

The Influence of Principal Transformational Leadership, Work Ethic, through Organizational Commitment to the Performance of State Middle School Teachers in Hulu Sungai Tengah District



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ABSTRACT: This study aims to describe and analyze the direct and indirect effects of the variables: principal's transformational leadership, work ethic, organizational commitment, and teacher performance at State Junior High Schools in Hulu Sungai Tengah. This study uses a quantitative approach. The population in this study was 519 people. The sampling technique used was proportional random sampling determined by Alpha Cronbach with a sample of 226 teachers. Data was collected using instruments consisting of transformational leadership (48 items), work ethic (35 items), and teacher performance (based on the results of PKG) which have been tested for validity and reliability. The research data were analyzed using path analysis. The study results found that there was a direct influence of the principal's transformational leadership on teacher performance and organizational commitment. Moreover, a teacher's work ethic directly influences teacher performance and organizational commitment. Then, there was a direct influence of organizational commitment on teacher performance. The indirect effect of principal transformational leadership was analyzed through an organizational commitment to teacher performance and teacher work ethic through an organizational commitment to teacher performance.

KEYWORDS: Transformational leadership, work ethic, organizational commitment, teacher performance.

INTRODUCTION

Teacher performance includes the quality and quantity of output and reliability at work. Teachers can work well if they have high performance to produce good work as well. With the teacher's high performance, it is hoped that the school's organizational goals can be achieved. On the other hand, school organizational goals are difficult to accomplish if working teachers cannot get maximum performance results. Supardi (2013:45) reveals that what is meant by performance is an activity carried out to carry out and complete specific tasks with full responsibility in line with predetermined expectations and goals. Based on several explanations regarding the term performance, it can be concluded that performance is behavior in the form of work achieved by someone. This behavior manifests the achievement of expectations held by a person during a specific period and following predetermined standards. These standards or requirements that must be achieved are indicators of success in performance. The achievement of a person's expectations is a successful performance. The principal's transformational leadership is expected to provide direction and example according to conditions in the school so that teachers can work well to carry out the tasks assigned to them. This condition can be understood; a conducive organizational commitment will impact teacher performance (Susanto, 2016). According to Tatang (2020), one of the factors estimated to affect the teacher performance level is work ethic. Suryahadi (2015) states that organizational commitment has a strong enough relationship to teacher performance, so it is essential to investigate further. According to Mathis & Jackson (Wulaningsih, 2018), in addition to external factors, there are internal factors that affect teacher performance; one of these internal factors is organizational commitment. Sutisna (Sono, 2018) also states a link between work ethic and organizational commitment to teacher performance. Several theories from experts and the results of these studies show that teacher performance is closely related to the principal's leadership, work ethic, and organizational commitment.

Transformational leadership

Transformational or transformational leadership can bring about change within each individual involved or the entire organization to achieve higher performance (Susanto, 2016:59). Bass and Avolio's theory (Usman, 2011:323) modifies the leadership's indicators into several simpler variables to determine whether the leader has the competence or not. The variables contained in it can be seen from various elements, namely:

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Work ethic

The existence of nature of work must begin with a work ethic. If someone sees work as a noble thing for human existence, his work ethic will be positive. On the other hand, if you see work as meaningless for human needs, especially if there is no view and attitude towards work, the work ethic will naturally become negative. For example, in positive work behavior rooted in strong cooperation, and fundamental beliefs, accompanied by a total commitment to an integral work paradigm, the work ethic makes employees able to describe an attitude. It contains meaning as an evaluative aspect possessed by individuals or groups to assess their work (Bawelle, 2016).

Organizational Commitment

According to Luthans (2011: 190), organizational commitment is often defined as (a) a strong desire to remain a member of a particular organization, (b) a desire to exert effort at a high level on behalf of the organization, and (c) a definite belief in and acceptance of organizational values and goals.

Research by Rahawarin et al. (2015) shows that: (1) organizational commitment influences the performance of high school teachers in Southeast Maluku Regency; (2) Organizational climate influences the performance of high school teachers in Maluku Regency; (3) the principal's transformational leadership style has an effect on the performance of high school teachers in Southeast Maluku Regency; (4) organizational communication, organizational climate, and transformational leadership style of school principals simultaneously affect the performance of high school teachers in Maluku district.

Based on these descriptions, it makes the rationale and importance for conducting research titled "The Influence of Principal Transformational Leadership, Work Ethic, through Organizational Commitment to Teacher Performance at State Junior High Schools in Hulu Sungai Tengah Regency.

METHOD

This study aims to describe and analyze the direct and indirect effects between variables: the direct influence of the principal's transformational leadership on teacher performance, the principal's transformational leadership on organizational commitment, work ethic on teacher performance, work ethic on organizational commitment, organizational commitment on teacher performance. It also describes and analyzes the indirect influence of the principal's transformational leadership through an organizational commitment to teacher performance and work ethic through an organizational commitment to teacher performance. The population in this study was 519 people. The sampling technique used was proportional random sampling determined by Alpha Cronbach with a sample of 226 teachers. The researchers use a questionnaire consisting of transformational leadership (*idealized influence, inspirational motivation, intellectual stimulation, and individualization*), work ethic (*work is grace, trust, calling, actualization, worship, art, honor, and service*), organizational commitment (*affective commitment, continuance commitment, and Normative commitment*), and teacher performance (based on PKG results). This research questionnaire uses a *Likert scale* tested for validity and reliability. The collected data using path analysis is used to see the direct and indirect effects between variables by conducting normality and linearity tests. The framework model is as follows:

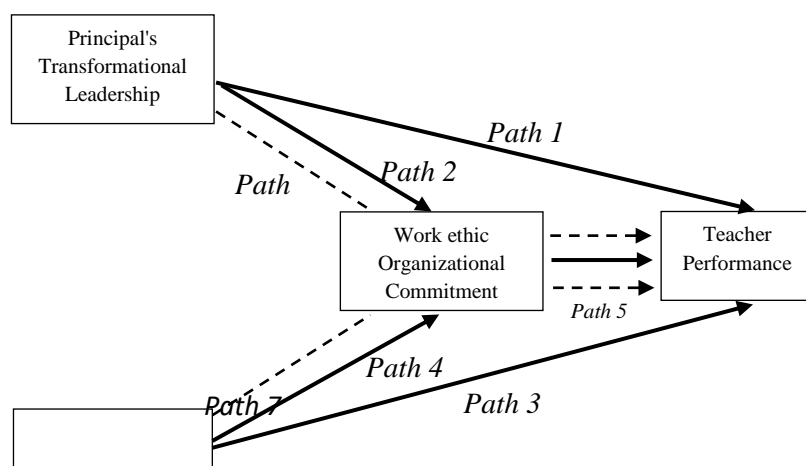


Figure 1. Research design

Information:

- > : Direct relationship
- - - - -> : Indirect relationship

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RESULTS

Based on the results of data findings assisted by SPSS, found results as described in Table 1.

Table 1: Mean, Standard Deviation, and Stage of Research Variables

Variable	mean	Standard Deviation	Stage
Principal's Transformational Leadership	187.38	19,778	Tall
Work ethic	148.07	11.052	Tall
Organizational Commitment	61.86	7.898	Tall
Teacher Performance	41.80	4.381	Tall

Table 2: Summary of Analysis Results

Substructural 1				
Principal Transformational Leadership, Work Ethic to Organizational Commitment				
Variable	Path Coefficient	T	P	R
Principal's Transformational Leadership	0.268	5.111	0.000	0.467
Work ethic	0.540	10.315	0.000	
Substructural 2				
Principal Transformational Leadership, Work Ethic, Organizational Commitment to teacher performance				
Variable	Path Coefficient	T	P	R
Principal's Transformational Leadership	0.158	2,923	0.004	0.494
Organizational Commitment	0.389	4.670	0.000	
Work ethic	0.290	5,947	0.000	

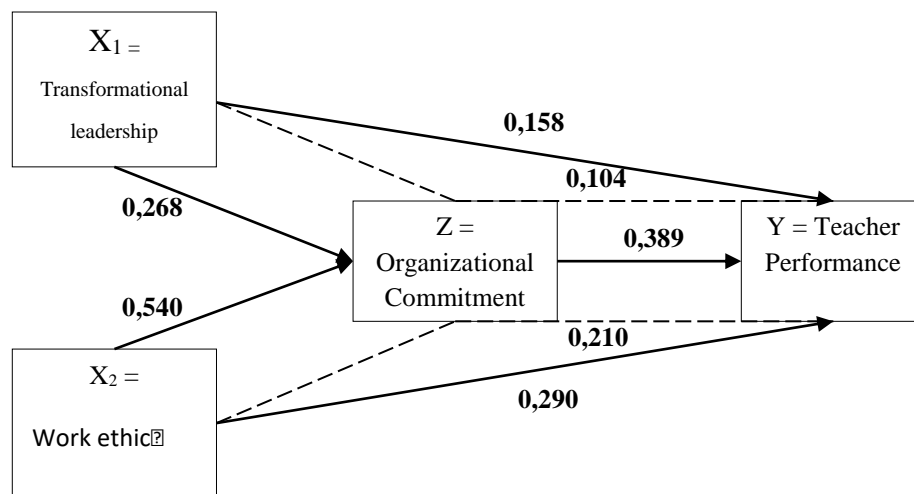


Figure 2. The results of the analysis of the relationship between variables

- > Direct Relationship
- -> Indirect relationship

Table 3: Summary of Test Decisions H₁ H₂ H₃ H₄ and H₅

Hypothesis	P	Decision
H ₁ : There is a direct influence of the principal's transformational leadership on teacher performance	0.004	Accept
H ₂ : There is a direct influence of the principal's transformational leadership on organizational commitment	0.000	Accept
H ₃ : There is a direct influence of work ethic on teacher performance	0.000	Accept
H ₄ : There is a direct influence of work ethic on organizational commitment	0.000	Accept
H ₅ : There is a direct effect of organizational commitment on teacher performance	0.000	Accept

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Hypothesis	Coefficient of Influence		Decision
	Direct	Indirect	
H ₆ : There is an indirect effect of the principal's transformational leadership through an organizational commitment to teacher performance	0.158	0.104	Accept
H ₇ : There is an indirect effect of work ethic on teacher performance	0.290	0.210	Accept

Based on the analysis results in Tables 1, 2, and 3, this study found a relationship between variables which can be explained as follows.

DISCUSSION

There is an Influence of Transformational Leadership on Teacher Performance

The results of this study indicate a positive influence with a very low category between the principal's transformational leadership and the performance of state junior high school teachers in Hulu Sungai Tengah Regency. This indication means that the better the application of transformational leadership behavior/role, the higher the level of performance of teachers/educational staff. The results of this study strengthen the research: Mailani et al. (2019), Sukmawati (2017), and Abdurrakhman (2016); all research results from these researchers show the same results that the principal's transformational leadership affects teacher performance.

Influence of Transformational Leadership on Organizational Commitment

The results of the analysis conducted in this study indicate a direct positive and significant influence on the principal's transformational leadership on organizational commitment. The better the application of transformational leadership, the higher the teacher's organizational commitment level. The results of this study strengthen previous research by Widyatmika (2020), Budi and Eka (2020), Yudana et al. (2018), Riana et al. (2017), Syahidan et al. (2017), Nathania, et al. (2016), and Lamidi (2009), all research results from these researchers show the same results that transformational leadership affects organizational commitment.

The Effect of Work Ethic on Teacher Performance

Results The analysis conducted in this study shows a direct positive and significant effect of work ethic on teacher performance. If the condition of the work ethic is better, the higher the level of performance of teachers or education staff will be. The results in this study are in line with and strengthen the results of the study: Sunaryo (2021), Tatang (2020), Sari (2019), Suyitno (2017), and Marlina (2015), all research results from these researchers show the same results that work ethic affects teacher performance.

The Influence of Work Ethic on Organizational Commitment

The analysis result of this research shows a direct positive and significant effect of work ethic on organizational commitment. This result means that the better the teacher's work ethic, the higher the level of organizational commitment owned by the teacher/educational staff. The results of this study are in line with and strengthen the research: Akbar (2020), Supriadi (2021), Mardianti (2020), Pratana and Abadi (2018), and Mauliza, Yusuf, and Ilhamsyah (2016), all research results from these researchers show similar results. The same is true that work ethic affects organizational commitment.

The Effect of Organizational Commitment on Teacher Performance

The analysis result in this study shows a direct positive and significant effect of organizational commitment on teacher performance. If the higher the level of organizational commitment you have, the higher the level of performance of teachers/educational staff will be.

The results of this study are in line with and strengthen the research: Suryahadi (2015), Zein and Hadijah (2018), Prasetyono and Ramdayana (2020), Rahmawati and Asmin (2021), and Farid, Haerani, Hamid, Reni and (2019), all research results from these researchers showed the same results that organizational commitment affects teacher performance.

The Influence of Principal Transformational Leadership on Teacher Performance through Organizational Commitment

The analysis results conducted in this study indicate that the principal's transformational leadership indirectly influences teacher performance through organizational commitment. Although transformational leadership influences performance through organizational commitment, the acquisition of the value of the indirect influence of transformational leadership on performance through organizational commitment is not greater than the acquisition of direct influence. Still, it would be better if the principal's transformational leadership factor directly affected the teacher's performance factor. It confirms the opinion: of Gibson, Ivancevich, and Donnelly (Minarsih, 20), Toegjono (Minarsih, 2016), and Asmani (Wulaningsih, 2018). These things indicate an influence of the principal's transformational leadership on teacher performance through organizational commitment.

The results of this study are in line with the research: of Mubarak and Wasito, E. (2021), Through Mediating, EJP (2019), Darmanto (2015), and Sani and Maharani (2012); all research results from these researchers show the same results that The principal's transformational leadership influences performance through organizational commitment.

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work ethic indirectly influences teacher performance through organizational commitment. This result is evidenced by the *path coefficient* of 0.210; this means an indirect effect with a very low category on work ethic on teacher performance through the commitment of the teacher organization for S MP Negeri in Hulu Sungai Tengah Regency. This condition means that even though there is an influential work ethic with performance through organizational commitment but the acquisition of the value of the indirect influence between work ethic and performance through organizational commitment is not greater than the acquisition of direct influence; it would be better if a good work ethic factors directly affect the performance of teachers. The results of this study are in line with and strengthen the research of Arya et al. (2019), Ismawantini et al. (2019), and Sono (2018) and are in line with the opinion expressed by Sutisna (Sono, 2018). All research results and expert opinions show that work ethic affects teacher performance through organizational commitment.

CONCLUSIONS

Based on the results of data analysis and discussion as described in the previous section, the researchers concluded that a principal's transformational leadership is directly influenced by teacher performance and organizational commitment. Further, there is a direct influence of teachers' work ethic on teachers' performance and organizational commitment, the direct influence of organizational commitment to teacher performance. It also analyzes the indirect effect of principal transformational leadership through an organizational commitment to teacher performance and teacher work ethic through an organizational commitment to teacher performance.

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