

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



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ABSTRACT: The purpose of this study was to analyze the direct and indirect contributions of school principals' transformational leadership, work climate, and achievement motivation on the performance of elementary school teachers in Teweh Baru District, North Barito Regency. The method used in this study is a correlational method with a quantitative approach that is formalized into a path analysis model. 263 teachers from 25 elementary schools in Teweh Baru District, North Barito Regency constituted the study population. 159 respondents were chosen for the study sample using the proportional allocation formula and simple proportionate random sampling. Data were collected using questionnaires about the principal's transformational leadership (35 items), the work climate (35 items), achievement motivation (40 items), and teacher performance (40 items), and data were analyzed using descriptive analysis, the classical assumption test, test hypothesis, and path analysis (path analysis). This study instrument was tested for the level of validity and reliability using the product moment person correlation test. Study data were analyzed using path analysis to see the direct and indirect effects between variables. By first using the normality test, linearity test, and multicollinearity test. The results of the study show that there is a contribution of the principal's leadership, work climate, and achievement motivation to teacher performance both directly and indirectly.

KEYWORDS: Transformation, Work Climate, Motivation, Teacher Performance

I. INTRODUCTION

Teacher performance is determined by the way they carry out their responsibilities as educators. Since the teacher is the one that interacts with students most extensively during the learning process, the performance of the teacher directly effects the quality of educational outcomes. Usman (2013:19), argues that Indonesian educational institutions perform considerably below standard. As a teacher and educator, the teacher is one of the key determinants of the success of any education, therefore this condition cannot be separated from their role in education. This suggests that teachers' poor performance is a contributing factor in the education system's poor quality. This is in line with Kusdyah (2014: 12), according to which the teaching profession hasn't exactly been performing at its best. Lacking creativity, the teachers just does their job in a conventional manner. For instructors, innovation is comparatively limited, and originality is not a need for success (Robbins, 2016: 100).

Teacher performance is the result of work that can be achieved by a teacher in an educational institution or madrasa in accordance with the duties and responsibilities in achieving educational goals. A teacher's success must conform to specified standards; if the teacher meets these standards, it can be argued that the teacher is successful and of high caliber. On the other hand, a teacher cannot be considered successful if they do not satisfy high standards. The results of observations made by observers as well as some data from the elementary school principals in the Barito Utara District show that there is still room for improvement in the performance of teachers. Many teachers are still unable to perform their duties and functions in compliance with the relevant laws and standards set by the profession. Teachers still frequently put themselves in the position of only instructing students while abandoning their responsibilities for educating and training them.

In order to ensure that the learning activities are engaging for the students and that they are easy for them to understand, the teacher should be able to demonstrate good performance. Later, a strategy will be applied. The work *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* process or work outcomes can be used to determine a teacher's success, and each school has a variety of ways to evaluate teacher performance.

The ability of the teacher to create lesson programs or practice in the form of lesson units (SP), present the program, conduct learning or practice evaluations, perform analysis of the results of learning and practice evaluations, compile and implement

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improvements and enrichment, and exercise discipline in carrying out their responsibilities are all factors that are taken into consideration when evaluating the performance of teachers in relation to the main task. This is in line with the findings of Aslamiah (2019), which came to the conclusion that the areas of educational activities, learning or guidance processes, professional development, and supporting the learning process are included in the aim of teacher performance evaluation.

Transformational leadership is an option for school principals to lead and develop quality schools. Transformational leadership has an emphasis on clear vision and mission statements, effective use of communication, providing intellectual stimulation, and personal attention to the personal problems of individual members (Mulyasa, 2015: 52).

According to some study findings, transformational leadership and teacher performance are closely related. Based on Rasyidah (2019), transformational leadership can foster in teachers a sense of trust, loyalty, and awe that motivates them to keep working to improve their performance for the good of the school. Moreover, according to Bass and Avolio in their theory, a leader can transform his audiences in four ways, which they refer to as the Four I: 1) Idealized influence (charisma), 2) Intellectual stimulation, 3) Individualized consideration, 4) Inspirational motivation (Setiawan and Muhith, 2014:47). Bass emphasized that transformational leadership can change followers by raising awareness of the importance and value of a job assignment, focusing more on team development or achieving organizational goals than on personal interests, and giving the needs of the most basic needs priority (Supardi, 2016:69).

The teacher's work climate might also have an impact on performance. According to Hoy and Miskel (2014: 217), a school's climate qualities, which set it apart from other schools, will have an impact on how its students behave. This assertion is consistent with the findings of Kartini (2020), which found that the work climate in a school might have an impact on teachers' success at their performance at work. The teachers will get motivated to increase the quality of their performance if the work climate atmosphere is conducive. A teacher requires great motivation both internally and externally to support him in increasing his performance. This is in line with the results of Barinto (2022), regarding the effect of work climate on teacher performance in State Junior High Schools in the Percut Sei Tuan District, proving that there is a partial effect of work climate on teacher performance.

Furthermore, Achievement motivation is another component that affects performance. Achievement motivation is another crucial factor because, according to Hallinger (2015: 67), People with high levels of achievement motivation will be pleased if they are successful in winning a competition, and they are willing to take any risks necessary to further their objectives. Murdayanti and Aslamiah (2019), said that there is a positive effect of achievement motivation on teacher performance, meaning that the higher the achievement motivation, the higher the teacher's performance, is evidence of the close relationship between achievement motivation and raising teacher performance. In order for every teacher to be able to contribute positively to the fulfillment of school goals, the school must pay attention to achievement motivation since it creates a sense of high passion in the performance of a teacher's tasks and responsibilities (Suwatno, 2014:31).

Based on Wardana (2020), found that there is a very significant positive relationship between achievement motivation and teacher performance. This is also supported by the results of Rasyidah (2019) data analysis, it is known that the contribution or influence of achievement motivation on job satisfaction is 41.1%. work motivation is closely related to job satisfaction. Work motivation can form individuals to carry out the work objectives carried out and can increase teacher satisfaction

II. METHOD

In accordance with the objectives of this study, namely to describe and analyze the direct and indirect contributions of the principal's transformational leadership, work climate and achievement motivation on teacher performance in Elementary School Teweh Baru District, North Barito Regency, the researchers used correlational method that described the relationship between two or more variables (Sugiyono, 2018: 13). The population in this study were 263 people spread over 25 schools, then 159 teacher respondents were taken as a study sample using the Simple Proportionate Random Sampling technique. This study used 3 questionnaires and 1 documentation of teacher performance assessment (PKG) as data collection tools. Questionnaires were first distributed through validity and reliability tests which were declared valid and reliable. Hypothesis testing uses several stages such as multiple regression test, parsian test (T-Test), termination test (R Square) and path analysis.

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III. RESULTS AND DISCUSSION

The analysis prerequisite testing stage is the normality test using the Kolmogorov-Smirnov non-parametric statistical test. The result is that all variables show a significance value (Sig.) of more than 0.05 (sig. > 0.05), meaning that the variables are normally distributed. On the results of the linearity test and multicollinearity test all variables show a linear form and no multicollinearity occurs. After the prerequisite test is met, then proceed with testing the hypothesis through path analysis. The summary results of the analysis are shown in Table 1.

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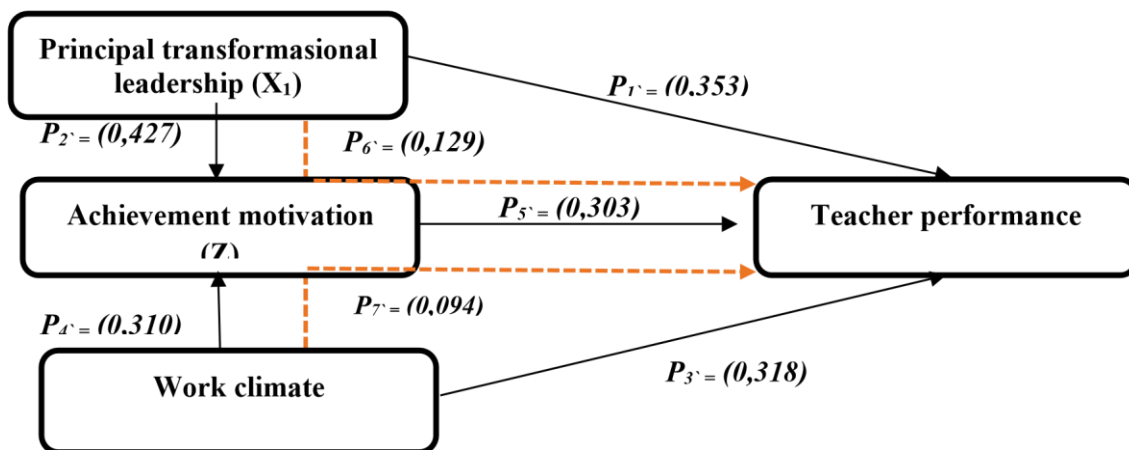


Figure 1: Summary of path analysis results

Table 1. Summary of Variable Direct Contribution Hypothesis Test Results

Hypothesis	Sig.	Decision
P1 : There is a direct contribution of transformational leadership to teacher performance	0.000	Accepted
P2 : There is a direct contribution of transformational leadership to achievement motivation	0.000	Accepted
P3 : There is a direct contribution of the work climate to teacher performance	0.000	Accepted
P4 : There is a direct contribution of the work climate to achievement motivation	0.000	Accepted
P5 : There is the direct effect of achievement motivation on teacher performance	0.000	Accepted

Table 2. Summary of Indirect Variable Contribution Hypothesis Test Results

Coefficient Relationship Hypothesis	Direct	Indirect	Sobel Test_T-count	Decision
P6 : There is a direct contribution of transformational leadership to teacher performance through achievement motivation.	0.363	0.129	3,802	Accepted
Q7 : There is a direct contribution of the work climate to teacher performance through achievement motivation	0.318	0.094	3,532	Accepted

Based on the summary of the results of the analysis in Tables 1 and 2 above, in this study a contribution was found between variables which can be explained as follows.

A. Transformational Leadership's Direct Contribution to Teacher Performance at Elementary School Teweh Baru District, North Barito Regency

school (X1) on the performance (Y) of Teweh Baru District Elementary School teachers. The results of this study are evidenced by the regression path coefficient of the principal's transformational leadership variable on teacher performance (P_{x1y}) of 0.353, which means that there is a direct increase in the teacher's performance value of 0.353 for every 1 point increase in the value of the principal's transformational leadership variable. So the higher the principal's transformational leadership will improve teacher performance. In conclusion, the null hypothesis (H_0) is rejected, which means that there is a contribution of transformational leadership to teacher performance.

The results of this study are supported by Nor and Efendy (2021), which concluded that the transactional leadership style has a positive influence on performance. It is also supported by the study results of Normaini and Aslamiah (2022), which concluded that the higher the implementation of the transformational leadership of the school principal, the higher the teacher's performance. Conversely, the lower the quality of the principal's transformational leadership, the lower the teacher's performance

The results of the partial analysis (T-Test) found a significant value of the contribution of transformational leadership to teacher performance of $0.000 < 0.05$ and seen from the T-count value of $5.813 > 1.655$ (T-table), there is a direct contribution of transformational leadership by school principals to teacher performance.

Regarding the relationship between teacher performance and learning leadership at Elementary School Teweh Baru District, North Barito Regency, it is known that the total average value of transformational leadership is 3.05. This figure shows a high value so that it can influence the performance of teachers. Principal transformational leadership is an important factor in improving the performance of teachers, principals must have the competence to absorb the aspirations or desires of teachers at work, so

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transformational leadership is a process in which leaders and teachers work together to fulfill all desires to advance the organization by mutually improve performance. Wahjosumidjo (2015:22), stated that charismatic transformational leadership is able to provide a vision and sense of mission, instill a sense of pride, gain respect and trust. Transformational leaders are seen as charismatic by their subordinates and have a certain amount of power and influence. In general, charisma is correlated with how followers respond to a leader's behavior. With a vision and feeling of mission that motivates followers to go above and beyond to accomplish goals, transformational leaders awaken and inspire their followers.

The results of this study are in line with Karabey (2018), on his study "The relationship between transformational leadership style, work ethic and motivation to performance." Transformational leadership that is well applied will have a positive effect on teacher performance, because it can encourage employees to achieve organizational targets and can influence individually as well as in groups to improve performance. Similarly, study suggests that "a principal's transformative leadership is directly influenced by teacher performance," according to Alkarni, Sulaiman & Ngadimun (2022), (that a transformational leadership is directly influenced by teacher performance). There is a significant direct influence on the principal's transformational leadership, stated by Normaini & Aslamiah (2022), who also found that the principal's job satisfaction and work motivation had a direct impact on teacher performance. Additionally indicates that leadership has an impact on teachers' performance (Rusdiana, Saleh, & Damriyati, 2022; Norlatipah, Suriasyah, & Noorhapizah 2022).

The results of this study are also in line with Rahmadin (2017), The Relationship Between Transformational Leadership Style, Work Motivation and Work Climate on Teacher Performance at Junior High School Martapura District, Banjar Regency. The results state that the value of the regression coefficient of transformational leadership (X1) is 0.524, meaning that there is a relationship of transformational leadership (X1) to teacher performance (Y). The significance value (Sig t) of transformational leadership (X1) on teacher performance (Y) is 0.000, which means $\text{Sig } t < \alpha$ (0.05). This means that there is a significant relationship between transformational leadership (X1) and teacher performance (Y Teacher at SMPN, Martapura District, Banjar district. Nor and Efendy (2021), found that 79.7% of the teacher's performance level comes from the contribution of transformational leadership.

B. The Direct Contribution of Transformational Leadership to Achievement Motivation at Elementary School Teweh Baru District, North Barito Regency

Based on the test results, it shows that there is a significant contribution of transformational leadership to the achievement motivation of Elementary School Teweh Baru District teachers. This is evidenced from the results of the TTest Variable transformational leadership (X1) and achievement motivation (Z) have a significance value of $0.000 < 0.05$ and seen from the T-count value of $5.843 > 1.655$ (T-table), then H_0 is rejected, meaning that there is a significant contribution the principal transformational leadership variable (X1) has a significant effect on the achievement motivation variable (Z). The results of this analysis are in accordance with the results of Ramadhani and Suhaimi (2021), the results of their study concluded that there is a relationship between transformational leadership and teacher achievement motivation. this result is also supported by Normaini and Aslamiah (2022), concluding that leadership is transformational has a significant influence on achievement motivation in elementary school teachers and students and the results of study by Wardana (2020), concluded that transformational leadership has a positive and significant effect on teacher achievement motivation.

The principal is a leader figure who is ready to work hard to be able to advance the school and increase teacher productivity/performance intensively and is able to foster and guide teachers, and must always foster enthusiasm and motivation in order to create harmonious relations between leaders and those who are led, thereby increasing high quality work so that good work performance will be created (Hariyanti, 2016: 94). In accordance with the opinion of Mulyasa (2015: 71), states that transformational leadership of school principals can encourage and change the understanding of each of his subordinates (teachers) will increase teacher achievement motivation, which in turn can produce good teacher teaching performance. However, this does not rule out the possibility that teacher work motivation is not only caused or influenced by leadership effectiveness factors, but there are many other factors that can influence teacher work motivation.

The link between transformational leadership and teacher achievement motivation seen from the role of the principal needed in this context is the principal who has a transformational leadership style, where the principal can provide influence and comfort in working and motivate the teachers he leads by providing direction and guidance and adequate training. According to Mowday in Danim (2015), one of the factors that influence a person's achievement motivation includes organizational characteristics and all applicable policies including the policies of organizational leaders.

Several studies that support the results of this study such as Apriana and Yudana (2021), "Contribution of Transformational Leadership Style, Work Climate and Achievement Motivation on Teacher Performance at SMA Negeri 1 Mengiwi." revealed that transformational leadership has a significant influence on achievement motivation with a beta value of 0.639, a t-value of 5.688 and a significance value of 0.000. This opinion is supported in study which states that there is a direct and indirect relationship between transformational leadership and teacher motivation (Pratiwi & Wahyu, 2022; Rachmat & Aslamiah, 2022).

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According to Djatmiko (2018), "The Effect of the Principal's Leadership, Working Climate and Motivation on the Teacher's Performance of State Junior High Schools of Semarang Municipality" concluded that there was a significant influence of transformational leadership on teacher work motivation of 0.549 ($p < 0.05$). The contribution of transformational leadership to teacher commitment is 0.289 or 28.9%, while the remaining 71.1% is influenced by other factors which were not examined. Furthermore, several study results such as Rasyidah (2019), Wardana (2020), Jarminto and Aslamiah (2022) conclude partially and simultaneously that transformational leadership has a positive and significant influence on teacher achievement motivation.

C. The Direct Contribution of Work Climate to Teacher Performance at Elementary School Teweh Baru District, North Barito Regency

Based on the results of the Path Analysis test, it shows that there is a contribution of work climate to the performance of Elementary School teachers in Teweh Baru District, North Barito Regency. This is evidenced by several regression test results of 0.318, which means that there is a direct increase in the teacher's performance value of 0.318 for every 1-point increase in the value of the work climate variable, so the higher the work climate will improve teacher performance. In conclusion, the null hypothesis (H_0) is rejected, which means there is a contribution of work climate to teacher performance. This study supports previous study conducted by Kartini (2020), concluding that there is a significant contribution from work climate to teacher performance. This is also supported by Barinto's study (2022), that work climate is positively related to performance. One of the factors that have an influence on performance is the work climate. A conducive work climate in an organization will have a positive impact on performance, and vice versa failure means a negative impact on performance.

The relationship between the contribution of work climate and teacher performance at Elementary School Teweh Baru District, North Barito Regency can be seen from a conducive school climate, harmonious relationships between individuals within the school organization, as well as the relationship between the principal and the teacher, the teacher and the teacher, the teacher and the teacher. education staff and with students. With a conducive school work climate, it is expected to improve teacher performance. Stinger (Wirawan, 2018: 123), states that the work climate is a set of conditions and the surrounding environment can generate enthusiasm and encouragement to focus more on responses and responses that are considered logical or can be evaluated, which will ultimately have a direct impact on the performance of organizational members.

Considering from the results of the t-test, it can be seen that the value of Sig. for a teacher of $0.000 < 0.05$ and seen from the T-count value of $5.464 > 1.655$, thus there is a significant contribution of the work climate to performance, this indicates a positive influence of the work climate on teacher performance, meaning that the better the work climate, the better the performance teacher will be higher. The contribution of the work climate in improving teacher performance can be obtained, among others, through a conducive atmosphere that is in harmony with the work climate which describes the atmosphere and working relationships between fellow teachers, between teachers and school principals and between teachers and other education staff, which is a form of a conducive work environment. . This kind of atmosphere is needed by teachers to carry out their work more effectively. The work climate can be described through mutual support, the level of colleague, the level of intimacy and cooperation. The conditions that occur in the four dimensions of the work climate have the potential to improve teacher performance.

Based on Simamora (2015: 31), that an organized and conditioned work climate will create a sense of security that allows members of the organization to maximize their potential in carrying out work. Some of the results of previous study are in line with the results of this study, such as the results of Barus' study (2019), in his study finding that the work climate has direct implications for performance of 57.3%. This is also consistent with study conducted by Karyadi and Wahyu (2022), which states that school climate has a positive and significant influence on teacher performance. In addition, the results of this study are also supported by Adriani and Sulaiman (2022), who state that school climate has an effect on teacher performance which is indicated by a partial correlation value of 0.191, a coefficient of determination of 0.349 and a probability value of less than 0.05 .

D. The Direct Contribution of Work Climate to Teacher Achievement Motivation at Elementary School Teweh Baru District, North Barito Regency

Based on the results of the regression test, it was seen that there was a significant contribution of the work climate variable to the achievement motivation of Elementary School Teweh Baru District, North Barito Regency. This is evidenced by the value of the regression path coefficient of the work climate variable with the achievement motivation variable (P_{xz}) of 0.310, which means that there is a direct increase in the achievement motivation value of 0.310 in every 1-point increase in the value of the work climate variable, so the higher the work climate variable will increase motivation achievement. The results of this study are in line with Adriani and Sulaiman (2022), which states that the work climate directly affects teacher achievement motivation. Likewise Nor and Efendy's study (2021), concluded that the work climate has an influence on teacher achievement motivation.

Work climate is an external factor that is assumed to have an influence on teacher work motivation. A good work climate can form good culture or habits as well. The existence of a relationship of mutual support and mutual respect at work because of a good climate can create high enthusiasm or motivation for teachers. Judging from the results of the ttest the contribution of work climate to achievement motivation, it can be seen that the value of Sig. of $0.000 < 0.05$ and seen from the T-count value of $4.245 > 1.655$

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(T-table), then H_0 is rejected, meaning that there is a significant contribution of the work climate variable (X_2) to the achievement motivation variable (Z).

Redding in Aluguro (2014: 55), stated that the work climate is far more important in influencing a person's behavior at work than the skills or techniques he has. Work climate is important for explaining work motivation because it relates to employee job satisfaction. With a conducive working climate, it can create a climate that has the potential to raise work motivation for teachers. Motivation is something that is very necessary for many people. Motivation creates a positive influence on a person's self, encourages someone to love work and try to achieve the desired goals. A teacher with a good and positive work climate will allow the teacher to feel motivated or change his perception to further develop, learn and improve himself. If the teacher works in a well-managed organization, he will have higher motivation and satisfaction. According to Murty in Daryanto (2015: 72), employees who have good achievement motivation are employees who are able to identify their involvement in the organization. The school's efforts to increase the achievement motivation of teachers cannot be separated from the work climate that is applied, where the work climate is a guideline or basic assumption that is applied by teachers in behaving in school.

Study that is in line with the results of this study is Rita and Suriansyah (2019), the results of their study show that the regression coefficient is 0.308, this number means that the work climate is conducive, then teacher motivation will increase by 0.308. The coefficient of determination (R^2) is 0.516, this value can be interpreted that the percentage influence of the work climate variable has a significant effect on the teacher's achievement motivation variable. Ramadhani and Suhaimi (2021) concluded that the correlation coefficient between work climate and work motivation is significant.

E. The direct contribution of teacher achievement motivation to teacher performance at Elementary School Teweh Baru District, North Barito Regency

Based on the results of the regression test, the regression path coefficient of the achievement motivation variable on teacher performance (P_{zy}) is 0.303, which means that there is a direct increase in the teacher's performance value of 0.303 for every 1 point increase in the value of the achievement motivation variable, so the higher the teacher's achievement motivation will improve performance teacher. The results of this study are in accordance with Adeyemi (2018), which states that there is a significant effect of achievement motivation on teacher performance with a contribution percentage of 23.7%. The study results of Aslamiah, Suhaimi and Henny (2019), also found that there was a significant influence between achievement motivation and teacher performance.

Robbins (2016: 215), defines achievement motivation as an individual's encouragement to do something optimally by using all of his abilities to excel from other individuals until the individual achieves success. So teachers who have high achievement motivation have a strong drive to succeed, where teachers only focus on pursuing achievement rather than rewards for success, teachers will also be more eager to do something better and always complete their assignments and responsibilities. Achievement motivation is related to performance, because achievement motivation is a driving factor in carrying out tasks and responsibilities, achievement motivation also encourages a teacher to do something or support behavior so that they want to work actively and enthusiastically in order to achieve optimal performance.

McClelland in Hallinger (2015: 321), explains that individuals who show achievement motivation are those who are task oriented and ready to accept challenging assignments and often evaluate their tasks in several ways, namely comparing with the work of others or with certain standards. This is in accordance with Atkinson's opinion in Mangkunegara (2015: 85), stating that someone who has achievement motivation has characteristics, such as liking activities for his success so that he always tries to increase all possibilities for achievement. Because of the ability to experience more success, even though experiencing failure, it is still implied to succeed. Teachers who have high work motivation assume that failure is the result of a lack of effort, therefore expectations and efforts to succeed are always high.

Several studies support such as Wardana (2020), concluded that there was a significant effect of work motivation on the performance of State Vocational High School teachers in Hulu Sungai Utara District. And there is a direct and indirect relationship between work motivation and teacher performance (Martini & Karyono ibn ahmad, Metroyadi 2022; Supiansyah & Ahmad Suriansyah, Ngadimun 2022).

The study conducted by Normaini and Aslamiah (2022), "The Effect of Principal Transformational Leadership, Job Satisfaction and Work Motivation on the Performance of Elementary School Teachers in Halong District". The test results prove that achievement motivation has a positive and significant effect on teacher performance can be accepted or supported by the reality that occurs in the object of this study. Other studies such as Rahman and Suriansyah (2022), "Principal Leadership Effectiveness Relationship and Organizational Climate on Achievement Motivation and Teacher Performance Kindergarten in the district. Dusun Tengah Kab. Barito Timur" the results of testing the relationship between achievement motivation and teacher performance can be proven by the estimated path coefficient value of 0.250 in a positive direction with a critical point value (t-value) of 2.395 and a significance value (p-value) of $0.023 < \alpha = 0.05$. The test results prove that achievement motivation has a positive and significant relationship to teacher performance. This means that the better the achievement motivation, the teacher's performance is increasing.

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F. Indirect Contribution of Transformational Leadership to Teacher Performance through Teacher Achievement Motivation at Elementary School Teweh Baru District, North Barito Regency

Based on the calculation of the path analysis regression analysis test, it can be seen that the magnitude of the indirect relationship is 0.129. These results indicate that the value is positive, meaning that there is a positive indirect contribution from transformational leadership through achievement motivation to teacher performance at Elementary School Teweh Baru District, North Barito Regency. The results of study that are in line with Ramadhani and Suhaimi's study (2021), show that transformational leadership contributes to teacher performance through teacher achievement motivation. The results of study by Rahmadin (2017), Karabey (2018), Rasyidah (2019) and Karyadi and Wahyu (2022), in each of this study conclusions states that there is a positive relationship between transformational leadership through achievement motivation on teacher performance.

Bass theory states that the interaction between transformational leaders and teachers is to change teacher behavior to feel capable so as to build high motivation so that they strive to achieve higher and quality work performance (Hariyanti, 2016: 48). This statement is in accordance with the opinion of Tarter, Hoy & Kottkamp in Hasibuan (2015: 85), stating that given the importance of the transformational leadership of school principals on teacher performance, a school principal must be able to foster the motivation of his subordinates by creating a conducive atmosphere, which allows teachers to work comfortably and calmly, full of intimacy and mutual respect so that high motivation grows for the achievements it produces, which will then affect performance.

The magnitude of the contribution of achievement motivation as an intermediary for the contribution of transformational leadership to the performance of Elementary School teachers in Teweh Baru District, North Barito Regency, can be seen from the results of the Sobel test showing that $t \text{ count } (3.802) > t \text{ table } (1.655)$, then H_0 is rejected, meaning that there is an indirect contribution from leadership transformational through achievement motivation on teacher performance. Suwatno (2014), explains that the role of achievement motivation in work is very important because achievement motivation is closely related to performance, if achievement motivation is high, teacher performance is also high. Conversely, if achievement motivation is low, teacher performance is also low. So, achievement motivation is a very important thing to be considered by school principals who are part of transformational leadership.

The role of the school principal's transformational leadership in influencing and motivating outstanding teachers is more important in improving teacher performance. It can be seen from good transformational leadership that will encourage or encourage all teachers to be more active in their work and feel valued so that they will work optimally. According to Wardoyo (2014: 60), states that one of the important competencies that must be possessed by a transformational leader is the ability to be able to motivate or encourage his subordinates. This statement is supported by several studies such as the results of Apriana (2021), which concludes that motivation can strengthen the relationship between transformational leadership and teacher performance. As well as in other study according to puspitasari & Sulaiman (2022), states that there is an indirect relationship between work motivation and performance. As stated by Lasmi (2018), transformational leadership has a positive effect on work motivation so that changes have an impact on improving performance.

G. The Indirect Contribution of Work Climate to Teacher Performance through Achievement Motivation at Elementary School Teweh Baru District, North Barito Regency

The calculation of the value of the indirect effect of the work climate variable on teacher performance through the achievement motivation variable has a coefficient value of 0.094. This value indicates that the value is positive, meaning that there is an indirect influence from the work climate through achievement motivation on teacher performance at Elementary School Teweh Baru District, North Barito Regency.

The realization of optimal performance cannot be separated from the support of a well-implemented work climate in an organization. conducive working climate in an organization and arouse or motivate followers to be able to develop in achieving performance at a higher level. As stated by Wibowo (2015: 92), the dominant factors related to performance include external factors such as leadership and work climate.

The results of the Sobel test calculations show that $t \text{ count } (3.532) > t \text{ table } (1.655)$, meaning that there is an indirect contribution of work climate leadership through achievement motivation to teacher performance at Elementary School Teweh Baru District, North Barito Regency. Work climate influences teacher performance through work motivation such as creating an attractive job and work environment, delegating responsibility and applying regulations properly. Therefore, a suitable work climate will lead to achievement motivation towards work so as to produce maximum performance.

A conducive or good work climate is one of the conditions that must be met for an organization to be able to encourage the creation of good performance for every employee. Gibson in Daryanto (2015) stated that a good work climate strongly supports the performance of staff in the organization, where each staff can carry out their duties and obligations optimally. Several studies are in line with this study, such as Aprilana (2021), who concluded that achievement motivation contributes to the contribution of the work climate to teacher performance. Aslamiah & Normianti (2019) concluded that the calculated t value was 2.372 with a significance of $0.022 < 0.05$. This means that there is an indirect positive relationship between school work climate through achievement

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motivation on teacher performance. Jarminto and Aslamiah (2022) concluded that work climate has a positive and significant effect through intervening achievement motivation on teacher performance.

IV. CONCLUSION

The results of this study concluded that there is a contribution of the principal's transformational leadership on teacher performance, there is a contribution of the transformational leadership of the school principal on achievement motivation, there is a contribution of the work climate on teacher performance, there is a contribution of the work climate on achievement motivation and there is a contribution of achievement motivation on teacher performance. As well as the contribution of the school principal's transformational leadership through achievement motivation on teacher performance and the contribution of the work climate through achievement motivation on teacher performance.

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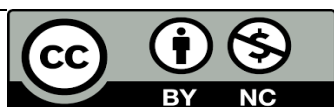
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