

The Influence of Madrasah Head Transformational Leadership, Teacher Work Discipline, Teacher Work Motivation on Aliyah Madrasah Teacher Performance in Banjarmasin



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ABSTRACT: This study aims to find out the description of the madrasah head leadership, teacher work discipline, teacher work motivation and teacher performance, as well as analyze the direct and indirect influence of the madrasah head transformational leadership, teacher work discipline, teacher work motivation and teacher performance at Madrasah Aliyah in the City of Banjarmasin. This research uses a quantitative approach with descriptive methods. The study population consisted of 149 PNS teachers and 109 PNS teachers as samples using the Simple Proportionate Random Sampling technique. Data collection instruments using questionnaires and documentation. The questionnaire consists of the transformational leadership of madrasah heads (34), teacher work discipline (15), teacher work motivation (35) who have met the validity and reliability test requirements. While the teacher performance variable is obtained through documentation, namely the results of the standard teacher performance assessment instrument. Data analysis to test the hypothesis using path analysis (path analysis). The results of the study show (1) the description of the transformational leadership of madrasah head is in the very high classification, the work discipline of the teachers is in the very high classification, the work motivation of the teachers is in the very high classification, the performance of the teachers is mostly in the good classification, (2) there is a direct effect: the transformational leadership of the madrasa head on teacher performance; teacher work discipline on teacher performance; teacher's work motivation on teacher performance; the transformational leadership of the madrasa head towards teacher work discipline; madrasah head transformational leadership on teacher work motivation; and (3) there is an indirect effect: the transformational leadership of the madrasa head on teacher performance through teacher work discipline; madrasa head transformational leadership on teacher performance through teacher work motivation. Teacher performance must be further improved by increasing work motivation and work discipline as one of the efforts.

KEYWORDS: Madrasah Head Transformational Leadership, Work Discipline, Work Motivation and Teacher Performance

INTRODUCTION

Teachers are one of the human resources that determine the implementation of the educational process and become one of the determining factors for the high and low quality of educational outcomes, so teachers must be professional and has high performance. Human performance is determined by ability and motivation (Kompri, 2016: 131). One of the efforts to improve the quality of education is through teachers, because teachers are the main key to improving the quality of learning outcomes so that it will improve the quality of education (Suriansyah, 2015). Improving the quality of education is the target of development in the field of education and is an integral part of efforts to improve the quality of Indonesian people as a whole (Priansa, 2014).

Barnawi & Arifin (2012) stated that teacher performance is defined as the level of teacher success in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that has been established during a certain period within the framework of achieving educational goals. Teacher performance is seen not only in the results of their work, but is shown by behavior at work, student learning achievement in learning, and how much mastery of it is. The competencies required in Law Number 14 of 2005 concerning Teachers and Lecturers are pedagogic competence, personality competence, social competence and professional competence.

Bahrudin (2019) said that there are several actors that affect teacher performance in carrying out their duties, namely : principal leadership, work facilities, motivation and discipline . Harahap (2019) states that factors that affect employee performance are compensation, salary, leadership, work commitment, work environment or atmosphere , organizational culture, involvement in the organization, and work discipline. The findings of Zubaidah's (2018) research show that the quality of teacher performance increases through leadership development, organizational culture, work discipline, and work motivation.

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One of the factors that influence teacher performance is the principal's leadership. One of the change-oriented leadership is transformational leadership because it can create change to improve employee performance in the organization. Transformational leadership empowers employees to improve performance in organizations (Insan, 2019). Sulistiyana (2015) stated that transformational leadership is described as a leadership model that can motivate and influence teachers, increase human resources and effect relationships. The leader towards subordinates can be measured, by indicators of the presence of trust, admiration, loyalty and respect for the leader, trying to motivate followers to do something which is more and does so beyond performance at high T-levels. Suriansyah and Aslamiah, (2012) stated that transformational leaders must be able to persuade their subordinates to perform tasks beyond their own interests for the benefit of the larger organization. Suriansyah and Aslamiah (2016) in their theory states that a leader can transform his subordinates through four ways called the Four I's, namely: 1) Idealized influence (charisma), 2) Intellectual stimulation, 3) Individualized consideration, 4) Inspirational motivation.

Work discipline is one of the internal factors that need to be considered in an effort to improve teacher performance. Teacher work discipline is behavioral control that is adjusted to the norms, obedience, willingness, responsibility, and awareness of teachers in working based on regulations and policies that has been established organization (Fitroliana, Suriansyah, Asniwati, 2022). The scope of teacher work discipline includes five dimensions of discipline, namely discipline against official duties, discipline against time, discipline against the work atmosphere, discipline in serving society, discipline towards attitudes and behavior (Barnawi & Arifin, 2012)

Another factor that affects performance is motivation. Motivation is the drive contained in a person to try to make changes in behavior that are better in meeting their needs (Uno, 2018: 3). Malone (Uno, 2018) distinguishes two forms of motivation which include intrinsic motivation (already existing in the individual himself according to needs) and extrinsic motivation (arising from the presence of stimuli from outside the individual). Siagian (2012) stated that factors that influence motivation include internal factors sourced from within individuals such as attitudes towards work, talents, interests, satisfaction, experience; as well as factors from outside the individual (extrinsic) such as teacher education and training, supervision, salary, work environment, leadership style and superior behavior towards subordinates. Teacher work motivation is interpreted as an influential condition of arousing, directing, and maintaining behavior related to the work environment in the field of education (Hepni Albuni & Aslamiah, 2022).

METODE

This study used a quantitative approach with a descriptive method. The study population amounted to 149 civil servant teachers in Madrasah Aliyah Negeri Kota Banjarmasin and as many as 109 civil servant teachers as samples using the Simple Proportionate Random Sampling technique. This study analyzes the direct and indirect influence of transformational leadership of Madrasah heads, teacher work discipline, teacher work motivation and teacher performance. Data collection techniques use questionnaires that have met the requirements of validity and reliability tests, as well as documentation. Data collection using questionnaires consisted of transformational leadership questionnaires for Madrasah heads (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration), teacher work discipline questionnaires (discipline for official duties, discipline for time, discipline for work atmosphere, discipline in serving the community and discipline in attitude and behavior), teacher work motivation questionnaires (internal motivation and external motivation). Meanwhile, teacher performance variables are obtained by documentation, namely the results of standard instruments for Teacher Performance Assessment. All hypothesis tests use $\alpha = 0.05$. Several tests were carried out first before hypothesis testing, namely normality tests, variance heteroscedasticity tests, multicollinearity tests, and autocorrelation tests (Sandjojo, 2011: 77). Calculations are carried out with computer aids using programs for data processing, namely Microsoft Excell and SPSS Windows Version 24 applications. Data analysis used path analysis to answer seven research hypotheses, namely: H₁: there is a direct influence of transformational leadership of Madrasah heads on teacher performance; H₂: there is a direct influence of teacher work discipline on teacher performance; H₃: there is a direct influence of teacher work motivation on teacher performance; H₄: there is a direct influence of transformational leadership of the head of the Madrasah on teacher discipline; H₅: there is a direct influence of transformational leadership of the head of the Madrasah on the motivation of teachers' work; H₆: there is an indirect influence of transformational leadership of the head of the Madrasah on teacher performance through teacher work discipline; H₇: there is an indirect influence of transformational leadership of the head of the Madrasah on teacher performance through teacher work discipline;

RESULT

The picture of transformational leadership of Madrasah heads is partly in very high classification, teacher work discipline partly in very high classification, teacher work motivation partly is in a very high classification, and the performance of Madrasah Aliyah teachers in Banjarmasin City is mostly in a good classification. Based on the results of data analysis using path analysis, direct and indirect influences were found as described below.

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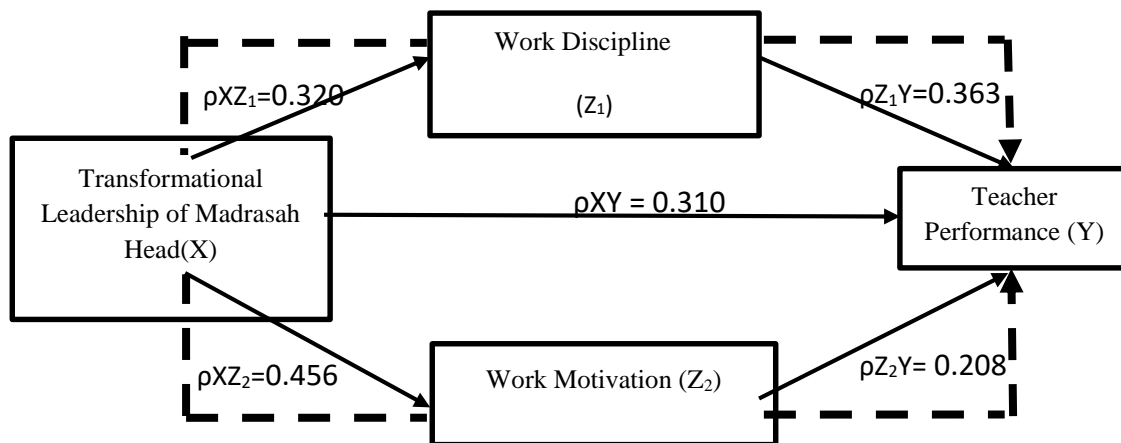


Figure 1. Model Path Analysis X, Z₁, Z₂ and Y

Table 1. Summary of Hypothesis Test of H₁, H₂, H₃, H₄, H₅

Hipotesis	Sig	Result
H ₁ There is a direct influence of the transformational leadership of the Head of Madrasah on the work of the teacher.	0.000	Accepted
H ₂ There is a direct influence of teacher work discipline on teacher performance	0.000	Accepted
H ₃ There is a direct influence of teacher work motivation on teacher work.	0.014	Accepted
H ₄ There is a direct influence of the transformational leadership of the head of the Madrasah on the discipline of the teacher's work.	0.001	Accepted
H ₅ There is a direct influence of the transformational leadership of the Head of Madrasah on the motivation of teachers' work	0.000	Accepted

Table 2. Summary of Hypothesis Test of H₆ and H₇

Hipotesis	Immediately	Indirect
H ₆ There is an indirect influence of the transformational leadership of the Head of Madrasah on the work of teachersthrough teacher work discipline	0.310	0.116
H ₇ There is an indirect influence of the transformational leadership of the Head of Madrasah on the work of teachersthrough teacher work motivation.	0.310	0.095

Table 1 is a summary of decisions H₁, H₂, H₃, H₄, and H₅ with the criterion of significant value α less than 0.05, then the hypothesis is accepted. Table 2 is a summary of the decision to test hypotheses H₆ and H₇ for indirect influences between variables. Based on the results of the analysis in Tables 1 and 2, in this study successfully found the influence between variables that can be explained as follows.

DISCUSSION

A. Direct Influence of Transformational Leadership of Madrasah Head on Work of Madrasah Aliyah Teachers in Banjarmasin City

Based on the analysis of the transformational leadership path of the head of the Madrasah on teacher performance, a path coefficient value of 0.310 was obtained with t count of 3.723 and significance of 0.000. The significance is less than 0.05, which can be interpreted as the direct influence of transformational leadership of the head of the Madrasah on the performance of Madrasah Aliyah teachers in Banjarmasin City. Mshowed that improving teacher performance can be done by improving the transformational leadership quality of Madrasah heads. The better the transformational leadership of the Madrasah head, the teacher performance will increase.

The results of this study are in line with the theory of Kouzes and Posner (Rustamaji and Yohana, 2017) which suggests that transformational leaders are leaders who are able to set an example to their followers, can inspire their followers, direct followers in a better direction and provide strong motivation in improving the performance of their followers. Murniasih (2012) states that leaders who implement transformational leadership will cause constant change towards improvement for the organization. With these positive changes, teachers are ready to accept the tasks given by the leadership without burden, happy and satisfied in doing

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work and improving the performance of the teachers concerned. The impact applied by transformational leadership is that leaders are able to influence the performance of their subordinates, subordinates will feel trust, admiration, pride, loyalty and respect to superiors and are motivated to do work with results that exceed the targets that have been set together.

Murniasih (2022) argue about factors that affect performance, one of which is the leadership factor. The transformational leadership factor relates to the quality of encouragement, guidance and support carried out by the leader or principal. To improve teacher performance this requires ideas of continuous change. Visionary leaders will take their team members forward to create change through transformational leadership.

The results of transformational leadership research related to teacher performance have implications for the theory of Danim (2014) which states that transformational leaders have a certain way of influencing so that employees feel trust, pride, loyalty and respect for superiors, and they are motivated to produce performance beyond what is expected. In line with Aslamiah's research (2016) which concluded that the higher the implementation of the principal's learning leadership, the higher the teacher's performance. Conversely, the lower the principal's transformational leadership quality, the lower the teacher's performance. Aslamiah (2016) stated that leadership produces a great impact on performance. Also reinforced from the conclusions of previous research that there is a direct and significant relationship between the principal's transformational leadership and teacher performance (Darwanto, 2014; Hepni Albuni and Aslamiah, 2022; Sahrudin, 2019).

B. The Direct Influence of Teacher Work Discipline on the Performance of Madrasah Aliyah Teachers in Banjarmasin City

The results of the analysis of this study show that there is a direct influence of teacher work discipline on the performance of Madrasah Aliyah teachers in Banjarmasin City. Based on the results of the analysis of the teacher's work discipline path on teacher performance, a path coefficient value of 0.363 was obtained with a calculated t of 4.655 and a significance of 0.000. The significance is less than 0.05, which can be interpreted as having a direct influence on teacher work discipline on the performance of Madrasah Aliyah teachers in Banjarmasin City.

The results of this study are in line with Hepni Albuni & Aslamiah (2022) which reveals that performance is the level of achievement in one's work. Good performance will be shown through good work behavior, one of which is discipline. In line with Supardi (2014) which states that employee performance can be measured by how good the quality of work produced, the level of honesty in various situations, initiative and the emergence of new ideas in carrying out duties, employee attitudes towards work, cooperation and reliability, knowledge and skills about work, and discipline in carrying out responsibilities and time utilization effectively.

Sinambela (2012: 237) states that if examined further, it is the performance discipline variable that affects employee performance. This means that the higher a person's work discipline, the higher the person's performance. Although there may be a reciprocal relationship between the paradigm behind which performance can affect work discipline, in general it is precisely work discipline that contributes to performance.

Performance measures according to Ardianto (2021) can be seen from the quality of works, promptness, initiative, and communication. These four components are standard measures of performance that can be used as a basis for knowing whether or not a teacher's performance is good or effective. Performance standards need to be formulated to be used as a reference in making comparisons of what is achieved with what is expected. Performance quality is a form of behavior or activities carried out, in accordance with expectations and needs or goals to be achieved effectively and efficiently. One aspect is discipline, that by improving the quality of teacher discipline and education staff will make teacher performance better.

Romadhona (2019) suggests that professional performance can be built from high discipline. With a good understanding of discipline, teachers are able to observe the rules and strategic steps in carrying out the process of teaching and learning activities.

Quoting Hepni Albuni & Aslamiah (2022), another factor that can affect performance besides transformational leadership and motivation is work discipline. While Kardata (2018) in his research found that there was a positive correlation between work discipline and performance. Without good work discipline, it is difficult for someone to achieve optimal results because the better the work discipline of a teacher, the higher the performance he will achieve. Hepni Albuni & Aslamiah (2022) asserts that work discipline is a driving force that causes a person to be willing to mobilize abilities, roles in the form of expertise and skills, energy and time to carry out various activities that are their responsibility.

The results of research that are in line with the results of this study include research conducted by Romadhona (2019) which found that there is a simultaneous influence of work discipline on teacher performance. With the existence of work discipline can improve teacher performance. The results of a similar study conducted by Nugraheni and Rahmayanti (2016) that work discipline has a positive and significant effect on teacher performance in MI Al Islam Tempel and MI Al Ihsan Medan. Sejalan with the results of Ardianto (2021) which shows that teacher work discipline has a positive and significant relationship directly with the performance of Junior High School teachers in Murung Pudak sub-district, Tabalong Regency in the implementation of duties as well as attitudes and behaviors. The higher the perceived work discipline, the better the performance and vice versa, the lower the perceived work discipline, the worse the performance. Strengthened by previous research conducted who showed the results of the analysis that

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directly teacher work discipline has a significant effect on teacher performance (Ardianto, 2021; Ovitriyani, 2020; Romadhona, 2019; Syarwani, 2019; Syamsudin, 2019)

C. Direct Influence of Teacher Work Motivation on the Performance of Madrasah Aliyah Teachers in Banjarmasin City

Based on the results of the analysis of the teacher's work motivation path on teacher performance, a path coefficient value of 0.208 was obtained with t count of 2.499 and significance of 0.014 so that the significance value was less than 0.05. These results can be interpreted as having a direct influence on teacher work motivation on the performance of Madrasah Aliyah teachers in Banjarmasin City.

The results of this study are in line with the opinion of Suriansyah (2015) which states that work motivation has a great influence on one's performance. A person will work to the maximum, exerting all abilities and also skills when he has great work motivation. Work motivation will be clearly visible in the form of work involvement. Those who have high work motivation will participate more than those with low work motivation.

According to Hepni Albuni and Aslamiah (2022), Work motivation has a great influence on a person's performance. People will work optimally, exert all abilities and skills when they have great work motivation. Work motivation will be seen clearly in the form of work involvement. Those who have high work motivation will participate more than those who have low work motivation (Kardata, 2018). The results of this study are in line with previous research who stated that motivation has a direct positive and significant influence on teacher performance (Agustina, 2019; Dudy, Rahmat & Aslamiah, 2022; Hastuti, 2015; Mulyani & Wiarta, 2021; Normianti, Henny; Aslamiah, A.; Suhaimi, S, 2019; Syamsudin, 2019).

D. Direct Influence of Head Madrasah's Transformational Leadership on the Work Discipline of Madrasah Aliyah Teachers in Banjarmasin City

Based on the results of the analysis of the transformational leadership path of the head of the Madrasah with teacher work discipline, a path coefficient value of 0.320 was obtained with t count of 3.495 and significance of 0.001 so that the significance value was less than 0.05. These results can be interpreted as a direct influence of transformational leadership of Madrasah heads on the work discipline of Madrasah Aliyah teachers in Banjarmasin City.

The results of this study are in accordance Hepni Albuni & Aslamiah (2022) who stated that the principal's practice of transformational leadership will achieve the work discipline of teachers and motivate them to do their best at work. In line with Hepni Albuni & Aslamiah (2022) who posited that transformational leadership improves the work discipline of organizational members by implementing innovation and encouraging others to pursue their roles in the organization.

Bozkus (2018) As stated in the literature, the fact that individuals are in the workplace led by leaders who are professionals can affect the level of work discipline. Leaders have an important role in influencing the level of work discipline. In line with Leithwood's statement (2013) that when transformational leadership is effectively applied to educational organizations, it has a positive impact on school conditions, as well as on the internal state and behavior of teachers, also contributing to their work discipline. Another opinion of Tesfaw (20: 14) reveals that the lack of effective leadership skills negatively affects the discipline of teacher work.

Suriansyah (2018) explained that there are several factors that affect a person's work discipline, one of which is the presence or absence of a leadership model in an educational institution. Similarly Aslamiah (Hepni Albuni, 2022) states that factors that affect a person's work discipline include the presence or absence of leaders in an educational institution, leadership courage in taking action (sanctions/punishments), the presence or absence of leadership supervision and the presence or absence of attention to employees. This is in line with Rafiqah's research (2015) that the results of statistical tests proved that there was a significant influence between leadership style on teacher work discipline, with a product moment correlation coefficient value of 81%. This shows that the principal's leadership affects the discipline of teachers in the school.

Based on the results of research by Fitroliana, Suriansyah and Asniwati (2022) The results of this study indicate that the principal's transformational leadership directly has an effect on work discipline of 0.719. This shows that in order to improve teacher work discipline, it can be done by increasing the principal's transformational leadership. A transformational leader will be able to lead the components of the educational institution he leads to the sensitivity growth stage of coaching and development of educational organizations so as to generate trust from subordinates, there by fostering an attitude of obedience, loyalty and respect for subordinates towards the leader (Sallis, 2012).

The results of Rusmila, Suriansyah & Sulaiman's (2021) research, the results showed a direct effect of the principal's transformational leadership on the work discipline of State Vocational High School teachers in Tanah Laut Regency of 59.2%. The greater the effect of the principal's transformational leadership, the better the work discipline of teachers.

The results of this study are in line with previous research who concluded that there is a significant direct influence between the transformational leadership of school principals and teacher work discipline (Aslamiah, 2016; Rusmila, Suriansyah, A, & Sulaiman, 2021; Nor, T., Effendi, R., & Suriansyah, A., 2021; Suyono, 2014); Sundari, Aslamiah, Ngadimun, 2019).

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E. Direct Influence of Transformational Leadership of Madrasah Head on Work Motivation of Madrasah Aliyah Teachers in Banjarmasin City

Based on the results of the analysis of the transformational leadership path of the head of the Madrasah on teacher work motivation, a path coefficient value of 0.456 was obtained with t count of 5.301 and significance of 0.000 so that the significance value was less than 0.05. These results can be interpreted as a direct influence of the transformational leadership of the head of the Madrasah on the motivation of Madrasah Aliyah teachers in Banjarmasin City.

The results of this study are in line with the statement of Aslamiah (2016) that one of the important competencies that must be possessed by a leader is the ability to be able to motivate his subordinates. In line with Rivai (2014) which states that a leader must have motivational inspiration where the leader has time to communicate with employees and can provide motivation to subordinates to do their jobs fully.

Suriansyah (2015) stated that transformational leadership is a type of leadership that is considered capable of fostering the work motivation of its followers because transformational leadership not only pays attention to self-actualization needs and rewards but also fosters awareness for leaders to do their best by paying more attention to human factors, performance, and organizational growth. In line with the theory of Bass and Riggio (2006) which posits that transformational leaders motivate others to do things more than they intended, often even more than what they think. They set more challenging expectations. A leader is expected to be able to provide work motivation for teachers.

The results of this study are in line with previous research who stated that there is a significant direct relationship between transformational leadership and teacher work motivation (Akuoko and Dounkor, 2012; Aprianti, 2016; Hepni, Albuni & Aslamiah Murdani, 2016; Normianti, Henny; Aslamiah, A.; Suhaimi, S., 2019).

F. The Indirect Influence of the Transformational Leadership of the Head of Madrasah on the Work of Teachers through Teacher Work Discipline

The results of the analysis of the indirect influence path of transformational leadership of the head of the Madrasah on teacher performance through the work discipline of Madrasah Aliyah teachers in Banjarmasin City were obtained from the multiplication of the path coefficient of the direct influence of variable X on Z 1 (P_{XZ1}) with the path coefficient of direct influence of variable Z 1 on Y (P_{Z1Y}), namely: $0.320 \times 0.363 = 0.116$ with a calculated t value of $2.766 > t$ table 1.96. Because the calculated t value is greater than the table t, the work discipline variable was shown to mediate the influence of transformational leadership of the Madrasah head on teacher performance. This means that there is an indirect influence of the variable of Transformational Leadership of the Head of Madrasah (X) on teacher performance (Y) through teacher work discipline (Z1) of 0.116. The results of this study prove that the transformational leadership factor of Madrasah heads affects teacher performance through teacher work discipline. Discipline and good performance will not be able to run optimally if the leader in a Madrasah does not have good transformational leadership of the head of the Madrasah.

Based on the calculation results, the value of direct influence is 0.310 greater than the value of indirect influence which is 0.116. These results show that teacher work discipline is less dominant in influencing the improvement of transformational leadership on teacher performance. Direct influence is stronger when compared to indirect influence, meaning that teacher performance is more dominantly determined by the transformational leadership of the head of the Madrasah directly when compared to through teacher work discipline first. According to the author, this is seen based on the highest average sub-variable data, namely intellectual stimulant of the head of the Madrasah (Intelelectual stimulation) where the head of the Madrasah asks for teacher advice on improving the quality of the Madrasah, always provides direction to the needs of teachers, meets the facilities needed by teachers in work, treats teachers as individuals not only as members of working groups, and is open in solving problems in the Madrasah, Also, the head of the Madrasah strives to improve teacher self-development, so that in itself it will encourage the improvement of teacher performance.

Suriansyah (2016) explained that there are several factors that affect a person's work discipline, one of which is the presence or absence of a leadership model in an educational institution. Some of the factors that influence the implementation of teacher performance are work discipline and transformational leadership of the principal. In the learning process, a teacher will be able to do learning well if supported by work discipline and transformational leadership of the principal. A teacher who has high work discipline will be willing and willing to work to carry out duties as his obligation (Hepni Albuni & Aslamiah, 2022).

Hepni Albuni & Aslamiah (2022), explains that several factors that influence the implementation of teacher performance are work discipline and transformational leadership of school principals. In the learning process, a teacher will be able to carry out learning well if it is supported by work discipline and transformational leadership of the principal. A teacher who has high work discipline will be willing and willing to continue working to carry out his duties as an obligation. In line with Oupen & Yudana (2020) which stated that the results of the research analysis showed that the principal's transformational leadership indirectly had a positive effect on teacher performance through teacher discipline.

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Purwoko's research (Romadhona, 2019) shows that there is a positive and significant influence of principal leadership and teacher work discipline on teacher performance. The results of Santoso's research (Romadhona, 2019) suggest that there is an indirect and significant influence of leadership on teacher performance through work discipline. This research is also in line with the results that there is an indirect influence of principal transformational leadership on teacher performance through teacher work discipline (Hepni, Albuni & Aslamiah (2022); Normianti, Henny; Aslamiah, A.; Suhaimi, S., 2019; Romadhona, 2019; Sundari, Aslamiah, Ngadimun, 2019).

G. Indirect Influence of Head Madras's Transformational Leadership on Teachers' Work through Teachers' Work Motivation

The results of the analysis of the indirect influence path of transformational leadership of the head of the Madrasah on teacher performance through the work motivation of Madrasah Aliyah teachers in Banjarmasin City were obtained from the multiplication of the path coefficient of the direct influence of variable X on Z₂ (P_{XZ_2}) with the path coefficient of direct influence of variable Z₂ on Y (P_{Z_2Y}), that is: $0.456 \times 0.208 = 0.095$ with a calculated t value of $2.249 > t$ table 1.96. Because the calculated t value is greater than the table t, the work motivation variable is proven to mediate the influence of transformational leadership of the head of the Madrasah on teacher performance. This means that there is an indirect influence of the Transformational Leadership variable of the Head of Madrasah (X) on teacher performance (Y) through teacher work motivation (Z₂) of 0.095. The results of this study prove that the transformational leadership factor of the head of the Madrasah affects teacher performance through teacher work motivation. Good motivation and performance cannot run optimally if the leader in a Madrasah does not have good transformational leadership of the head of the Madrasah.

Based on the calculation results, the value of direct influence is 0.310 greater than the value of indirect influence which is 0.095. These results show that teacher work motivation is less dominant in influencing the improvement of transformational leadership on teacher performance. Direct influence is stronger when compared to indirect influence, meaning that teacher performance is more dominantly determined by the transformational leadership of the head of the Madrasah directly when compared to through the teacher's work motivation first. According to the author, this is seen based on the average data of the lowest sub-variable on the transformational leadership variable of the head of the Madrasah, namely Inspirational motivation, that the head of the Madrasah encourages teachers to use creativity in completing work is at the lowest average even though it is still in the high category, the head of the Madrasah is eager to listen to the teacher's ideas / ideas, communicate with teachers performance problems that also obtain low average compared to all. Supported by the average data of the sub-variable of teacher work motivation that internal motivation is higher than external motivation. This result proves that the variable function of teacher work motivation functions to mediate, but does not function to increase teacher performance compared to directly through the transformational leadership variable of the head of the Madrasah.

Based on Aslamiah (2016) that the interaction between leaders and subordinates is to change the behavior of subordinates to feel capable and highly motivated and strive to achieve higher and quality work performance. Bass (Hepni Albuni & Aslamiah, 2022) stated that making changes in members/staff attitudes and behaviors can only be done with transformational leadership. The importance of the principal's leadership to teacher performance in schools, a principal must be able to encourage and create work motivation for teachers, which allows teachers to work comfortably and calmly, full of familiarity and mutual respect. In line with Timpe's statement (20, 13) that the success of teacher performance is influenced by external factors and internal factors. There are several external factors that determine the level of performance such as: supervision, leadership, work environment, behavior, management, job design, feedback and wage administration, while internal factors include: work motivation, educational background, emotional intelligence, interest in work, and others. The results of this study are supported by previous research who mentioned that there is an indirect relationship between the transformational leadership of school principals and teacher performance through teacher work motivation (Agustina, 2019; Hepni, Albuni & Aslamiah, 2022).

CONCLUSIONS

Based on the results of data analysis and discussion, it can be concluded that there is a direct influence of the transformational leadership of the head of Madrasah on the work of teachers; discipline of teacher work on teacher performance; motivation of teachers' work on teacher performance; Transformational leadership of the Head of Madrasah towards the work discipline of teacher; transformational leadership of the head of Madrasah towards teacher work motivation; And there is an indirect influence of transformational leadership of the Madrasah on the work of teachers through teacher work discipline, as well as the indirect influence of transformational leadership of the head of the Madrasah on the work of teachers through teacher work motivation.

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