Hartiti, 2013) mentions that one of the factors that influence teacher performance is the principal leadership and work motivation. The principal's attention to the needs of teachers is a manifestation of the principal transformational leadership, which is important to improve the professionalism and performance of teachers. Harris (2019) states that work motivation can be a catalyst in strengthening the correlation between transformational leadership and performance. Wahyudi (2019) stated that transformational leadership will have a greater influence on teacher performance by intervening teacher work motivation.

### G. Indirect correlation between Work Ethic through Work Motivation and Teacher Performance at State Junior High Schools in Banjarmasin Timur

The results of the analysis indicate that indirectly work ethic through work motivation with performance has a value of 0.331, which means that work ethic indirectly affects teacher performance through work motivation of teachers in Banjarmasin Timur. A high work ethic will increase motivation and increase one's performance for the better so that it will produce good performance as well. Tasmara (2012) said that "a new work ethic will arise only if someone really loves his job." Someone who loves his/ her job will work diligently, full of enthusiasm, and always happy. The work ethic of the teacher does not just produce performance if the teacher does not have work motivation on the teacher. Teachers who have work motivation will produce good performance as the ability of teachers to participate more in the organization must be supported by work motivation. Without being supported by motivation, it will not result in any job increase. As Buchori (2012) stated, work ethic occurs from the perspective of someone who is positive about work. When positive feelings and thoughts arise, employees will have high motivation and resulting in high performance.

## IV. CONCLUSION

It can be concluded that there is a direct and indirect correlation between the principal transformational leadership, work ethic and work motivation on teacher performance. The principal should approach the teachers more personally. It aims to increase the ideal influence of the principal on the teachers who are on his/ her subordinates so that in the future the principal can motivate teachers easily.

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