

## **Relationships with Principal Transformational Leadership, Interpersonal Communication, Self-Efficacy and Work Discipline of High School Teachers in Hulu Sungai Selatan District**



**Raudatul Munawarah<sup>1</sup>, Aslamiah<sup>2</sup>, Ahmad Muhyani Rizalie<sup>3</sup>**

<sup>1,2,3</sup>Master in Educational Administration, Lambung Mangkurat University, Banjarmasin, Indonesia

**ABSTRACT:** This study aims to analyze the relationship directly and indirectly between transformational leadership of school principals, interpersonal communication, self-efficacy and work discipline of high school teachers in South Hulu Sungai District. The method used in this study is quantitative research method. The population of this study was 219 teachers. The sample of this study was 141 teachers with the Proportional Random Sampling technique. Data collection instruments are questionnaires consisting of transformational leadership (35), interpersonal communication (23), self-efficacy (31) and work discipline (38) that have met the requirements of validity and reliability tests. Data analysis to test hypotheses using path analysis. The results of this study are that there is a direct relationship: (1) principal transformational leadership and teacher work discipline, (2) interpersonal communication and teacher work discipline, (3) teacher self-efficacy and work discipline, (4) principal transformational leadership and teacher interpersonal communication, (5) principal transformational leadership and self-efficacy, and indirect relationships (6) principal transformational leadership and teacher work discipline through interpersonal communication, 7) principal transformational leadership and teacher work discipline through self-efficacy.

**KEYWORDS:** Principal Transformational Leadership, Interpersonal Communication, Self-efficacy, Work Discipline

### **INTRODUCTION**

Teachers have an important role in the learning process, namely agents of change. In this role, teachers are given the opportunity to improve the quality of the learning process in order to produce candidates for the nation's successors who are smart and qualified and determine the success of a country's education. In determining success, teachers must be facilitators who provide facilities in the form of whatever is needed when learning takes place. Learning is expected not to always be centered on the teacher but students are expected to be active and dominate when the learning process takes place so that learning can run well in accordance with their educational goals.

In Law Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education formal education pathways, primary education and secondary education. Therefore, the teaching resource profession needs to continuously grow and develop in order to perform its functions professionally (Sastrohadiwiryono, 2018). In order to improve the quality of human resources, educational institutions must have good management of teachers / teaching staff. This management should be supported by the discipline of teachers in following the rules and programs for the development and management of human resources carried out by the educational institution.

Discipline is a person's awareness and willingness to obey all company regulations and prevailing social norms. The meaning of consciousness is the attitude of a person who voluntarily obeys all rules and is aware of his duties and responsibilities (Alimmudin, Alimmudin, Ahmad Muhyani Rizalie, 2022; Dudy Rachmat, Aslamiah, 2022; Martini, Karyono Ibnu Ahmad, 2022; Patriah, Bawi, Wahyu, 2022; Rusdiana, Ahmad Suriansyah, 2022; Suratman, Wahyu, 2022). While the meaning of willingness is an attitude, behavior, and actions of a person in accordance with company regulations whether written or not (Hasibuan, 2013). According to Davis, work discipline can be interpreted as the implementation of management to strengthen organizational guidelines (Priansa, 2015). Discipline is an attitude that must be possessed by teachers because with high work discipline, it is hoped that the goals of education can be achieved as expected by a school (Usman, 2014: 106).

Rachman (2016: 26) states that factors or sources that can cause problems that can interfere with the maintenance of discipline, namely: (1) The type of authoritarian teacher or school leadership that always dictates its will without regard to student sovereignty; (2) Teachers who allow students to make mistakes, give more importance to the subject than the students; (3) School environment such as: the first days and last days of school (going to be off or after the holiday), changing lessons, changing teachers, rigid

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schedules or inaccurate school activity schedules, noisy atmosphere; (4) Home or family environment, such as inattention, disorder, quarrels, ignorance, stress, and busy business; (5) Residential environments or situations, such as criminal neighborhoods, noisy neighborhoods, and liquor neighborhoods

Leadership in an organization is a factor that determines the success or failure of an organization or business. Because successful leadership shows that the management of an organization is successfully carried out successfully.

McShane and Glinow (Martoyo, 2016) argue that: "Leadership is about influencing, motivating, and enabling others to contribute toward the effectiveness and success of the organizations of which they are members". Tampubolon (2017) stated that leadership factors play a very important role in all efforts to improve teacher discipline, both at the group level and at the organizational level. Bass & Avolio (Suriansyah and Aslamiah, 2012) explained that the interaction between leadership and subordinates is to change the behavior of subordinates to feel capable and highly motivated and strive to achieve high and quality work performance.

Mulyasa (2013) stated that interpersonal communication is communication between people face-to-face that allows each participant to capture other people's reactions directly, both verbal and non-verbal. While DeVito (Effendy, 2015) explains that "Interpersonal communication is the delivery of a message by one person and the reception of a message by another person or a small group of people, with its various repercussions and with the opportunity to provide immediate feedback". Walgito (2013) explained interpersonal communication is communication between individuals and other individuals that involves the process of conveying and receiving meaningful symbols, both information, thoughts, and knowledge.

Bandura (Gregory, 2006: 451) defines self-efficacy as human confidence in their ability to exercise some measure of control over their self-functioning and environmental events. Alwisol (2016) revealed self-efficacy is one's own perception of how well oneself can function in certain situations. Self-efficacy relates to the belief that oneself has the ability to perform expected actions. According to Baron and Byrne, self-efficacy is a person's evaluation of his ability or competence to perform a task, achieve goals, and overcome obstacles. (Ghufron and Risnawati, 2017).

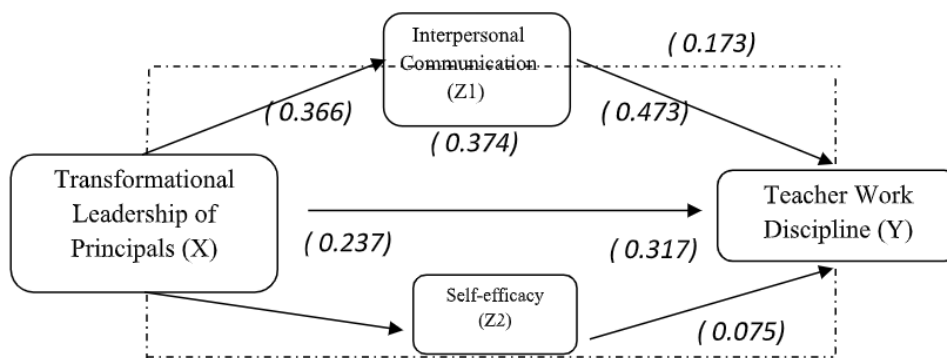
### **METHOD**

This research includes a quantitative approach. This study analyzes the relationship directly and indirectly of transformational leadership of principals, interpersonal communication and self-efficacy and work discipline of teachers. The population of this study was all high school teachers in South Hulu Sungai District which amounted to 219 teachers. The sample of this study was 141 teachers with the Proportional Random Sampling technique. Data were collected using questionnaires consisting of principal transformational leadership questionnaires (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration), interpersonal communication questionnaires (openness, empathy, support, positive attitudes and equality), self-efficacy questionnaires (level, strength and generalization) and work discipline questionnaires (regulatory discipline, discipline time, work or task discipline and attendance discipline). The questionnaire was prepared using the Likert scale which was tested for validity and reliability. The collected data is analyzed using path analysis to see direct and indirect relationships between variables by first testing the analysis requirements, namely normality tests, linearity tests, and multicollinearity tests. Data analysis used path analysis to answer seven research hypotheses, namely: H<sub>1</sub>: there is a direct relationship between the transformational leadership of the principal and teacher work discipline; H<sub>2</sub>: there is a direct relationship between interpersonal communication and teacher work discipline; H<sub>3</sub>: there is a direct relationship between self-efficacy and teacher work discipline; H<sub>4</sub>: there is a direct relationship between the transformational leadership of the principal and the interpersonal communication of the teacher; H<sub>5</sub>: there is a direct relationship between the transformational leadership of the principal and the self-efficacy of the teacher; H<sub>6</sub>: there is an indirect relationship between the transformational leadership of the principal and the discipline of the teacher's work through the teacher's interpersonal communication; H<sub>7</sub>: there is an indirect relationship between the transformational leadership of the principal and the discipline of the teacher's work through the teacher's self-efficacy

### **RESULTS**

Based on the results of the data analysis using path analysis, direct and indirect correlation coefficients were found as described in:

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**Figure 1. Path Analysis Model X<sub>1</sub>, X<sub>2</sub>, Z and Y**

**Table 1. Summary of the Hypothesis Testing Decisions of H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, H<sub>5</sub>**

Hypothesis		P.S	Decision
H <sub>1</sub>	There is a direct relationship between the transformational leadership of the principal and the discipline of the teacher's work.	0.000	Accepted
H <sub>2</sub>	There is a direct relationship between interpersonal communication and teacher discipline	0.000	Accepted
H <sub>3</sub>	There is a direct relationship between self-efficacy and teacher discipline.	0.000	Accepted
H <sub>4</sub>	There is a direct relationship between the principal's transformational leadership and the teacher's interpersonal communication.	0.000	Accepted
H <sub>5</sub>	There is a direct relationship between the principal's transformational leadership and teacher self-efficacy.	0.005	Accepted

**Table 2. Summary of Hypothesis Testing Decisions of H<sub>6</sub> and H<sub>7</sub>**

Hypothesis			
		Direct	Indirect
H <sub>6</sub>	There is an indirect relationship between the transformational leadership of the principal and the discipline of the teacher's work through the teacher's interpersonal communication.	0.374	0.173
H <sub>7</sub>	There is an indirect relationship between the transformational leadership of the principal and the discipline of teacher work through teacher self-efficacy.	0.374	0.075

Table 1 is a summary of decisions H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub> with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 2 is a summary of the decision to test hypotheses H<sub>6</sub> and H<sub>7</sub> for indirect relationships between variables. Based on the results of the analysis in Tables 1 and 2 above, in this study managed to find relationships between variables that can be explained as follows.

**DISCUSSION**

**A. Direct Link between Principal Transformational Leadership and Teacher Work Discipline**

The results of this study showed a significant relationship between transformational leadership variables and teacher work discipline of 0.374. These results suggest that improving teacher discipline can be done by improving the principal's transformational leadership qualities; The better the transformational leadership of the principal will improve the discipline of the teacher's work.

The results of this study explain that there is a relationship of transformational leadership to the discipline of SMAN teachers in South Hulu Sungai Regency, as seen from the sub-variables of the principal's idealism (idealized influence) such as the principal setting a good example for teachers, having high moral and ethical standards and must respect each other's colleagues, supervise, control attendance, and guide all teachers.

In addition, the principal also set an example in disciplinary issues so that teachers can be role models in discipline. Leaders must set a good example, be disciplined, honest, fair and in word and deed. With the example of a good leader, the discipline of the teachers will also be good. But if the example of the leader is not good (less disciplined), then the subordinates will also be less disciplined.

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The leadership of the principal is an important factor in improving the discipline of teachers, the principal as a school leader, has an important role to mobilize, guide, protect, foster, set an example, encouragement, and assistance to teachers, students and staff in the school, the most important role and function for the principal is to mobilize all resources in a school. So that it can be utilized optimally to achieve the goals that have been set. Leithwood (2018) revealed that when transformational leadership is effectively applied to educational organizations, it has a positive impact on school conditions, as well as on the internal state and behavior of teachers, also contributing to their work discipline. In addition, Tesfaw (2014) revealed that the lack of effective leadership skills negatively affects teacher work discipline.

The characteristics of transformational leadership (Wuradji, 2009) are having the courage to make changes towards a higher level of productivity, being able to arouse the enthusiasm and motivation of followers to work hard, being able to develop a spirit of togetherness, discipline and motivation to move forward, being able to build organizational awareness in their followers, by developing a sense of organization (sense of belonging), and a sense of responsibility and build the will to achieve the highest possible achievement.

Suriansyah (2020) explained that there are several factors that affect a person's work discipline, one of which is the presence or absence of a leadership model in an educational institution. Similarly, Aslamiah (2019), states that factors that affect one's work discipline include the presence or absence of leaders in an educational institution, leadership courage in taking action (sanctions / punishments), the presence or absence of leadership supervision and the presence or absence of attention to employees. According to Taufik Noor (2021), work discipline requires support tools, especially in warnings that are specific to those who do not want to change their nature and behavior. Enforcement of employee discipline is usually carried out by the leader. While consciousness is the attitude of a person who voluntarily obeys all rules and is aware of his duties and responsibilities. Many factors affect the level of discipline at work, both related to morale and related to the work environment and overall leadership policy.

This finding is in line with the results of Hepni Albuni's (2022) research in her research showing that there is a significant direct influence of transformational leadership of school principals on the work discipline of public junior high school teachers in Balangan Regency as evidenced by an R value of 0.350, meaning that transformational leadership has an influence on work discipline by 35.0%.

The results of this study are in line with research (Aslamiah & Normianti, 2019), Suriansyah (2021), Nor, T., Effendi, R., & Suriansyah, A. (2021), Andriani, Rikhe; Solomon; Rizalie (2022) who stated that there is a direct influence of principal transformational leadership on teacher discipline.

### **B. Direct Relationship between Interpersonal Communication and Teacher Work Discipline**

Based on the results of the path analysis between interpersonal communication and teacher work discipline, a path coefficient value of 0.473 was obtained. This proves that there is an increase in the value of teacher work discipline directly by 0.473 in every increase of 1 point in the variable value of interpersonal communication, so the higher interpersonal communication will increase teacher work discipline.

The results of this study explain that there is an interpersonal communication relationship with the discipline of high school teachers in South Hulu Sungai Regency, as seen from the sub-variables of support such as teachers being straightforward when communicating with other colleagues. This will encourage a common understanding of information such as school rules.

In an organization, especially schools, the communication process is a definite process and always occurs. Communication is a means of coordinating between various subsystems within a school. Communication is carried out from the principal to subordinates or teachers, between fellow teachers to the teaching and learning process between teachers and students in the classroom. According to Kenneth and Gary (Umar, 2014: 242), communication can be defined as the delivery of information between two or more people which also includes the exchange of information between humans and machines. Communication in organizations can be seen from the side of interpersonal communication and organizational communication. The better communication between the principal and teachers is estimated to improve teacher work discipline. Teacher discipline will encourage the spirit to work better, but if teachers in a school do not communicate well in work it will lead to indiscipline.

Sharing information and feelings between individuals and individuals or between individuals in small groups will establish discipline with each other. In essence that interpersonal communication occurs directly and involves two or more communication actors, where the sender can convey the message directly and the recipient of the message can receive and respond directly. Interpersonal communication plays a role in creating open communication between the principal and teachers, and is able to improve cooperation and discipline of its members.

The results of this study are in line with the research of Susilawati, Suhaimi and Noorhapizah (2021) and Rahmatullah (2022) also proves that there is a direct relationship between interpersonal communication and teacher work discipline

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### **C. Direct Relationship between Self-Efficacy and Teacher Work Discipline**

Based on the results of the path analysis between self-efficacy and teacher work discipline, a path coefficient value of 0.317 was obtained. This proves that there is an increase in the value of teacher work discipline directly by 0.317 in every increase of 1 point in the value of the self-efficacy variable, so the more self-efficacy will increase teacher work discipline.

The results of this study explain that there is an efficacy relationship with the discipline of SMAN teachers in South Hulu Sungai Regency, as seen from the level sub-variables such as teachers doing teaching tasks according to school planning and targets. This reflects that with his confidence he can improve teacher discipline in doing the tasks given.

Self-efficacy or self-efficacy is an individual's perception of his or her belief in his ability to perform the expected action. According to Stajkovic and Luthans (Bass & Avolio, 2012) explain that self-efficacy is as an individual's self-confidence in the ability possessed in directing all efforts to succeed well and succeed in carrying out the task at hand. Self-efficacy is a matter of an individual's perceived ability to cope with a specific situation in connection with an assessment of the ability to perform an action that has to do with a specific task or situation. Self-efficacy is a person's belief about his ability to produce a planned level of performance, where the ability is trained, driven by events that affect a person's life.

Self-efficacy beliefs can influence the choice of a course of action, the amount of effort and resilience when faced with obstacles or difficulties. Individuals with high self-efficacy choose to make greater and unyielding efforts to produce a desired organizational goal. Self-efficacy refers to the perception of an individual's ability to organize and implement the actions necessary to display a particular skill further an intrinsic factor in a teacher related to that teacher's self-confidence in completing his or her task. High self-efficacy can have an effect on increasing high work discipline in employees. Research from Nurul Hidayah (2022) proves that there is a significant direct relationship between teacher self-efficacy and teacher work discipline

### **D. Direct Link between Principal Transformational Leadership and Teacher Interpersonal Communication**

Based on the results of the path analysis between the principal's transformational leadership and the teacher's interpersonal communication, a path coefficient value of 0.366 was obtained. This proves that there is an increase in the value of direct interpersonal communication by 0.366 in every 1-point increase in the value of the principal's transformational leadership variable. So the higher the transformational leadership of the principal will improve interpersonal communication. The results of this study explain that there is a transformational leadership relationship to interpersonal communication of SMAN teachers in South Hulu Sungai Regency, as seen from the inspirational motivation sub-variable, the principal provides important information to teachers about the school's vision and mission, encourages to complete learning tools, and provides motivation to improve teacher competence. This reflects that with good transformational leadership, interpersonal communication is also good.

Transformational leadership is a charismatic leader who has a central role and strategy in bringing the organization to achieve its goals. Transformational leaders must also have the ability to equate their vision of the future with their subordinates, as well as heighten the needs of subordinates at a higher level than what they need. The interaction that arises between the leader and his subordinates is characterized by the influence of the leader to change the behavior of his subordinates into someone who feels capable and highly motivated and strives to achieve high and quality work performance. The leader influences his followers so that the goals of the organization will be achieved.

In educational institutions, or schools, we know the presence of principals and teachers. Principals and teachers are two important elements in the education delivery system in schools. School principals should have the ability to organize, guarantee, and direct teachers so that they can properly carry out their duties as teachers, namely educating students to be directed and guided.

This finding is supported by the results of previous research by (Susilawati, 2021) which concluded that there is a relationship between the principal's transformational leadership and interpersonal communication towards teacher discipline.

### **E. Direct Link between Principal Transformational Leadership and Teacher Self-Efficacy**

Based on the results of the path analysis between the principal's transformational leadership and teacher self-efficacy, a path coefficient value of 0.237 was obtained. This proves that there is an increase in the direct self-efficacy score of 0.237 in every 1-point increase in the principal's transformational leadership variable score. So the higher the principal's transformational leadership will increase self-efficacy.

The results of this study explain that there is a relationship between the principal's transformational leadership to the self-efficacy of SMAN teachers in South Hulu Sungai Regency, as seen from the intellectual stimulation sub-variable, the principal assigns tasks to teachers according to their expertise, always involving teachers in solving problems that occur at school. This of course makes teachers' confidence increase because they feel involved in school programs / activities.

Bandura (1997) stated that there are four things that greatly affect employee self-efficacy, namely enactive mastery or one's experience with success, observation of the success of others, verbal persuasion by those around him, and physiological conditions influenced by age, mood, and health. Transformational leadership or also called charismatic leadership can help employees for self-efficacy through enactive mastery training, persuasive words, providing role models, and encouraging the mood to convince

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employees of their own capabilities. Charismatic leaders show high expectations of their employees, giving employees confidence to get the job done.

Transformational leadership can increase the self-efficacy of subordinates. Charismatic leaders train their subordinates by using subordinates' experience of success and verbal persuasion to do the job (Bandura, 1997). Transformational leaders give subordinates a tough and challenging job and show them several opportunities to achieve success in achieving goals in order to realize that they are capable of completing them. Transformational leaders expect a lot from their employees and put confidence in them even though their work has not been as expected. Transformational leaders also have the ability to increase self-esteem in subordinates by emphasizing the importance of pursuing goals based on the values that apply to the organization, self-respect leads to higher self-efficacy.

This finding is supported by the results of previous research by Dewi Wijayanti (2019) and Manurung (2022) proving that there is a very significant relationship between transformational leadership variables and self-efficacy.

### **F. Indirect Relationship between Principal's Transformational Leadership and Teachers' Work Discipline through Teacher Interpersonal Communication**

Based on the results of the path analysis between the principal's transformational leadership and teacher work discipline through interpersonal communication, a path coefficient of 0.173 with t count 4.139 was obtained so that the value of t count was greater than t table (1.656). This shows that there is an indirect relationship between the principal's transformational leadership and teacher work discipline through teacher interpersonal communication.

The direct relationship provided by transformational leadership to teacher discipline is 0.374. While the indirect relationship between the principal's transformational leadership and teacher work discipline through interpersonal communication variables which is a multiplication between the beta value of the principal's transformational leadership variable to the interpersonal communication variable with the beta value of the interpersonal communication variable to the teacher's work discipline variable, which is  $= 0.366 \times 0.473 = 0.173$ . So the total relationship given by transformational leadership to teacher work discipline is a direct relationship coupled with an indirect relationship, which is  $= 0.374 + 0.173 = 0.547$ .

Based on the results of the calculation above, it is known that the value of direct relationships is 0.374 and indirect relationships are 0.173 which means that the value of direct relationships is greater than indirect relationships, these results show that interpersonal communication is a less dominant link in improving transformational leadership and teacher work discipline. According to the author, this is likely due to the transformational leadership variable in the Inspirational motivation indicator, the principal when providing motivation has been accompanied by good interpersonal communication, for example by giving praise when on time in completing the task given so that it naturally encourages the improvement of teacher work discipline.

### **G. Indirect Relationship between Principal Transformational Leadership and Teacher Work Discipline through Teacher Self-Efficacy**

Based on the results of the path analysis between the principal's transformational leadership and teacher work discipline through teacher self-efficacy, a path coefficient value of 0.075 was obtained with a t count of 2.499 so that the calculated t value was greater than the table t (1.656). This shows that there is an indirect relationship between the principal's transformational leadership and teacher discipline through teacher self-efficacy.

The direct relationship provided by transformational leadership to teacher discipline is 0.374. While the indirect relationship between the principal's transformational leadership and teacher work discipline through the teacher's self-efficacy variable which is the multiplication between the beta value of the principal's transformational leadership variable to the teacher's self-efficacy variable with the beta value of the teacher's self-efficacy variable to the teacher's work discipline variable, which is  $= 0.237 \times 0.317 = 0.075$ . So the total relationship given by transformational leadership to teacher work discipline is a direct relationship coupled with an indirect relationship, which is  $= 0.374 + 0.075 = 0.449$ .

Based on the results of the calculation above, it is known that the value of the direct relationship is 0.374 and the indirect relationship is 0.075 which means that the value of the direct relationship is greater than the indirect relationship, this result shows that self-efficacy is a less dominant link in improving transformational leadership and teacher work discipline. According to the author, this is likely due to the transformational leadership variable, the Idealized influence indicator where the principal gives full trust to subordinates when doing their duties. In addition, in the Intellectual stimulation indicator, the principal has succeeded in fostering creativity and innovation from subordinates, so that the level of teacher discipline in carrying out duties can increase

## **CONCLUSIONS**

Based on the results of data analysis and discussion as described above, it can be concluded that there is a direct relationship between the principal's transformational leadership and teacher work discipline, interpersonal communication and teacher work discipline, teacher self-efficacy and work discipline, principal transformational leadership and teacher interpersonal communication, principal transformational leadership and teacher self-efficacy, and there is an indirect relationship Principal transformational leadership and

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teacher work discipline through teacher interpersonal communication, as well as indirect relationships of principal transformational leadership and teacher work discipline through teacher self-efficacy

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