

## **The Effect of Transformational Leadership of School Principals on Work Discipline and Work Motivation on the Performance of State Vocational School Teachers in Banjarmasin City**



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**ABSTRACT:** The purpose of this study to determine the Effect of transformational leadership of school principals (X1) work discipline (X2) and work motivation (Z) on the work performance of teachers (Y) of State Vocational Schools in Banjarmasin City. The method used in this study is a descriptive method with a quantitative approach with the population being state vocational school teachers in Banjarmasin city who have the status of civil servants dengan the number of teachers is 342 people, and the sample size is determined by proportional *random sampling* technique of 184 people. Data were collected using questionnaires with the Likert scale model. Data were analyzed using descriptive analysis, multiple linear regression analysis, path analysis, *F* test, *t* test. Based on the results of the analysis, it shows that there is an Effect between: (1) transformational leadership of the principal on teacher performance by 0.604, (2) work discipline on teacher performance by 0.590, (3) leadership of the principal's transformation to work motivation of 0.762, (4) transformational leadership of the principal to work motivation of 0.272, (5) work discipline to work motivation of 0.222, (6) transformational leadership of the principal to teacher performance through work motivation of 0.311, (7) Work discipline towards teacher performance through work motivation of 0.221.

**KEYWORDS:** transformational leadership; working discipline; working motivation; teacher performance;

### **I. INTRODUCTION**

Education has a very important role for a nation and country, because education can improve the quality and quantity of human resources. Quality human resources can improve and be able to bring about change in society. Phenomena that often occur in a society in developing countries, such as injustice, poverty, underdevelopment, and even cultural turmoil, can be well overcome when the citizens of the community in question have an adequate level of education.

Regarding the issue of education, teacher figures must be involved in the agenda of the discussion, especially those concerning the issue of formal education in schools. Teachers are required to have performance that is able to provide and realize the hopes and wishes of all parties, especially the general public who have trusted schools and teachers in fostering students. The achievement of good quality education is greatly affected by the performance of teachers in carrying out their duties so that teacher performance becomes an important demand to achieve educational success (Saondi & Suherman, 2010).

Suprihatiningrum (2014) explained that the factor that determines the quality of learning is teacher performance. This quality can be affected by knowing whether professional development and coaching in one job can be said to be successful with full responsibility and high morale, while it is said to be a failure if it is inversely proportional to this. Therefore, teacher performance must also be good, because the responsibility assumed by a teacher is very large in preparing students who will compete at the next level.

The leadership of the principal is one of the factors in creating good teacher performance. The role of the principal as a leader is to be the key to the improvement or development of the school. One style of leadership is transformational leadership. Transformation leadership is the ability to inspire and motivate followers by generating strong emotions with the leader, but they can also transform followers by acting as a coach, teacher or mentor (Mondiani, 2012)

In addition to transformational leadership factors, motivation is also one of the factors that affect performance. A teacher can work professionally if there is high motivation in him. Teachers who have high motivation will usually carry out their duties vigorously and energetically because there are certain motives or goals behind these actions. That motive is the driving factor that gives strength to the teacher, so that he is willing and willing to work hard.

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Another factor related to teacher performance is work discipline. Teacher work discipline is an orderly and orderly state that the teacher has in working in the school, without any violations that are detrimental either directly or indirectly against himself, his students, his colleagues, and against the school and society as a whole. (Ulfatin & Triwiyanto, 2016).

Looking at the picture above, it can be concluded that teachers and their performance can be caused by various factors including the transformational leadership of the principal, work motivation, and work discipline. These three variables are believed to affect teacher performance because these three variables are considered to be in direct contact as the main cause of teacher performance problems. In other words, these three variables are the main factors that affect the performance of a teacher.

## II. METODOLOGY

This research uses a quantitative approach. The quantitative approach is dotted with the assumption that all observed symptoms can be measured in the form of numbers so that synthetic analysis techniques are possible to use (Sugiyono, 2018). The method used in this study is a descriptive method with linear regression techniques. Linear regression technique is research whose nature describes the contribution / Effect that exists between two or more variables. This study used four variables, namely the principal's transformational leadership variable ( $X_1$ ), work discipline ( $X_2$ ) as a free variable, work motivation ( $Z$ ) as an intervening variable and teacher performance ( $Y$ ) as a bound variable. The population of this study was teachers with the status of civil servants of State Vocational High Schools (SMKN) who came from five schools in Banjarmasin city with a total of 342 and 184 respondents taken as research samples using random sampling techniques. Data collection was carried out using questionnaires. The instrument consists of Teacher Performance aspects (33 items), Work Motivation aspects (35 items), Transformational Leadership aspects (35 items) and Work Discipline aspects (32 items). The instrument is analyzed through validity and reliability tests. The data were analyzed by using path analysis to look at direct and indirect Effects between variables.

## III. RESULT AND DISCUSSION

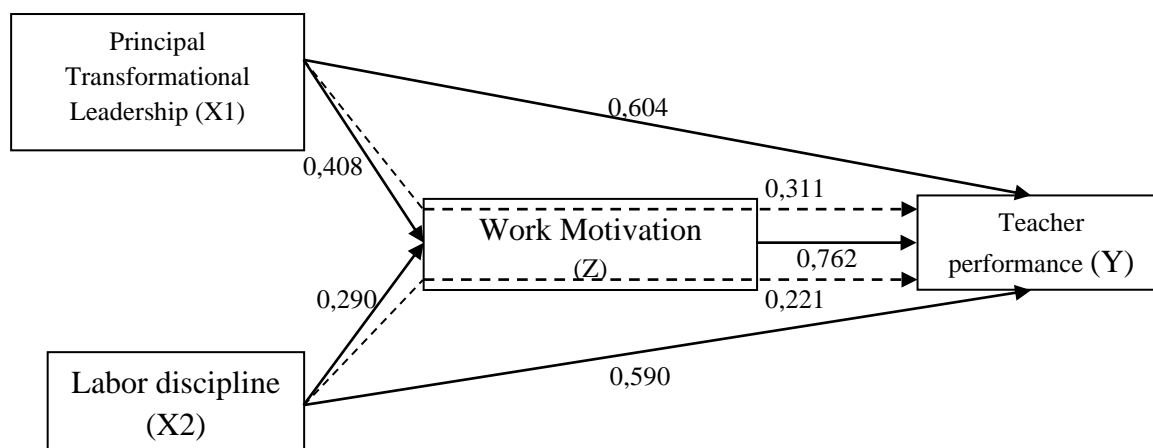
The data obtained in the study were data on Leadership Transformational Principal ( $X_1$ ), Work Discipline ( $X_2$ ), Work Motivation ( $Z$ ) on Teacher Performance ( $Y$ ) at State Vocational Schools in Banjarmasin City. The details of the data obtained a description of the data as follows:

Table 1 Recapitulation of the Results of the Calculation of Transformational Leadership of School Principals ( $X_1$ ), Work Discipline ( $X_2$ ), Work Motivation ( $Z$ ) and Teacher Performance ( $Y$ ) at State Vocational Schools in Banjarmasin City.

**Table 1. Descriptive Statistical Data**

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Principal's Transformational Leadership( $X_1$ )	184	25,00	101,00	126,00	112,88	4,258	18,128
Work Discipline( $X_2$ )	184	32,00	97,00	129,00	109,08	5,879	34,562
Work Motivation( $Z$ )	184	30,00	109,00	139,00	122,19	4,111	31,149
Teacher Performance( $Y$ )	184	33,00	111,00	144,00	123,99	4,498	45,617
Valid N (listwise)	184						

Furthermore, the analysis of the Principal's Transformational Leadership pathways ( $X_1$ ), Work Discipline ( $X_2$ ). Work Motivation ( $Z$ ) and Teacher Performance ( $Y$ ) at SMK Negeri in Banjarmasin City as presented in the following figure:



**Picture 1. Model Path Analysis  $X_1$ ,  $X_2$ ,  $Z$  and  $Y$**

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**Table 2. Direct Effect Hypothesis**

Hipotesis		P	Decision
H 1	The Effect of the principal's transformational leadership on teacher performance	Accepted	Accepted
H 2	The Effect between disciplines on teacher performance	Accepted	Accepted
H 3	The effect of work motivation on teacher performance	Accepted	Accepted
H 4	The Effect of transformational leadership on work motivation	Accepted	Accepted
H 5	The Effect of teacher labor discipline on work motivation	Accepted	Accepted

**Table 3. Indirect Effect Hypothesis**

Hipotesis		Direct	Indirect	Decision
H 6	Kepedreaming of transforming the headmaster to teacher performance through teacher work motivation	0,604	Accepted	Diterima
H 7	Work discipline towards teacher performance through work motivation	0,590	Accepted	Diterima

Table 2 is a summary of the decisions H1, H2, H3, H4, and H5 with the criteria of significance values less than 0.05 hence the hypothesis is accepted. Table 3 is a summary of the H6 and H7 hypothesis testing decisions provided that if the direct Effect coefficient is smaller than the indirect Effect coefficient, then the hypothesis is accepted. Based on the results of the analysis in tables 2 and 3, all hypotheses are accepted. Therefore, this study found an Effect between variables that can be explained as follows.

### A. The Direct Effect of Transformational Leadership of Principals on the Performance of State Vocational School Teachers in Banjarmasin City

The results of the analysis of the path of Effect between the transformational leadership of the principal on the performance of teachers obtained an R value of 0.604 which means that there is a great Effect between the transformational leadership of the principal on the performance of the principal. The sig value of the transformational leadership contribution of the head of sekolah ( $X_1$ ) to the performance of teachers (Y) of SMK Negeri in Banjarmasin City is 0.000 with significance is 0.05, because the sig value =  $0.000 < 0.05$  then  $H_0$  is rejected.

Transformational leadership is the ability to inspire and motivate followers by generating strong emotions with the leader, but they can also transform followers by acting as a coach, teacher or mentor (Mondiani, 2012). Leadership is carried out by the Headmaster to Effect the behavior of teachers in the form of actions - actions allow thereto be an Effect on working conditions. Policies, social Effects with teachers and students and also their actions in making various policies, these conditions also have an impact on the performance of teachers. Thus, the principal's leadership of teacher performance encourages teacher activity in working to improve teacher performance.

The results of this study are in line with research conducted by Taufik (2019) which shows that there is a positive and significant Effect of the principal's transformational leadership on the performance of teachers at SDN 1 Negeri Kidul with a moderate correlation level and a coefficient of determination of 0.248 or 24.8%. This shows that the transformational leadership of the principal is a fairly important variable in improving teacher performance (Wardana, Aslamiah, 2022; Norparidah, A. Suriansyah, 2022; Mahdiana, M. Saleh, 2022; Amir Syarifudin, A. Suriansyah, 2022; Mistiah, Wahyu, 2022) stated that the leadership implemented by the principal directly affects teacher performance.

### B. The Direct Effect of Work Discipline on the Performance of State Vocational School Teachers in Banjarmasin City

The results of the analysis of the path of Effect between work discipline on teacher performance obtained an R value of 0.590 which means that there is a large Effect between work discipline on teacher performance. The sig value of the disciplinary contribution ( $X_2$ ) to the performance of teachers (Y) of SMK Negeri in Banjarmasin City is 0.000 with significance is 0.05, because the sig value =  $0.000 < 0.05$  then  $H_0$  is rejected.

To create productive teacher performance, work discipline is needed that can affect the results of teacher work, because high work discipline will increase effectiveness in achieving organizational goals. The better the teacher's work discipline, the better the teacher's performance will be. For this reason, as a teacher to be able to obey and try to optimize themselves in the existing punctuality has an impact on his performance.

The results of this study are in line with research conducted by Wahyu Wardani & Aslamiah (2022) which states that there is a direct Effect of work discipline on the performance of teachers of SMK Sawasta in Banjarbaru. Fitroliana, Ahmad Suriansyah, Asniwati (2022) who stated that work discipline has an Effect on teacher work performance at SD Negeri Banjarmasin Utara.

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### **C. The Direct Effect of Work Motivation on the Performance of State Vocational School Teachers in Banjarmasin City**

The results of the track analysis of the Effect of work motivation on the performance of state vocational school teachers in Banjarmasin City obtained an R value of 0.762 which means that there is a very large Effect between teacher work motivation on teacher performance. The sig value of the Effect of work motivation on the performance of state vocational school teachers in Banjarmasin City is 0.000 with a significance of 0.05, because the sig value = 0.000 < 0.05 then H<sub>0</sub> is rejected.

Teachers who have high work motivation will show an attitude to make planning learning tools, always provide motivation in the development of participants and evaluate each work. This motivation has the effect that with motivation will improve performance and will eventually form professional teachers. The results of this study are in line with research conducted by Martini & Karyono Ibnu Ahmad (2022) which states that there is a positive and significant direct relationship between teacher work motivation and teacher performance of 0.087. This means that the higher the work motivation, the higher the teacher's performance. Ningsih (2017) which states that there is a significant Effect between work motivation on teacher performance.

### **D. The Direct Effect of Transformational Leadership of Principals on the Work Motivation of State Vocational School Teachers in Banjarmasin City**

The results of the analysis of the path of Effect between transformational leadership on the work motivation of state vocational school teachers in Banjarmasin City obtained an R value of 0.272 which means that there is a very large Effect between transformational leadership on teacher work motivation. The sig value of the Effect of transformational leadership on the motivation of state vocational school teachers in Banjarmasin City is 0.000 with significance is 0.05, because the sig value = 0.000 < 0.05 then H<sub>0</sub> is rejected.

Wahyudi (2013) states that transformational leaders are charismatic leaders and have a central and strategic role in bringing the organization to achieve its goals. The results of this study are in line with research conducted by Widya Pratiwi, Wahyu & Aslamiah (2022) which states that there is a positive and significant direct relationship between the transformational leadership of the principal and the teacher's work motivation of 0.014. This means that the more transformational leadership the principal eats, the higher the teacher's work motivation. Strengthened by Savitri's research (2014) which states that transformational leadership affects employee motivation.

### **E. The Direct Effect of Work Discipline on the Work Motivation of State Vocational School Teachers in Banjarmasin City**

The results of the analysis of the path of Effect between work discipline on work motivation obtained an R value of 0.222 which means that there is a great Effect between work discipline on work motivation. The sig value of the Effect of work discipline (X<sub>2</sub>) on the work motivation (Z) of state vocational school teachers in Banjarmasin City is 0.000 with significance is 0.05, because the sig value = 0.000 < 0.05 then H<sub>0</sub> is rejected.

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

The results of this study are in line with research conducted by Fitroliana, Ahmad Suriansyah & Asniwati (2022) which states that there is a direct Effect between work discipline and teacher performance.

### **F. Indirect Effect of Transformational Leadership of Principals on Teacher Performance through Work Motivation of State Vocational School Teachers in Banjarmasin city.**

The indirect Effect between the transformational leadership of the principal (X<sub>1</sub>) on teacher performance (Y) through work motivation (Z) is obtained from multiplying the path coefficient of direct Effect of the variable X<sub>1</sub> on Z (P<sub>1</sub>) by the path coefficient of direct Effect of the variable Y on Z (P<sub>5</sub>), which is 0.604 x 0.408 = 0.311. This means that there is an indirect positive Effect between the transformational leadership of the principal (X<sub>1</sub>) on teacher performance (Y) through work motivation (Z) of 0.311.

Transformational leadership is a behavior or strategy, as a result of a combination of philosophies (thoughts), skills, traits and attitudes that the leader applies when influencing his subordinates in order to achieve the desired goal. Therefore, the leader is the main milestone in creating harmony in an organization. So we can say directly or indirectly that transformational leadership shows about the leader's confidence in the abilities of his subordinates in an organization.

Teacher performance is the ability to perform as a whole in carrying out their professional duties using certain standards and criteria as a reference. In summary, it can be understood that performance is a reflection to be able to know how good / bad a teacher is in meeting the requirements of the job. Timpe (2013) suggests that the success of teacher performance is Effectd by external and internal factors. There are several external factors that determine the level of performance such as: supervision, leadership, work environment, behavior, management, job description, feedback and wage administration. While internal factors include: work motivation, educational background, emotional intelligence, interest in work, and others.

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Thus work motivation is an important element in improving teacher performance. The results of this study are also supported by research (Aslamiah, 2016; Aslamiah, Suriansyah, & Amelia, 2019; Harahap, 2019; Elisabeth, 201; Enueme & Egwunyenga, 2008; Keizer, 2018; Marks & Printy, 2003; Rahardjo, 2015; Sumaryana, 2014; Talib & Manda, 2016; Verawati, 2016) which posits similar results in research on the Effect of principal instructional leadership on teacher performance through work motivation.

### **G. Indirect Effect of Work Discipline on Teacher Performance through Work Motivation of State Vocational School Teachers in Banjarmasin City**

The indirect Effect between the work discipline variable ( $X_2$ ) on teacher performance (Y) through motivation (Z) is obtained from multiplying the path coefficient of direct Effect of the variable  $X_1$  against Z (P2) by the path coefficient of direct Effect of the variable Z on Y (P5), which is  $0.290 \times 0.762 = 0.221$ . This means that there is an indirect positive Effect between work discipline ( $X_2$ ) on teacher performance (Y) through work motivation (Z) of 0.221

Discipline is a certain circumstance that makes people who are members of the organization submit to existing regulations with a sense of pleasure. Performance in its implementation is illustrated by the satisfaction of other people's expectations, accuracy, amount or volume of work completed and on time. Performance in these conditions is categorized as high because the work targets that have been set can be completed according to procedures and on time. This performance is manifested from the compliance, commitment, and loyalty of teachers to develop the potential of students and the progress of school organizations (Priansa, 2017).

Work discipline is a person's behavior that is in accordance with the regulations, existing work procedures or work discipline is a problem, behavior and attitude in accordance with the rules both written and unwritten. The existence of this work discipline makes schools more aware of how a work ethic can motivate human resources contained in the company in carrying out their work.

The results of this study are also supported by research by Mardiyah et al (2019) which states that employee motivation and work discipline have an effect of 70.7% on employee performance at PT. CITUS.

## **IV. CONCLUSION**

Based on the results of the analysis and discussion of research results as described above, it can be concluded that, transformational leadership has a positive and significant effect on the performance of state vocational school teachers in Banjarmasin city, positive and significant work discipline on the performance of state vocational school teachers in Banjarmasin city, work motivation has a positive and significant effect on the performance of state vocational teachers in Banjarmasin city, the transformational leadership of the principal has a positive and significant effect on the work motivation of state vocational school teachers in Banjarmasin city, work discipline has a positive and significant effect on the work motivation of state vocational teachers in Banjarmasin city, the transformational leadership of the principal has a positive and significant effect on teacher performance through the work motivation of state vocational school teachers in Banjarmasin city, work discipline has a positive and significant effect on teacher performance through work motivation of state vocational school teachers in Banjarmasin city.

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