

## **The Relationship of the Principal Transformational Leadership, Organization Culture, and Work Motivation with the Performance of State High School Teachers in Banjarbaru**



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**ABSTRACT:** This study aims to describe the principal's transformational leadership behavior, organizational culture, work motivation, and teacher performance; and analyze the direct and indirect relationship between the principal's transformational leadership, organizational culture, and work motivation with the performance of public high school teachers in Banjarbaru City. This study used descriptive-quantitative research method. The sample size of this study was 153 teachers. Data collection instruments in the form of questionnaires that have met the requirements of validity and reality tests. Data analysis to test the relationship in this study used path analysis. Based on the results of this study, it was found that there is a direct relationship between: (1) principal transformational leadership and teacher performance, (2) principal transformational leadership and work motivation, (3) organizational culture and teacher performance, (4) organizational culture and work motivation, (5) work motivation and teacher performance; and the indirect relationship between (6) principal transformational leadership and teacher performance through work motivation, (7) organizational culture and teacher performance through work motivation.

**KEYWORDS:** Transformational leadership in schools, organizational culture, work motivation, teacher performance

### **I. INTRODUCTION**

Teacher performance in carrying out duties is very influential on achieving good quality education, so teacher performance is an important requirement for success in the world of education. In an effort to create professional teacher performance, the government has made rules of requirements to become teachers. Article 8 of Law Number 14 of 2005 concerning teachers and lecturers states that teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize the goals of national education. Furthermore, Article 10 paragraph 1 explains that teachers as professionals in education must have 4 competencies, namely (1) pedagogic competence, (2) personality competence, (3) social competence and (4) professional competence. Another article is article 11, paragraph (1) states that educator certificates as article 8 are given to teachers who already have the requirements of the 4 competencies mentioned above and in Chapter IV article 20 (a) concerning teachers and lecturers states that teacher performance standards in carrying out their professional duties, teachers are obliged to plan learning, carry out quality learning processes and assess and evaluate learning outcomes (Fitrianti, 2021).

Many factors are believed to affect teacher performance. One factor said to contribute to teacher performance is transformational head leadership. As Al-Badri (Vitria, 2021) argues that transformational leaders and their high expectations of teachers help them develop their skills and enable them to solve assigned tasks efficiently and effectively and have higher performance which is reflected on the development of the educational learning process.

Another factor that can affect teacher performance is the organizational culture of the place where they work. As Robbins (Wardani et al, 2016) suggests that in reality, one study of organizational culture suggests that followers in organizations with strong culture are more committed to their organization than followers in organizations with weak culture. Organizations with strong cultures will also use their recruitment efforts and outreach practices to foster follower commitment. And there is growing evidence that strong culture is linked to high organizational performance.

Another factor that can affect teacher performance is teacher work motivation. Gibson (Ahmadiansah, 2016) stated that individual performance is influenced by motivation, ability and work environment factors. Motivational factors have a direct influence on individual performance. While individual ability factors and work environment have an indirect influence on performance. Both of these factors will affect work motivation. If this is related to teacher performance, then work motivation has a direct influence on teacher performance.

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## II. METHODOLOGY

This study aims to describe the relationship between the principal's transformational leadership, organizational culture, work motivation and the performance of SMA Negeri Se-Kota Banjarbaru teachers. The method used to achieve this goal is the descriptive-quantitative research method. The population of this study was all teachers at SMA Negeri Se-Kota Banjarmasin which amounted to 2.48 people and with a total sample of 1.53 people.

Data in this study were collected by questionnaire technique. Data collection using questionnaire techniques was used in order to find data on transformational leadership variables, organizational culture, work motivation with the performance of teachers of SMA Negeri Se-Kota Banjarbaru which had been systematically compiled which were asked for answers to respondents. To explore data on the variables of transformational leadership of principals, organizational culture, and work motivation, a questionnaire in the form of a Likert scale was used that provided alternative answers with scores from 1 to 5. As for teacher performance variables, the assessment is carried out by the principal through observational assessment by the principal using the Teacher Performance Assessment instrument that has been developed by the Ministry of National Education.

Data compiled with Likert scale have previously been tested for validity and reliability using correlation. The data collected in the analysis uses path analysis to see direct and indirect relationships between variables, by first performing with normality tests, linearity tests, and heteroscedasticity tests. Data analysis uses path analysis to answer seven research hypotheses, namely: H<sub>1</sub>: there is a direct relationship between principal transformational leadership and teacher performance; H<sub>2</sub>: there is a direct relationship between organizational culture and teacher performance; H<sub>3</sub>: there is a direct relationship between work motivation and teacher performance; H<sub>4</sub>: there is a direct relationship between the principal's transformational leadership and work motivation; H<sub>5</sub>: there is a direct relationship between organizational culture and work motivation; H<sub>6</sub>: there is an indirect relationship between the principal's transformational leadership and teacher performance through work motivation; and H<sub>7</sub>: there is an indirect relationship between organizational culture with teacher performance through work motivation.

## III. RESULTS AND DISCUSSION

Based on the results of data analysis and using path analysis, direct and indirect relationship coefficients were found. as illustrated below:

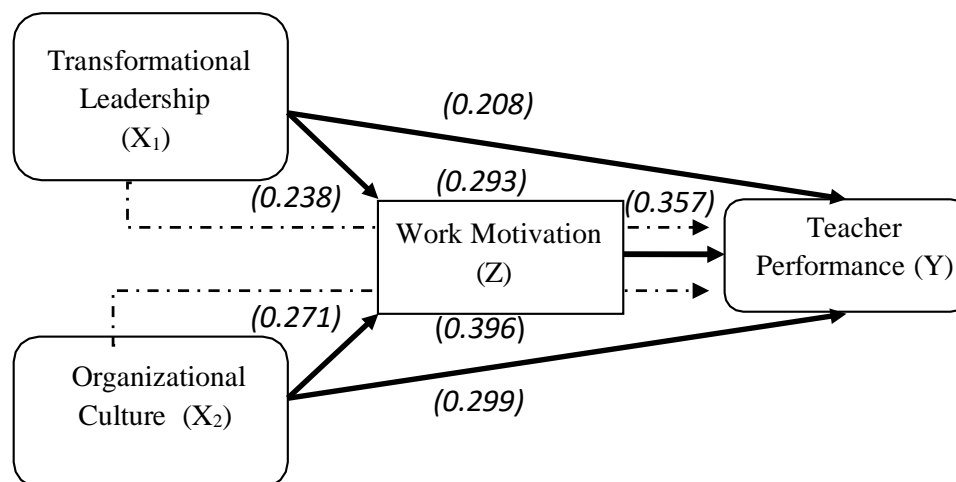


Figure 1. Path Analysis

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

Hypothesis		p	Decision
H <sub>1</sub>	There is a significant positive relationship of principal transformational leadership with teacher performance	0,000	Accepted
H <sub>2</sub>	There is a significant positive relationship between organizational culture and the quality of teacher performance	0,000	Accepted
H <sub>3</sub>	There is a significant positive relationship with teacher performance	0,000	Accepted
H <sub>4</sub>	There is a significant positive relationship of principal transformational leadership with work motivation	0,000	Accepted
H <sub>5</sub>	There is a positive relationship between organizational culture and work motivation learning	0,000	Accepted

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

Hypothesis		Immediately	Not Immediate
H <sub>6</sub>	There is an indirect positive relationship of principal transformational leadership with teacher performance through work motivation	0.208	0.293
H <sub>7</sub>	There is an indirect positive relationship of organizational culture with teacher performance through work motivation	0.299	0.396

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.

### A. Direct Relationship of Principal Transformational Leadership with Teacher Performance

The results of the path analysis showed an R<sup>2</sup> value of 0.208 with a significance value of 0.000, which means that the transformational leadership of the principal is directly significantly related to the performance of teachers of SMA Negeri Se-Kota Banjarbaru. This finding is in line with research (Warni, Aslamiah, Rizalie, 2019; Aminudin, Suriansyah, A. 2022; Dina Rika Yandini, Ahmad Suriansyah, A. 2022; Fitroliana, Ahmad Suriansyah, A. 2022; Hepni Albuni, Aslamiah, A. M. R. 2022; Hidayat, rahmad, Suriansyah, N. 2022; Hidayat, rahmad, Suriansyah, N. 2022; Mistiah, Wahyu, S. 2022), which concludes that the application of good transformational leadership behaviors/roles will improve teacher performance levels. The results of the study are also in line with the opinion of Al Badri (Vitria, Sulaiman, Ahmad Muhyani Rizalie, Suhaimi, 2021) stating that transformational leaders and their high expectations of teachers help them develop their skills and enable them to complete assigned tasks efficiently and effectively and have higher performance which is reflected in the development of the educational learning process.

### B. The Relationship of Organizational Culture with Teacher Performance

The results of the path analysis showed an R<sup>2</sup> value of 0.208 with a significance value of 0.000, which means that organizational culture directly has a significant effect on teacher performance in SMA Negeri Se-Kota Banjarbaru. This finding is in line with the research of Sulistiawan et al (2017) in their research obtained an R value of 0.886 or 88.6%, which means that the level of closeness of the relationship between the variables of Employee Performance (Y) and Organizational Culture (X1) based on the correlation interpretation table is strong. The results of this study are also in line with Robbins' opinion (Wardani et al, 2016) that in fact, one of the organizational culture studies suggests that followers in organizations with strong culture are more committed to their organization than followers in organizations with weak culture.

### C. Direct Relationship of Work Motivation with Teacher Performance

The results of the path analysis showed an R<sup>2</sup> value of r 0.208 with a significance value of 0.000, which means that work motivation directly has a significant effect on teacher performance in SMA Negeri Se-Kota Banjarbaru.

The results of this study are in line with the research of Sedarmayanti & Safer (2016) in its research showing a ratio of t count obtained = 10,421 > t table = 1,684 with a significance value = 0% < 5%, when viewed in the standardized coefficient (Beta) of 0.861 = 86.10%, which means that motivation has a very significant influence on teacher performance in the cluster of one village Nelawangi Ksub-district Kertasari Bandung Regency. The results in this study are also in line with Gibson's opinion (Ahmadiansah, 2016) individual performance is influenced by motivation, ability and work environment factors.

### D. Direct Relationship of Principal Transformational Leadership with Work Motivation

The results of the path analysis showed an R<sup>2</sup> value of 0.208 with a significance value of 0.000, which means that transformational leadership directly has a significant effect on work motivation in SMA Negeri Se-Kota Banjarbaru. The results of this study are in line with Darmawan's research (2020) in the results in the results stating the value of the transformational leadership regression coefficient of 0.291, meaning that if there is an increase in transformational leadership by 1 score unit, it will increase work motivation by 0.291 score units otherwise Based on the c coefficient table, it can be seen that the value of t- The calculation for the transformational leadership variable on work motivation is 2.118; then t-count (2.118) > t-table (2.04) means that there is an influence of transformational leadership on the work motivation of public elementary school teachers in Banjarmasin City. The results of this study are also in line with the opinions of Xiaomeng and Kathryn (Tucunan et al, 2014) who state, leadership that has power affects employee performance with work motivation as a mediation variable.

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### E. Direct Relationship of Organizational Culture with Work Motivation

The results of the path analysis showed an R<sup>2</sup> value of 0.208 with a significance value of 0.000, which means that organizational culture directly has a significant effect on work motivation at SMA Negeri Se-Kota Banjarbaru. The results of this study are in line with the research of Masykur et al (2019) from the calculation results, the calculation of the X and Y correlation coefficients of 0.392 was obtained. So it is known that the calculated r value is 0.392. It is known that the table with N = 29 and the level of significance of 5% is 3.67. So it can be concluded that  $0.392 > 0.367$  or  $r_{\text{count}} > r_{\text{table}}$ . Thus, it can be decided that  $H_0$  is rejected  $H_a$  is accepted, namely "There is a positive influence of organizational culture on teacher motivation at SD Ar-Raudah Bandar Lampung". The results in this study are also in line with Weerasinghe's opinion (Firanti et al, 2021) in organizations, when the culture formed is a good culture, it will be in line with the level of work motivation of its members.

### F. The Indirect Relationship of Principal Transformational Leadership with Teacher Performance through Work Motivation

Based on the results of the analysis conducted in this study shows that indirectly the transformational leadership of the principal is related to teacher performance through work motivation. This is evidenced by the acquisition of a path coefficient of 0.293 and based on the acquisition of a calculated t value of 7.325  $>$  a table t value of 1.975, this means that there is an indirect relationship with the low or weak but definite category between the transformational leadership of the principal and teacher performance through the work motivation of public high school teachers in Banjarbaru City. The results of this study are in accordance with Bass's theory (Aslamiah, 2016) 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 and quality work performance. The results of this study are also in line with the opinions of Tarter et al. (Aslamiah, 2016) stated that given the importance of the principal's leadership to teacher performance in schools, a principal must be able to encourage and create work motivation for teachers, which allows teachers to work comfortably and calmly, full of familiarity and mutual respect.

### G. Indirect Relationship of Organizational Culture with Kinerja Guru through Work Motivation

Based on the results of the analysis conducted in this study shows that indirectly organizational culture is related to teacher performance through work motivation. This is evidenced by the acquisition of a path coefficient of 0.396 and based on the acquisition of a calculated t value of 4.500  $>$  a table t value of 1.975, this means that there is an indirect relationship with the low or weak but definite category between organizational culture and teacher performance through the work motivation of public high school teachers in Banjarbaru City. The results of this study are in line with the opinion expressed by Cahyana (2018) in her research stating that with a high organizational culture will have a tendency to high performance. The results of this study are also in line with Cahyana's opinion (2018) again stated that in looking at education as a system, teacher performance cannot be separated from organizational culture and work motivation in managing schools and empowering teachers, especially in improving the quality of teacher performance.

## IV. CONCLUSION

There is a strong relationship between the principal's transformational leadership, organizational culture and work motivation and teacher performance. In addition to the direct relationship, there is also an indirect relationship between the principal's transformational leadership and organizational culture and teacher performance through work motivation.

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