

The Relationship of Transformational Leadership, Work Climate and Discipline on the Professionalism of Public High School Teachers in the City of Banjarmasin



Marwah¹, Karyono Ibnu Ahmad², A. Muhyani Rizalie³

^{1,2,3} Master of Education Administration, Lambung Mangkurat University, Banjarmasin, Indonesia

ABSTRACT: This study aims to analyze relationships leadership transformational, work climate and discipline towards the professionalism of SMAN teachers in Banjarmasin city. This research is a correlational study with a quantitative approach. The population of this study was 474 senior high school teachers in the city of Banjarmasin with PNS status spread over 13 schools. The sample technique used is *Proportional Random sampling* as many as 160 people. Analysis of the research data using descriptive statistics with path analysis. Data collection is done by using the instrument. Research data were analyzed using path analysis to see direct and indirect relationships between variables, by first carrying out the normality test, homoscedasticity test, multicollinearity test and correlation test. The results of the study show that there is a relationship between transformational leadership has a direct and significant relationship to variables teacher professionalism. Work climate directly and significantly related to variables teacher professionalism. Discipline directly and significantly related to variables teacher professionalism. Transformational leadership has a direct and significant relationship to the work climate variable. Transformational leadership is directly related and significant to variables work discipline. The indirect relationship through the work climate is smaller than the value of the direct influence of transformational leadership on the professionalism of public high school teachers in the city of Banjarmasin. the indirect relationship through work discipline is greater than the value of the direct influence of transformational leadership on the professionalism of public high school teachers in the city of Banjarmasin

KEYWORDS: Leadership Transformational, Work Climate, Discipline, Professionalism

I. INTRODUCTION

Teacher professionalism is currently still a fundamental problem in the world of education. The problem in question, of course, is not only a problem that concerns the teaching and learning process in the classroom, but the problems experienced by teachers during the process of preparing and managing education. In order for education in Indonesia to be of high quality. Professional teachers hold the main key to improving the quality of future education. T is defined on the basis of the leader's effect on his or her followers or subordinates.

Transformational leadership is able to instill in followers a sense of self-assurance, admiration, loyalty, and respect for leaders, as well as a strong commitment and determination to achieve and achieve more. The element of transformational leadership from the head is the effect they have, as well as their capacity to use that effect and its repercussions for those who want them to have an effect, notably teachers, employees, and other school members. (Usman et al., 2013). Professionalism is attitude or activity Which done by somebody and become source income life Which need expertise, skills or abilities that meet quality standards or norms certain. Teacher professionalism too need education profession, as in Law Number 14 of 2005 concerning Teachers and Lecturers. which contains the teacher is Teacher professional with task main educate teach and direct, train, assess, and evaluate students in early childhood education formal channels, primary and secondary education. To create the professionalism of a teacher is needed education profession and the recognition of the teacher's position as a professional is evidenced by educator certificate (Kusnandar, 2015). The importance of teachers who have professionalism is the initial foundation of success in a school institution education because participant educate Which succeed and success is contribution from service a teacher. Meanwhile, teachers who have professionalism are teachers who are able to manage himself in carrying out his daily tasks.

Teacher is Professional staff have the task of teaching, educating and training. Teacher can say to be professional if in process learning involve some elements or components of learning such as being able to solve and carry out techniques teach better in reach objective education. A Teacher can carry out his job in a manner professional. In activity Study teaching teachers have to know and own description which thorough about How process teach it happen, as well as step what steps are needed so that teacher tasks can be carried out properly and obtain results in accordance with the expected goals. Teachers who have professionalism in principle not

The Relationship of Transformational Leadership, Work Climate and Discipline on the Professionalism of Public High School Teachers in the City of Banjarmasin

only them who have teacher qualifications formally obtained from seat school college tall but which most important is teacher that have competence science certain and can make person other smart.

Teachers who have professionalism cognitive can make participant educate intellectual and affective which make participant educate have attitude and polite behavior, as well as psychomotor skills that make students skilled in carry out activities in a manner affective and efficient, as well as appropriate. There are several challenges faced by the teacher in his assessment as professional educators such as curriculum management, the field of learning and field evaluation. Face challenge That will very depends on the professionalism of a teacher.

Teachers who have professionalism will be able to organize the process fun learning and assessment for students to develop model learning which varied. The cause is still a lack of teachers who have professionalism because in preparing materials teaching, and often underestimated the use of teaching methods. In line with matter such then a teacher must Keep going increase the professional. According to the results Test Competence Beginning, 1200 recipient certification Teacher only there are 530 or the average teacher competency score is at 50.64% (Ministry of Education and Culture 2021). The low professionalism of the teacher has an impact on the main task be marked with incapacity _ Teacher in compile program lesson or practice in form unit lesson. This can be seen in the presentation program the, carry out learning or practice evaluations, carry out analysis of evaluation result study and practice, compile as well as carry out repair and enrichment, and discipline in carrying out their duties.

Data field from 13 of SMAN in Banjarmasin based on the monthly report of each school to the superintendent obtained information data academic good teacher ASN or non-ASN which teach in SMAN Banjarmasin city are certified D4/S1. However, from attitude and behavior teacher moment carry out learning Still need exists enhancement professionalism work teacher. Professionalism can be improved through various activity Which can develop the ability of a teacher. For example, the teacher in increasing his commitment, which includes the teacher's attention to students and co-workers, the use of energy and time in work that requires primary attention by paying more attention to work. The ability to think abstractly in analyzing the teaching learning process, formulating and choosing alternative solutions to problems and being able to innovate and be creative. Teacher teaching with a lack of commitment such as, there are still some teachers who arrive late, the teacher's lack of attention to students at school and the lack of attention between co-workers. The use of labor and time at work is not maximized and the teacher's ability to analyze the teaching learning process in class management of teaching time in class in the process of teaching and learning activities in schools is still not optimal. The teacher's ability to formulate and choose alternatives in terms of solving problems that occur in the school environment is also still not optimal and there is still a lack of innovation and creativity from SMAN teachers in the Banjarmasin.

Reality in on shows still low professionalism Teacher in Banjarmasin city. Some of the efforts made by the government as well as to improve the professionalism of teachers one of which is the presence certification Teacher. Saud (2016) state that certification Teacher is process awarding of educator certificates for teachers and lecturers or formal proof as confession given to Teacher And lecturer as power professional, but on in fact test certification This only become program wanted by Lots Teacher Which want to get allowance certification just without improve performance and professionalism as educators. Teacher professional is teacher which own ability tall in think abstractly (high level of abstraction) and have a high commitment and work (high level of commitment). Teachers should develop and utilize their professional abilities can improve quality learning in class, so that Teacher expected capable deliver students respond to the challenges of the times that continue to grow. Ability Teacher professionalism is the ability to carry out tasks that are provided with Competency (basic skills). The low professionalism Teacher moment this caused by factors which comes from the internal teacher itself and other factors that come from outside.

The factors important affect teacher professionalism, namely discipline, climate work and management or leadership (Muhammad Abidin, Ahmad Suriansyah, 2022; Silfiati, Aslamiah, 2022). Leadership head school is Wrong One factor which affect professionalism Teacher. The highest influence in repair low professionalism teacher is from from leader the school concerned becomes direct leadership from Teacher which has duties and responsibilities towards improving the professionalism of teachers.

The transformational leadership model is very suitable applied to school principals who have the ability to influence teacher and push for explore ways new do something and chance new to learn (Hepni Albuni, Aslamiah, 2022; Jarminto, Aslamiah, 2022; Teresia et al., 2023; Wina Novita, Sulaiman, 2022). Transformational leadership is a leadership style used by a manager when he wants a group to expand boundaries and have performance beyond the status quo or achieve a whole new set of organizational goals.

Transformational leadership in principle motivates subordinates to do better than what can be done, in other words it can increase the confidence or self-confidence of subordinates which will affect increased performance. Head school with leadership its transformational try for affect attitude and behavior teacher toward which better for achieve educational goals. The principal conducts a performance appraisal and coaching through supervision, also the principal encourages teachers to improve their professionalism in a way give encouragement to teacher for follow activities seminars, MGMP or KKG. Head transformational school more do communication with the teachers to listen to their needs to improve the quality of learning also provides motivation and exemplary through activities related to improving teacher performance.

Leadership transformational is a leadership model for a leader who tends to motivate subordinates to work better and emphasize behavior to help transform between individuals and organizations (Norliani, Ahmad Suriansyah, 2022; Sri Rumanti, Aslamiah, 2022).

The Relationship of Transformational Leadership, Work Climate and Discipline on the Professionalism of Public High School Teachers in the City of Banjarmasin

It can be concluded that simply leadership transformational can interpreted as process for change and transforming individuals to want to change and improve themselves, that is it involves motives and fulfillment of needs as well as appreciation and subordinates in an effort to improve the professionalism of teachers.

It is strengthened with research results shows that transformational leadership style and work motivation has a significant positive effect on professionalism Teacher (Aminudin, Suriasyah, 2022). Another factor that also influences teacher professionalism is teacher discipline. Discipline is an attitude of willingness and willingness of a person to obey and comply with the norms of regulations that apply around him. Discipline is also influenced by good working relationships among employees so that every employee will feel happy and calm in carrying out their duties in the office (Dudy Rachmat, Aslamiah, 2022). Discipline is the awareness and willingness of a person to comply with all applicable social rules and norms. Awareness is the attitude of someone who voluntarily obeys all rules and is aware of their duties and responsibilities. So, he will do all his duties properly, not under coercion. Willingness is an attitude, behavior and actions of a person in accordance with company regulations, whether written or not. Discipline work own influence which significant to professionalism teacher, which means every enhancement discipline work will improve teacher professionalism. It can be concluded teacher work discipline, namely an obedience and obedience of an educator in comply with all applicable laws and regulations set in in school with full awareness from in himself so thatTeacher can obey all regulation discipline or obey and regulation and the rules that already exist in the school.

The next factor that can affect teacher professionalism is teacher work climate. According to research results. The research found that there is connection positive and significant between climate works to teacher's professional attitude. Whereas climate work which exists in something school can influence teacher professional at work. if climate conducive work, atmosphere environment familiar it will make the teacher motivated so that they can improve performance quality. on the contrary if climate work no conducive, so resulted teachers are less motivated in work and impact on decline in professionalism teacher (Rikhe Adriani, Sulaiman, 2022; Wina Novita, Sulaiman, 2022). Climate in school is atmosphere work which lead on atmosphere relationships within school. Climate is seen as something that differentiates between one school and another. By creating a climate school which conducive, so teacher will feel comfortable in work.

II. METHODOLOGY

This research includes a quantitative approach. This study aims to describe and analyze the direct and indirect relationship between leadership variables transformational, work climate and discipline towards the professionalism of SMA N teachers in Banjarmasin city. The population of this study was 47 4 senior high school teachers in the city of Banjarmasin with PNS status spread over 1 3 schools. The sample technique used is Proportional Random Sampling as many as 160 people. Analysis of the research data using descriptive statistics with path analysis. Data collection was carried out using a questionnaire. The data was compiled using a Likert scale that had been tested for validity and reliability using correlation. The data collected was analyzed using path analysis to see direct and indirect relationships between variables, by first carrying out the normality test, homoscedasticity test, multicollinearity test and correlation test. Data analysis using path analysis.

III. RESULTS AND DISCUSSION

Based on the results of data analysis and using path analysis, direct and indirect relationship coefficients were found. as described below:

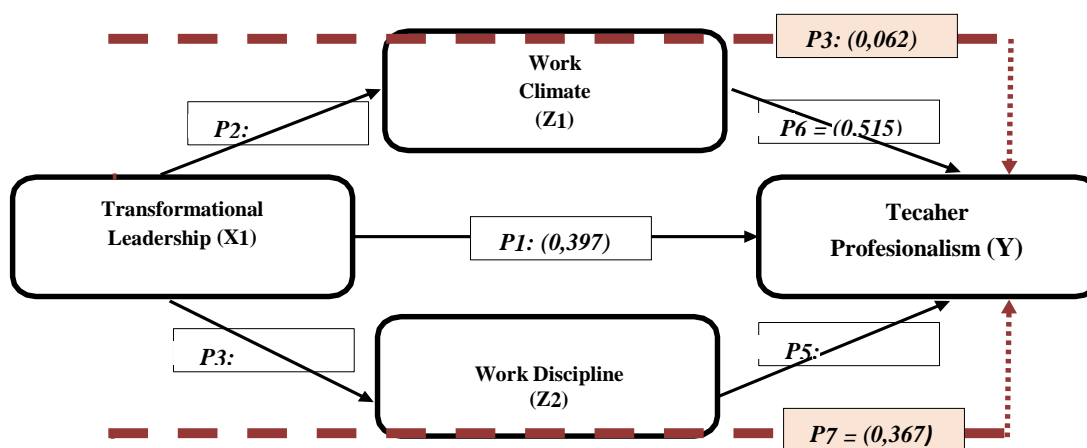


Figure 1: path analysis

The Relationship of Transformational Leadership, Work Climate and Discipline on the Professionalism of Public High School Teachers in the City of Banjarmasin

1. Transformational Leadership is directly and significantly related to the variables of Teacher Professionalism.

Based on the test results, it is known that $P_{xy} = 0.397$, meaning that there is a direct relationship between the principal transformational leadership variable (X) and teacher professionalism (Y), thus it can be known that the Transformational Leadership variable has a direct and significant effect on the Teacher Professionalism variable. This can be interpreted that there is a positive and significant relationship between the principal's transformational leadership and teacher professionalism. In line with the results above, intellectual stimulation resulting from the influence of transformational leadership can improve employees' ability to conceptualize, comprehensively and analyze problems, as well as improve the quality of solutions that employees can produce with new perspectives. This study is in line with previous research that found that transformational leadership is directly and significantly related to the variables of teacher professionalism (Rikhe Adriani, Sulaiman, 2022; Wina Novita, Sulaiman, 2022).

2. Work Climate is directly and significantly related to the variable of Teacher Professionalism.

Based on the results of the study, it is known that $P_{z1y} = 0.515$, meaning that there is a direct relationship between the teacher's work climate variable (Z1) and the teacher's professionalism variable (Y), thus it can be known that the Work Climate variable has a direct and significant effect on the Teacher Professionalism variable. The work climate has a positive and significant effect on the professional competence of teachers in State High Schools in Banjarmasin City. The positive coefficient shows that the more conducive the climate created in the work environment at school, the more teachers of State High Schools in Banjarmasin City will make active efforts in improving professional competence in their work as educators. This study is in line with previous research that found that work climate is directly and significantly related to the variable of teacher professionalism (Muhammad Abidin, Ahmad Suriansyah, 2022).

3. Discipline is directly and significantly related to the variable of Teacher Professionalism.

Based on the results of the study, it is known that $P_{z2y} = 0.258$, meaning that there is a relationship between the variable of work discipline (Z2) and teacher professionalism (Y), thus it can be known that the variable of discipline has a direct and significant effect on the variable of teacher professionalism. There is a relationship between work discipline and teacher professionalism, meaning that the higher the discipline of a teacher, the higher his professionalism. This study is in line with previous research that found that discipline is directly and significantly related to the variable of teacher professionalism (Martini, Karyono Ibnu Ahmad, 2022; Patriah, Bawi, Wahyu, 2022; Wahyu Wardani, Aslamiah, 2022).

4. Transformational Leadership is directly and significantly related to Work Climate variables.

Based on the results of the study, it is known that $P_{xz1} = 0.211$, meaning that there is a direct relationship between the principal transformational leadership variable (X) and the teacher climate (Z1). The Transformational Leadership variable obtained the value of sig. = 0.000 (Sig. < 0.05) and also has a t-count value of 5.367 greater than the t-table value, thus it can be known that the Transformational Leadership variable has a direct and significant effect on the Work Climate variable. This study is in line with previous research that found that transformational leadership is directly and significantly related to work climate variables (Firdaus et al., 2022; Mahdiana, Saleh, M, 2022; Wina Novita, Sulaiman, 2022).

5. Transformational Leadership is directly and significantly related to the variables of Work Discipline.

Based on the results of the study, it is known that $P_{xz2} = 0.339$, meaning that there is a direct relationship between the principal's transformational leadership variable (X) and work discipline (Z2), thus it can be known that the Transformational Leadership variable has a direct and significant effect on the Work Discipline variable. The results of testing the hypothesis obtained that transformational leadership affects Work Discipline. The higher the transformational leadership, the more the resulting Work Discipline. This study is in line with previous research that found that transformational leadership is directly and significantly related to the variables of work discipline (Fitroliana, Ahmad Suriansyah, 2022).

6. The indirect relationship through the Work Climate is smaller than the value of direct influence.

Based on the results of the study, it is known that there is a positive indirect relationship through teacher work iklim at SMAN in Banjarmasin City. The work climate has a role in a comfortable and safe atmosphere in terms of teaching for teachers and other educators. Discipline is also a compliance of people in an organization and the rules that have been determined so as to cause a state of high discipline also comes from a conducive work climate, a sense of comfort and peace in the work environment will bring a good influence to obey and comply with existing regulations. With good transformational leadership, the work environment will also be affected or in this case a good work climate and foster high discipline (Sapriansyah, Aslamiah, 2022).

7. The indirect relationship through Work Discipline is greater than the value of the direct influence of Transformational Leadership on the Professionalism of High School Teachers in Banjarmasin City.

Based on the results of the study, it is known that there is an indirect relationship between transformational leadership through discipline and teacher professionalism at SMAN in Banjarmasin City. That the transformational leadership of the principal has a relationship with discipline through the professionalism of the teacher as a mediator is able to strengthen the relationship of transformational leadership with his professional level (Haji Munirah, Aslamiah, 2022; Lamidi, n.d.).

The Relationship of Transformational Leadership, Work Climate and Discipline on the Professionalism of Public High School Teachers in the City of Banjarmasin

IV. CONCLUSION

Based on the research results it is known that there is a relationship between transformational leadership has a direct and significant relationship to variables teacher professionalism. Work climate directly and significantly related to variables teacher professionalism. Discipline directly and significantly related to variables teacher professionalism. Transformational leadership has a direct and significant relationship to the work climate variable. Transformational leadership is directly related and significant to variables work discipline. the indirect relationship through the work climate is smaller than the value of the direct influence of transformational leadership on the professionalism of public high school teachers in the city of Banjarmasin. the indirect relationship through work discipline is greater than the value of the direct influence of transformational leadership on the professionalism of public high school teachers in the city of Banjarmasin.

REFERENCES

- 1) Aminudin, Suriansyah, A. (2022). *International Journal of Social Science And Human Research The Effect of Transformational Leadership of School Principles , Quality Culture and Job Satisfaction on Teacher Performance*. 05(06), 2345–2353. <https://doi.org/10.47191/ijsshr/v5-i9-47>
- 2) Dudy Rachmat, Aslamiah, S. (2022). Correlation between Leadership Behavior, Work Stress and Work Motivation on Teacher Performance of Smpn Balangan Regency. *International Journal of Social Science and Human Research*, 05(06), 2708–2713. <https://doi.org/10.47191/ijsshr/v5-i6-107>
- 3) Firdaus, Aslamiah, & Karyono. (2022). The Relationship between Principal Transformational Leadership and Work Climate on Teacher Performance through Work Commitment to Public Elementary School Teachers in South Banjarmasin City. *International Journal of Social Science And Human Research ISSN(Print): 2644-0679, ISSN(Online): 2644-0695*, 3(1).
- 4) Fitroliana, Ahmad Suriansyah, A. (2022). The Influence of Principal Transformational Leadership, Work Discipline, and Emotional Intelligence on Teacher Work Performance at State Elementary Schools, North Banjarmasin District. *International Journal of Social Science and Human Research*, 05(06), 2223–2229. <https://doi.org/10.47191/ijsshr/v5-i6-29>
- 5) Haji Munirah, Aslamiah, A. M. R. (2022). The Model of Kyai's Leadership in Islamic Boarding Schools (Multi-Case Study in Modern Ummul Qura Islamic Boarding School and Ar-Raudhah Amuntai Islamic Boarding School). *International Journal of Social Science and Human Research*, 05(06), 2612–2619. <https://doi.org/10.47191/ijsshr/v5-i6-93>
- 6) Hepni Albuni, Aslamiah, A. M. R. (2022). The Effect of Transformational Leadership of The Principal, Work Motivation and Work Discipline on Teacher Performance. *International Journal of Social Science And Human Research*, 05(06), 2370–2375. <https://doi.org/10.47191/ijsshr/v5-i6-62>
- 7) Jarminto, Aslamiah, E. suhartono. (2022). Correlation between Leadership Transformational Head School, Climate Organization, and Teacher Performance through the achievement motivation of private vocational high school teachers in Banjarbaru. *International Journal of Social Science and Human Research*, 05(06), 2701–2707. <https://doi.org/10.47191/ijsshr/v5-i6-106>
- 8) Lamidi. (n.d.). *Pengaruh Kepemimpinan Transformasional terhadap Organizational Citizenship Behavior: dengan Variabel Intervening Komitmen Organisasional*. 25–37. <https://www.ptonline.com/articles/how-to-get-better-mfi-results>
- 9) Mahdiana, Saleh, M, S. (2022). *The Contribution of the Principal ' s Transformational Leadership , Work Climate and Achievement Motivation to the Performance of State Elementary School Teachers in Teweh Baru District , North Barito Regency*. 05(12), 5349–5358. <https://doi.org/10.47191/ijsshr/v5-i12-15>
- 10) Martini, Karyono Ibnu Ahmad, M. (2022). The Correlation among Teacher Professionalism, Work Motivation and Work Discipline on Teacher Performance. *International Journal of Social Science and Human Research*, 05(06), 2230–2235. <https://doi.org/10.47191/ijsshr/v5-i6-30>
- 11) Muhammad Abidin, Ahmad Suriansyah, N. (2022). The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Baturandi District. *International Journal of Social Science and Human Research*, 05(06), 5341–5348. <https://doi.org/10.47191/ijsshr/v5-i6-114>
- 12) Norliani, Ahmad Suriansyah, A. (2022). *International Journal of Social Science And Human Research The Effect of Transformational Leadership of School Principles , Quality Culture and Job Satisfaction on Teacher Performance*. 05(06), 2345–2353. <https://doi.org/10.47191/ijsshr/v5-i12-09>
- 13) Patriah, Bawi, Wahyu, S. (2022). *International Journal of Social Science And Human Research The Correlation among Teacher Professionalism , Work Motivation and Work Discipline on Teacher Performance*. 05(06), 2230–2235. <https://doi.org/10.47191/ijsshr/v5-i12-24>
- 14) Rikhe Adriani, Sulaiman, A. M. R. (2022). The Relationship Between Principal Transformational Leadership and Teacher

The Relationship of Transformational Leadership, Work Climate and Discipline on the Professionalism of Public High School Teachers in the City of Banjarmasin

Professionalism through Discipline and Work Climate of State Elementary School Teachers in Tanjung District. *International Journal of Social Science and Human Research*, 05(06), 2313–2320. <https://doi.org/10.47191/ijsshr/v5-i6-41>

- 15) Sapriansyah, Aslamiah, R. E. (2022). *International Journal of Social Science And Human Research The Effect of Organizational Culture and Organizational Climate Through Motivation Work towards Organizational Citizenship Behavior (OCB) Of Elementary School Teachers in Lamphong*. 05(09), 4331–4337.
- 16) Silfiati, Aslamiah, M. (2022). The Influence of Principal Situational Leadership, Teacher Work Climate and Teacher Job Satisfaction with Teacher Performance at SDN in Awayan District. *International Journal of Social Science and Human Research*, 05(06), 2667–2674. <https://doi.org/10.47191/ijsshr/v5-i6-101>
- 17) Sri Rumanti, Aslamiah, A. M. R. (2022). The Effect of Principal Transformational Leadership, School Culture, and Organizational Commitment on the Performance of State MTS Teachers in Balangan Regency. *International Journal of Social Science and Human Research*, 05(06), 2336–2343. <https://doi.org/10.47191/ijsshr/v5-i6-44>
- 18) Teresia, Suriansyah, & Aslamiah. (2023). Relationship between Principal Transformational Leadership, Teacher Self-Efficacy, Teacher Organizational Commitment and Organizational Citizenship Behavior (OCB) of Public Elementary School Teachers in Labuan Amas District. *International Journal of Social Science And Human Research ISSN(Print): 2644-0679, ISSN(Online): 2644-0695*, 5(4).
- 19) Usman, M. S., Zowalaty, M. E. E., Shameli, K., Zainuddin, N., Salama, M., & Ibrahim, N. A. (2013). Synthesis, characterization, and antimicrobial properties of copper nanoparticles. *International Journal of Nanomedicine*, 4467–4479
- 20) Wahyu Wardani, Aslamiah, N. (2022). *International Journal of Social Science And Human Research The Correlation among Teacher Professionalism , Work Motivation and Work Discipline on Teacher Performance*. 05(06), 2230–2235. <https://doi.org/10.47191/ijsshr/v5-i12-08>
- 22) Wina Novita, Sulaiman, M. R. (2022). Work Motivation as an Intermediary Variable in the Relationship between Principal Transformational Leadership, School Climate, and Teacher Professionalism. *International Journal of Social Science and Human Research*, 05(06), 2285–2291. <https://doi.org/10.47191/ijsshr/v5-i6-51>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.