

The Effect of Transformational Leadership of the Principal, Work Motivation and Work Discipline on Teacher Performance



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ABSTRACT: One of the determining factors of high and low quality educational outcomes is the teacher. Quality teachers are determined by the leadership of the principal. This study aims to analyze the direct and indirect effect between the principal's transformational leadership, work motivation and work discipline on teacher performance. This research uses a quantitative approach, with facto exposure. The population of this study was 276 people from 24 State Junior High Schools. The sampling technique used is a Proportional Random Sampling. The number of samples was determined based on the Slovin formula with 163 respondents as respondents. Data collection was carried out using a questionnaire consisting of principal transformational leadership (50 items), work motivation (39 items), work discipline (50 items), teacher performance using Teacher Performance Assessment (51 items). This research instrument tested the level of validity and reliability using the product moment person correlation test. The research data were analyzed using path analysis to determine the direct and indirect effects between variables, by first testing normality, linearity, and homogeneity. The results showed that there were direct and indirect effects between transformational leadership, work discipline, and work motivation on teacher performance.

KEYWORDS: transformational leadership, work motivation, work discipline, teacher performance

INTRODUCTION

Teacher performance is the dominant factor in determining the quality of learning. This means that if the teachers involved in learning activities have good performance, they will be able to improve the quality of school learning (Madjid, 2016). According to (Shoimin, 2014), teacher performance is closely related to what a teacher does in the classroom which affects the learning activities of students. Teacher performance is the whole of the teacher's efforts to achieve the maximum learning process. A teacher will produce high performance and depend on the management of the learning process.

The results of the study (Sudjana, 2017) show that student learning outcomes are affected by teacher performance. The teacher is an element of education that is very dominant in improving the quality of the learning process in schools. Based on the results of initial observations through a survey conducted by the Department of Education at several public junior high schools in Balangan Regency, it can be seen that the level of teacher performance is still low at 37.5%. There are still many teachers who have not been able to compile teaching materials that are logical and coherent and contextual (10.6%), most teachers still teach not based on the lesson plans made (9.4%), there are also many teachers who have not used sources/media in teaching. the learning process (8.2%), and there are still many teachers who are not fully able to analyze the results of the test/evaluation (9.3%). This description is certainly a teacher performance problem that must be addressed immediately. To overcome all these problems, it is necessary to know and understand the factors that greatly affect teacher performance.

According to (Supardi, 2014) many factors can affect teacher performance including the principal's transformational leadership, motivation, work discipline, teacher education level, teaching supervision, upgrading programs, conducive climate, facilities and infrastructure, teachers' physical and mental conditions, welfare guarantees, the managerial ability of the principal, and so on. Overcoming the low performance of teachers in carrying out their duties, it is necessary to improve or increase the factors that affect the performance of these teachers.

One of the factors that affect teacher performance is transformational leadership. Transformational leadership is the ability to inspire and motivate followers (subordinates) in order to achieve greater results than planned (Wijayanto et al., 2021).

In addition to transformational leadership factors, motivation is also one of the factors that affect performance. A teacher can work professionally if he has high motivation. Teachers who have high motivation will carry out their duties enthusiastically and energetically because there are certain motives / goals behind these actions. That motive is a driving factor that gives teachers the strength to work hard. Reinforcing this opinion, (Mangkunegara AP, 2015) states that the factors that affect teacher

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performance are the ability factor and the motivation factor. (Management et al., 2019) stated that work motivation is a basic need to fulfill all that is desired, so that if that need exists, it will have an impact on the success of an activity.

Another factor that can affect performance besides transformational leadership and motivation is work discipline. (Kardata, 2018) in his research found that there was a positive correlation between work discipline and performance. Without good work discipline, it is difficult for someone to achieve optimal results because the better the work discipline of a teacher, the higher the performance he will achieve. Siagian (2015) asserts that work discipline is a driving force that causes a person to be willing to mobilize abilities, roles in the form of expertise and skills, energy and time to carry out various activities that are their responsibility.

METHOD

This study aims to analyze the direct and indirect effects between variables: principal transformational leadership on teacher performance, work motivation on teacher performance, work discipline on teacher performance, principal transformational leadership on work motivation, principal transformational leadership on work discipline, leadership transformational principals on teacher performance through work motivation and transformational leadership of principals on teacher performance through work discipline. The population of this study was 276 people from 24 State Junior High Schools. The sampling technique used is Proportional Random Sampling. The number of samples was determined based on the Slovin formula with a total of 163 respondents. Collecting data using a questionnaire consisting of transformational leadership (idealized effect, inspirational motivation, intellectual stimulation, individual concederation), work motivation (work achievement, recognition of work results, increased work performance, responsibility, nature of work, interpersonal correlations, job security , personal life, policy and administration, opportunity for growth, income, position/position, working conditions), work discipline (discipline towards official duties, discipline towards time, discipline in working atmosphere, discipline in serving the community, discipline in attitude and behavior), teacher performance using Teacher Performance Assessment. This research instrument tested the level of validity and reliability using the product moment person correlation test. The research data were analyzed using path analysis to see the direct and indirect effects between variables, by first testing normality, linearity, and homogeneity.

RESEARCH FINDINGS AND DISCUSSION

The results of linear regression analysis show the effect model between leadership transformational (X), work motivation (Z1) and work discipline (Z2) on teacher performance (Y) as presented in Table 1 and Table 2.

Table 1. Regression Analysis of X toward Z1 and Z2

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	109,868	7,637		14,387	.000
	Work Motivation (Z1)	.169	.038	.335	4,508	.000
	Work Discipline (Z 2)	.208	.044	.350	4.737	.000

Table 2 . Regression Analysis X, Z1, and Z2 toward Y

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	43 . 892	2 . 365		18 . 560	.0 00
	To leadership Transformation l(X)	.026	.0 12	.174	2 . 24 0	.0 26
	Work Motivation (Z1)	.046	.0 20	.176	2. 273	.0 24
	Work Discipline (Z 2)	.052	.02 0	.197	2 . 551	.0 12

Source: Calculation Results of correlations Between Variables

The results of the analysis as in Tables 1 and 2 show the effect of leadership Transformational (X), Work Motivation (Z1) , and work discipline (Z2) on Teacher Performance (Y) as presented in Figure 1.

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Table 3. Group scores of each variable

Variable	mean	Standard Deviation	Stage
Transformational leadership	202 ,1 2	21 , 21	Tall
Work motivation	1 43 , 02	7, 43	Tall
Work discipline	1 21 , 14	12 , 60	Tall
Teacher performance	49 , 43	2 , 92	Low

Table 4 . Summary of path analysis results

<i>Structural 1</i>				
Principal Transformational Leadership toward Work Motivation and Work Discipline				
Variable	Path Coefficient	T	P	R2 -
Work motivation	0.335 _	4 , 508	0.000	0.234 _
Work discipline	0.350 _	4 , 737	0.000	
<i>Structural 2</i>				
Principal Transformational Leadership, Work Motivation, Work Discipline on Teacher Performance				
Variable	Path Coefficient	T	P	R2 -
Transformational leadership	0, 174	2 , 240	0.0 26	0.275
Work motivation	0.176 _	2, 273	0.0 24	
Work discipline	0, 197	2 , 551	0.0 12	

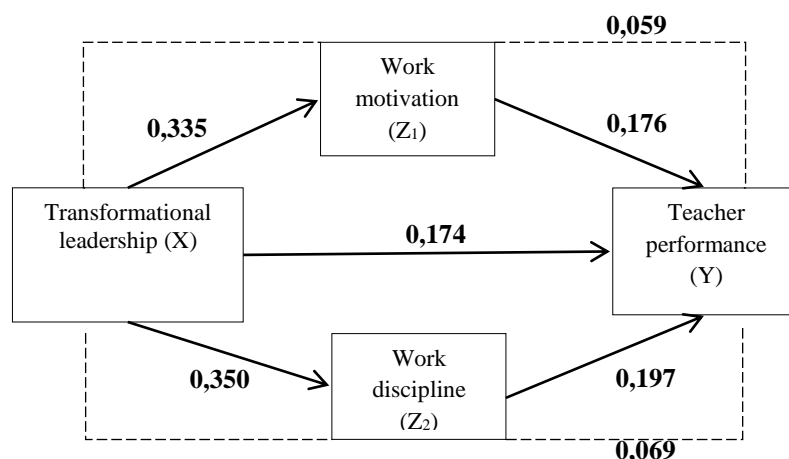


Figure 1: Results of the analysis of the correlation among variables

Description :

- > : direct effect
- - - - - : indirect effect

Based on Table 3 and Figure 1, the results of the hypothesis in this study can be seen in Tables 4 and 5.

Table 5. Summary of Hypothesis Testing Decisions H₁ H₂ H₃ H₄ H₅

Hypothesis	P	Decision
H ₁ There is a direct effect between the principal's transformational leadership on teacher performance	0,026	Accepted
H ₂ There is a direct effect between work motivation on teacher performance	0,024	Accepted
H ₃ There is a direct effect between work discipline on teacher performance	0,012	Accepted
H ₄ There is a direct effect between the principal's transformational leadership on work motivation	0,000	Accepted
H ₅ There is a direct effect between the principal's transformational leadership on work discipline	0,000	Accepted

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Table 6 . Summary of H₆ and Hypothesis Testing Decisions H₇

Hypothesis			
	Direct	Indirect	Decision
H ₆ There is an indirect effect between the principal's transformational leadership on teacher performance through work motivation	0,176	0,059	Accepted
H ₇ There is an indirect correlation between the principal's transformational leadership on teacher performance through work discipline	0,197	0,069	Accepted

The results of the path analysis in Tables 1 and 2 are illustrated in Table 5 and Table 6. Furthermore, in Table 5 is a summary of decisions H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05. thus all hypotheses (H_a) are accepted. Table 6 is a summary of decisions H₆ and H₇ with the criteria if the coefficient of direct correlation with the coefficient of indirect correlation is greater than 0.05 then the hypothesis (H_a) is accepted. Based on the results of the analysis in Tables 1, 2, 3, and 4 above, in this study, the effect between variables was found.

A. The Direct effect of Principal Leadership Transformational on Teacher Performance

The results of the analysis show that there is a direct influence between the principal's transformational leadership on teacher performance of 0.174. This means that there is a direct influence between the principal's transformational leadership on teacher performance. Thus, it can be concluded that the principal's transformational leadership affects the performance of teachers in carrying out their duties or work. (Ardiansyah, Yusuf, & Sulistiyowati, 2018) (Satriyono & Vitasgoro, 2018) (Education et al., 2021) show that transformational leaders and their high expectations of teachers help them develop their skills and enable them to complete assigned tasks effectively and efficiently.

This strengthens the research that has been done regarding the effect of principal transformational leadership on teacher performance. As in the research conducted by (Management et al., 2019) which concluded that there was a direct and significant relationship between the principal's transformational leadership on teacher performance.

B. The Direct Effect of Work Motivation on Teacher Performance

The results of the analysis show that there is a direct effect of work motivation on teacher performance of 0.176. This means that the higher the work motivation, the better the teacher's performance.

Work motivation has a great influence on a person's performance. People will work optimally, exert all abilities and skills when they have great work motivation. Work motivation will be seen clearly in the form of work involvement. Those who have high work motivation will participate more than those who have low work motivation (Kardata, 2018).

Previous research corroborates the statement above, such as by Mulyani & Wiarta (2021) who state that motivation has a positive and significant direct influence on teacher performance.

C. The Effect Direct Work Discipline on Teacher Performance

The results of the analysis show that there is a direct influence between work discipline and teacher performance of 0.197. This means that the higher the work discipline, the better the teacher's performance shown.

(Supardi, 2014) states that employee performance can be measured by how good the quality of the work is, the level of honesty in various situations, initiative in carrying out tasks, employee attitudes towards work, cooperation, understanding of work, and discipline in carrying out responsibilities.

The results of previous studies also strengthen this opinion as done by (Mahfud, 2020) showing the results of the analysis that directly the teacher's work discipline has a significant effect on teacher performance.

D. The Effect Direct to Principal Leadership Transformational on Work Motivation

The results of the analysis show that there is a direct positive and significant influence between the principal's transformational leadership and work motivation of 0.335. This means that principals who have good transformational leadership will tend to increase teacher work motivation. Thus it can be concluded that the principal's transformational leadership is very influential on the work motivation of teachers in carrying out their duties or work.

According to (Wijayanto et al., 2021) one of the important competencies that must be possessed by a leader is the ability to be able to motivate his subordinates. In line with this opinion, (Rivai, 2014) states that a leader must have motivational inspiration so that it can motivate subordinates to do their jobs fully. Leaders also motivate teachers to improve teacher competence and

careers by providing teachers with opportunities to participate in various trainings or develop higher education.

Transformational leadership is a type of leadership that is considered capable of growing the work motivation of its followers because it not only pays attention to the need for self-actualization but also raises awareness for members to do their best by paying more attention to human factors, performance, and organizational growth (Mahfud, 2020).

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The results of research that strengthen this analysis are research (Mulyani & Wiarta, 2021) which says that there is a significant direct relationship between transformational leadership and teacher work motivation.

E. The Effect Direct to leadership Transformational Head School to Work Discipline

The results of the analysis show that there is a direct positive and significant influence between transformational leadership and work discipline of 0.350. This means that principals who have good transformational leadership will tend to increase teacher work discipline. Thus it can be concluded that transformational leadership is very influential with teacher work discipline.

(Education et al., 2021) explains that there are several factors that influence one's work discipline, one of which is the presence or absence of a leadership model in an educational institution.

Previous research that corroborates the results of this analysis is research (Mahfud, 2020) which concludes that there is a significant direct influence between the principal's transformational leadership and teacher work discipline.

F. The Indirect Effect to Principal Leadership Transformational to Teacher Performance through Work Motivation

The results of the analysis show that indirectly there is a positive and significant influence between the principal's transformational leadership and teacher performance through work motivation of 0.059, but with a very weak level of influence. The weak level of influence is due to the use of Herzberg's theory of motivation that is not relevant when used to measure teacher work motivation, because the theory is more relevant to be used to measure employee motivation in companies or non-government institutions.

(Mulyani & Wiarta, 2021) states that the interaction between leaders and subordinates is to change the behavior of subordinates to feel capable and highly motivated and strive to achieve higher quality work performance. Given the importance of principal's leadership on teacher performance, a principal must be able to encourage and create work motivation for teachers, which allows them to work comfortably and calmly, full of intimacy and mutual respect.

Based on the results of the analysis, it can be concluded that there is a positive indirect effect between the principal's transformational leadership on teacher performance through work motivation, that work motivation is able to fully mediate the principal's transformational leadership on teacher performance, because teachers who have high work motivation will try to as much as possible to be able to achieve better work performance than before by improving professional abilities and skills in teaching so that teacher performance will increase.

The results of previous studies that strengthen this opinion were carried out by (Kardata, 2018) which stated that there was an indirect relationship between the principal's transformational leadership on teacher performance through work motivation.

G. The Indirect Effect to Principal Transformational Leadership to Teacher Performance through Work Discipline

The results of the analysis indicate that there is an indirect positive and significant relationship between the principal's transformational leadership and teacher performance through work discipline of 0.069 but with a very weak level of influence.

(Madjid, 2016) explains that several factors that influence the implementation of teacher performance are work discipline and transformational leadership of school principals. In the learning process, a teacher will be able to carry out learning well if it is supported by work discipline and transformational leadership of the principal. A teacher who has high work discipline will be willing and willing to continue working to carry out his duties as an obligation.

Previous research that strengthened this research was conducted (Oupen & Yudana, 2020) which stated that the results of the research analysis showed that the principal's transformational leadership indirectly had a positive effect on teacher performance through teacher discipline.

CONCLUSION

There is a direct effect of principal transformational leadership on teacher performance, work motivation on teacher performance, work discipline on teacher performance, principal transformational leadership on work motivation, and principal transformational leadership against work discipline, as well as an indirect effect of principal transformational leadership on teacher performance through work motivation, and an indirect effect of principal transformational leadership on teacher performance through work discipline.

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