

The Influence of Principal Transformational Leadership, Work Discipline, and Emotional Intelligence on Teacher Work Performance at State Elementary Schools, North Banjarmasin District



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ABSTRACT: This study focuses to describe the effect of: principal's transformational leadership on work performance; the principal's transformational leadership towards work discipline; emotional intelligence on teacher work performance; emotional intelligence on work discipline; work discipline on work performance; transformational leadership of school principals through work discipline on work performance; and emotional intelligence through work discipline on teacher performance. The population of this study was 281 teachers. The research sample was 165 teachers who were selected using proportionate random sampling technique. The data of this study was collected by using an instrument consisting of work performance (40 items), transformational leadership of the principal (48 items), work discipline (40 items), and emotional intelligence (40 items) which have been tested for validity and reliability. The research data were analyzed using path analysis. The results of the study found that there were influences: the principal's transformational leadership on teacher work performance; the principal's transformational leadership towards teacher work discipline; emotional intelligence on teacher work performance; emotional intelligence on teacher work discipline; teacher work discipline on teacher work performance; transformational leadership of school principals on work performance through teacher work discipline; and emotional intelligence on work performance through teacher work discipline.

KEYWORDS: transformational leadership, work discipline, emotional intelligence and work performance

INTRODUCTION

The era of the Industrial Revolution 4.0 is an era that demands rapid change. This era is marked by the existence of cyber-physical systems, cloud computing, the Internet of Things (IoT) which are all related to artificial intelligence (Artificial Intelligence) and big data. In this era, the industrial world demands the availability of human resources (HR) who can adapt to the changes and challenges that exist. This is certainly a big challenge, especially for the world of education in preparing quality human resources. The Industrial Revolution 4.0 has two sides: convenience and challenges. The same sides also take place in the field of education. The educational field plays an important role in preparing a generation who is ready to compete and answer the challenges of the times (Retnaningsih, 2019).

Sardiman (2011) explained that teacher is one of the main components in the teaching and learning process. They play a role in efforts to form potential human resources in the field of development in study. According to Sutrisno (2016), basically the common goal to be realized by the organization is to seek profit. Therefore, employees who have high work performance are needed. Teacher job performance is closely related to what teachers do in the classroom and how it affects student learning activities. Based on this view, what is meant by job performance is behavior related to teaching activities carried out by a teacher in the classroom.

There are several factors that determine the quality of work performance of State Elementary School teachers in North Banjarmasin District such as work performance and emotional intelligence. According to Irfan (2014), work discipline can affect the quality of work performance. Efforts to improve teacher performance can also be done by applying the existing work discipline in the organization. Teacher work performance can also be improved through the teacher's emotional intelligence (Susiani, 2019). Emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves and the ability to manage emotions well in ourselves and in relationships with others (Goleman, 2016).

In an effort to make the working conditions of teachers can be realized as expected, it takes a principal who has a vision for the future and is able to identify environmental changes and is able to transform these changes into the organization; pioneering

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change and providing motivation and inspiration to individual employees to be creative and innovative, as well as building a solid team work, bringing renewal, being brave and responsible for leading and controlling the organization (Usman, 2019).

Another crucial factor in influencing teacher performance is the transformational leadership of the principal. Transformational leaders inspire employees to go beyond their own self-interest for the benefit of the organization. Transformational leaders can have a tremendous influence on their followers (Robbins, 2019).

This research study is conducted with the intention of establishing the effect of the principal's transformational leadership, work discipline, and emotional intelligence on the work performance of elementary school teachers in North Banjarmasin District. This study is in line with several previous studies which showed that there was an effect of principal transformational leadership on teacher work performance. The results of the study by Wibowo (2021) concluded that there was an influence of the principal's transformational leadership on work discipline. Rahmawati, Ahmad, and Suriansyah (2019) in their research concluded that emotional intelligence has an influence on teacher performance. Research by Hitu, Kusumaningtyas, and Ardiana (2022) concluded that emotional intelligence has a significant influence on teacher work discipline. Saputri, Qomariyah, and Herlambang (2020) in their research conclude that there is an influence of teacher work discipline on teacher work performance.

LITERATURE REVIEW

Work performance is the level of success achieved by a person to determine the extent to which a person achieves the measured and assessed achievements. According to Dessler in Uno and Lamatenggo (2016), achievement is a result achieved by a person after he has carried out an activity. In the world of work, work performance is referred to as work performance. According to Uno & Lamatenggo (2016), teacher work performance is a result achieved by teachers in carrying out their professional duties efficiently and effectively which includes: a) Quality of work; b) speed; c) accuracy; d) initiative; e) ability; and f) building communication related to: 1) mastery of the ins and outs of the field of work and other fields related to learning tasks; 2) mastery of excellent skills in carrying out tasks; 3) mastery of extensive experience in the field of tasks and other related fields; 4) serious and not knowing the time in carrying out the task; 5) have good physical and spiritual fitness; 6) email by carrying out tasks efficiently and effectively; 7) provide work results that exceed those required by the organization, company, unit, or institution where he works; 8) effective in carrying out the task; and 9) efficient in carrying out tasks.

Work performance can be improved through several factors including the transformational leadership of the principal, the discipline of the teacher, and the emotional intelligence of the teacher. Principal transformational leadership is the leadership process of a principal who has a far-sighted vision. Transformational leaders have the ability to bring about enormous changes to their followers and organizational development. A transformational leader understands the importance of preparing the next generation that is tough, strong and ready to face the various challenges that exist so that they can achieve the desired goals.

According to Bass and Avolio in Rahmi (2014) there are four dimensions in the level of transformational leadership known as the 4I concept. The 4I concept consists of idealized influence, inspirational motivation, intellectual stimulation and individual consideration. Uno and Lamatenggo (2016), teacher work discipline is behavioral control that is adjusted to the norms, compliance, obedience, willingness, responsibility, and awareness of teachers in working based on regulations and policies that have been established by educational organizations/ institutions/ agencies. This relates to the professional duties of teachers in managing administration, as well as planning, implementing and evaluating learning in schools.

Uno and Lamatenggo (2016) revealed seven dimensions of teacher work discipline, namely: controlling behavior, following norms, obeying rules, obeying regulations, willingness to do work, responsibility for carrying out tasks, and awareness of tasks. The seven dimensions are related to indicators of managing administration, making lesson plans, implementing learning, and evaluating learning. According to Goleman (2016) emotional Intelligence is an emotional skill which includes the ability to control oneself and have endurance when facing obstacles, being able to control impulses and not feeling satisfied quickly, being able to regulate moods and being able to manage anxiety so as not to interfere with thinking skills, being able to empathize and hope. Goleman (2016) reveals five dimensions of emotional intelligence, namely: self-awareness, self-regulation, motivation, empathy, and social skills.

METHOD

This study objective are to describe and analyze direct and indirect relationships between variables: transformational leadership of school principals on work performance; the principal's transformational leadership towards work discipline; emotional intelligence on teacher work performance; emotional intelligence on work discipline; work discipline on work performance; transformational leadership of school principals through work discipline on work performance; and emotional intelligence through work discipline on teacher performance.

The population of this study were all teachers with a total of 281 teachers. The research sample was 165 teachers who were selected by proportionate random sampling. Data was collected using a questionnaire consisting of work performance (quality of work, speed, accuracy, initiative, ability, and building communication), transformational leadership of the principal (idealized

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influence, inspirational motivation, intellectual stimulation, and individual consideration), work discipline (behavioral control, following norms, obeying rules, complying with regulations, willingness to do work, responsibility for carrying out tasks, and awareness of tasks), and emotional intelligence (self-awareness, self-regulation, self-motivation, empathy, and social skills). The instrument was analyzed and tested for validity and reliability. The research data were analyzed using path analysis to see the direct and indirect relationships between variables by first conducting the analysis requirements test, namely normality test, linearity test, multicollinearity test, and heteroscedasticity test.

RESULTS

Based on the results of SPSS-assisted data processing, it can be found coefficients that show direct and indirect relationships between variables as described in Table 1.

Table 1. Summary of Path Analysis Results in Structural Models 1 and 2

Structural Model 1 = X1 + X2 -> Z						
Variable	Coefficient	T	Sig	R Square	F	Sig
X1	0.490	10,115	0.000	0.719	207,662	0.000
X2	0.485	9.9998	0.000			
Structural Model 2 = X1 + X2 + Z -> Y						
Variable	Coefficient	T	Sig	R Square	F	Sig
X1	0.182	2,420	0.017	0.589	77.008	0.000
X2	0.440	5,877	0.000			
Z	0.242	2,542	0.012			

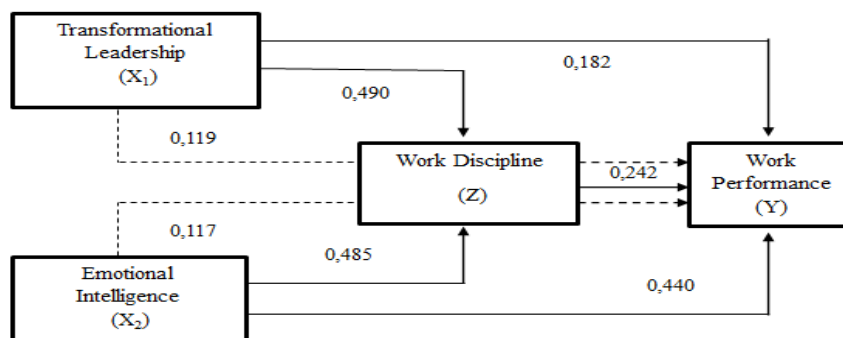


Figure 2. Causal Relationship of Variables X1, X2, Z and Y

Based on Table 1 and Figure 2 above, the rejection and acceptance of the hypothesis in this study can be seen in table 2 below

Table 2. Summary of Hypothesis Testing Decisions H 6

Hypothesis	p	Decision
H1: There is a positive and significant influence between the principal's transformational leadership on work performance	0.0017	Accept
H2: There is a positive and significant influence between the principal's transformational leadership on work discipline	0.000	Accept
H3 : There is a positive and significant influence between emotional intelligence on work performance	0.000	Accept
H4: There is a positive and significant influence between emotional intelligence on work discipline	0.000	Accept
H5: There is a positive and significant influence between work discipline intelligence on work performance	0.012	Accept

Table. 3 Summary of Hypothesis Testing Decisions H 6 and H 7

Hypothesis	Relationship Coefficient		Decision
	Direct	Indirect	
H6: There is a positive and significant influence between the principal's transformational leadership, work discipline on work performance	0.182	0.119	Accept
H7: There is a positive and significant influence between emotional intelligence, work discipline on work performance	0.440	0.117	Accept

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DISCUSSION

- **There is an influence of transformational leadership on work performance**

The results of this study indicate that the principal's transformational leadership directly influences work performance by 0.589. This shows that in order to improve teacher performance, it can be done by increasing the principal's transformational leadership. Transformational leaders persuade their subordinates to carry out work that exceeds personal interests for the benefit of the larger organization (Suriyansyah and Aslamiah, 2012). Leadership who has a vision for the future and is able to identify environmental changes, and is able to transform these changes into the organization. Leaders are tasked with spearheading change, providing motivation and inspiration to subordinate individuals to be creative and innovative, as well as building solid team work, bringing innovation in a work ethic with management performance, being brave and responsible for leading, and controlling the organization (Kuswaeri, 2016).

The results of this study strengthen research conducted by: Daud and Afifah (2019), Pakaya and Ishak (2019), Kurniawati, Bustanur, and Mailani (2019), Akbar & Imaniyati (2019), Fauza (2020) whose results are related to the effect of transformational leadership on work performance.

- **There is an Influence of Transformational Leadership on Work Discipline**

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, thereby fostering an attitude of obedience, loyalty and respect for subordinates towards the leader (Sallis, 2012).

The results of this study also are in line with the results of previous research by: Jaya and Adnyani (2015), Permata and Mujati (2017), Listiani, Ribhan, and Mardiana (2020), Wibowo (2021), Arif (2021) whose results relate to the influence of the principal's transformational leadership on work discipline.

- **There is an Influence of Emotional Intelligence on Work Performance**

The results of this study indicate that emotional intelligence directly influences work performance by 0.589. This shows that in order to improve teacher performance, it can be done by increasing emotional intelligence.

Teachers who have emotional intelligence (EQ) are able to carry out work practices with excellence. The level of emotional intelligence of a teacher is high if he is able to manage his emotions and is able to motivate himself. Teachers with high emotional intelligence will be better able to overcome difficulties in carrying out their duties so that their performance will increase (Yudistiro, 2015).

The results of this study also reinforce the results of previous studies by Yudistiro (2015), Sholiha, Sunaryo, and Priyono (2017), Priadi (2018), Susiani (2019), and Satriyono, and Vitasmoro (2018), Indrayani (2021), Siswadi and Lestari (2021) whose results relate to the influence of emotional intelligence on teacher work performance.

- **There is an Influence of Emotional Intelligence on Work Discipline**

The results of this study indicate that emotional intelligence 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 emotional intelligence.

Teachers who have high emotional intelligence will be able to control their emotions and be able to use personal information to maintain their thoughts and behavior so that they have high motivation and work discipline in carrying out their duties as teachers. With emotional intelligence teachers also have the ability to monitor each other's emotions and use personal information to maintain thoughts and behavior (Srivastava, 2013).

The results of this study also support the results of previous studies by Rahardian and Indrawati (2018), and Hidayah (2016), Hairani (2020), Arif (2020), Karmini and Suniasih (2021), Hitu, Kusumaningtyas, and Ardiana (2022) whose results are related to the influence of emotional intelligence on teacher work discipline.

- **There is an Influence of Work Discipline on Work Performance**

The results of this study indicate that discipline directly has an effect on work performance of 0.589. This shows that to be able to improve teacher work performance, it can be done by increasing work discipline.

Teachers who have good work discipline will have responsibilities, attitudes, behavior and actions in accordance with applicable regulations and try to improve their work both in quality and quantity according to the responsibilities given to them (Febiningtyas & Ekaningtyas, 2014).

The results of this study corroborate the results of previous research by Rahmi and Aziz (2017), Utari and Rasto (2019), Pakaya and Ishak (2019), Muhammad and Hidayat (2019), Saputri, Qomariyah, and Herlambang (2020), Arif (2020) whose results are related to the influence of teacher work discipline on teacher work performance.

- **There is an indirect influence of transformational leadership through work discipline on work performance**

The results of this study indicate that indirectly transformational leadership, work discipline has an influence on work performance as indicated by a correlation coefficient of 0.119. This indicates that in order to improve teacher work performance, it

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can be done by increasing transformational leadership through work discipline. Transformational principals have a vision for the future to bring change to their schools, inspire and motivate, improve the quality and quantity of their teachers' work through the awareness that teachers have to comply with the rules set for them. Teachers who have good work discipline will have responsibilities, attitudes, behaviors and actions in accordance with applicable regulations and try to improve their work results (Elqadri, Wardoyo, & Priyono, 2015). The results of this study also support or strengthen the results of previous research by Setiadi and Lutfi (2021), Rahardian and Hardika (2017), Pakaya and Ishak (2019) whose results are related to the indirect effect of transformational leadership through work discipline on teacher work performance.

- **There is an indirect effect of emotional intelligence through work discipline on work performance**

The results of this study indicate that indirectly emotional intelligence, work discipline has an influence on work performance which is indicated by a correlation coefficient of 0.117. This shows that in order to improve teacher performance, it can be done by increasing emotional intelligence through work discipline.

Teachers who have emotional intelligence are able to control themselves, have endurance when facing a problem, are able to control impulses, motivate themselves, are able to regulate moods, have the ability to empathize and build relationships with others (Goleman, 2016). Teachers with good emotional intelligence can control themselves to obey the rules and be responsible for their duties (Hasibuan, 2016). Teachers who have good work discipline will have responsibilities, attitudes, behavior and actions in accordance with applicable regulations and strive to improve their work results both in quality and quantity according to the responsibilities given to them. (Elqadri, Wardoyo, & Priyono, 2015; Febiningtyas & Ekaningtiyas, 2014). The results of this study also support or strengthen the results of previous studies by Arthur & Kambey (2014); Marlina, Suriansyah, and Metroyadi (2019); Sari (2019); Hairina (2020) whose results are related to the indirect effect of emotional intelligence through work discipline on teacher work performance.

CONCLUSIONS

It can be concluded that there is a direct influence: the principal's transformational leadership on work performance, the principal's transformational leadership on work discipline, emotional intelligence on work performance, emotional intelligence on work discipline, work discipline on work performance. This study also concludes that there is an indirect effect: the principal's transformational leadership on work performance through work discipline, and emotional intelligence on work performance through work discipline.

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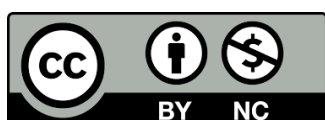
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