

## The Relationship Between Transformational Leadership of School Principals, Work Climate, Job Satisfaction and Professionalism of Public Elementary School Teachers in Karang Intan District, Banjar Regency



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**ABSTRACT:** This study aims to describe transformational leadership, work climate, job satisfaction, professionalism of public elementary school teachers in Karang Intan District, Banjar Regency, to analyze the direct and indirect relationship between the transformational leadership of school principals, work climate, job satisfaction, and the professionalism of public elementary school teachers in Karang Intan District, Banjar Regency. This research is a correlational study with a descriptive-quantitative method. The study population consisted of 223 people with a sample of 143 people determined by proportional random sampling. The data collection instrument consists of a transformational leadership questionnaire (24), Work Climate (44), Job Satisfaction (20), and teacher professionalism (44) which have met the validity and reliability test requirements. Data analysis to test the hypothesis using path analysis. The results of the study show that there is a direct relationship: 1) the transformational leadership of school principals and teacher professionalism; 2) work climate and teacher professionalism; 3) job satisfaction and teacher professionalism; 4) principal transformational leadership and job satisfaction; 5) work climate and job satisfaction; and there is an indirect relationship between 6) transformational leadership and teacher professionalism through job satisfaction; 7) work climate with teacher professionalism through job satisfaction.

**KEYWORDS:** Principal Transformational Leadership, Work Climate, Job Satisfaction, Teacher Professionalism

### INTRODUCTION

Education has an important role in the development of the nation and state. Because education is the source of all sources of progress of a nation, through education the quality of human resources of a nation can be improved. Starting from a solid and appropriate educational foundation, of course it is able to realize the noble ideals of a nation in various sectors and aspects of life. The progress of a nation in the present and in the future is largely determined by the generation that will become the nation's successor. A quality young generation is produced from a quality education system as well. Education is a long-term investment that will determine the progress of a nation. The importance of inheriting generations to build the nation shows the great need for quality education. Building quality education requires teachers or educators with quality standards of competence and guaranteed professionalism. Teachers are also required to work professionally to improve and develop academic qualifications and competencies on an ongoing basis in line with developments in science, technology and art (Getteng, 2012: 98-105). Professional teachers are a must and urgent in the implementation of education, because their duties are directly related to preparing young people for the future of the nation who are qualified, virtuous and able to compete in the future. In accordance with the opinion of Bafadal (2016: 22) which reveals that teachers are professionals who carry out their main tasks and functions to increase the knowledge, skills and attitudes of students as future Indonesian human assets.

Hakiki and Fadli (2021:11) reveal that professionalism is the attitude of members of the profession who truly master, are serious about their profession. Professionalism is a term for the quality of the attitude of the members of a profession towards their profession and the degree of knowledge and expertise they have to be able to carry out their duties (Anwar, 2019: 23). This is supported by the opinion of Bafadal (2016: 28) which states that professionalism also refers to the attitude and commitment of members of the profession to work based on high standards and professional code of ethics. Both in carrying out their teaching duties, teachers cannot act according to their own desires, but rather refer to predetermined ethical standards. Referring to the Regulation of the Minister of National Education Number 16 of 2007 concerning Teacher Competency Standards, teacher professionalism can be measured through 4 teacher competencies namely pedagogic competence, social competence, personal competence, and professional competence.

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This is supported by (Albuni, 2022) which reveals that transformational leadership is the ability to inspire and motivate the subordinates they lead to achieve greater results than originally planned and for internal rewards. It is defined as the interaction between leaders and employees characterized by the influence of leaders to change employee behavior becomes someone who feels capable and highly motivated and seeks to achieve high and quality work performance (Suriansyah and Aslamiah, 2012; Munawarah, Aslamiah, Rizalie, 2023; Novita, Sulaiman, Rizalie, 2022; Prasetyo, Suriansyah, Aslamiah, 2023).

Work climate is a state or condition of a work atmosphere in which a person can calmly, comfortably, and freely do his job without any fear. The work climate felt by teachers is an inseparable part of the professionalism of teachers. The formation of a conducive climate at work can be a supporting factor for increasing teacher satisfaction at work, because comfort in work makes teachers think calmly and concentrate only on the task being carried out. Of course, if the working atmosphere is pleasant, the teachers have a sense of security and a decent life, a sense of being involved, fair and honest treatment, a sense of ability, recognition and appreciation, taking part in policy formation, the opportunity to defend themselves, is part of a school climate that can foster teacher performance is getting better. Conversely, an unpleasant working atmosphere, no sense of security in the teacher, a sense of not being involved, unfair and dishonest treatment, teachers are considered incapable, teachers are not recognized and valued, then all of these conditions will result in decreased teacher professionalism (Novita, 2022).

Litwin and Stringer (1968) in Wirawan, (2018) define work climate as the perceived subjective effects of the formal system, the information style of managers and other important environmental factors on the attitudes, beliefs, values and motivation of the people who work in a particular organization. (Work climate is everything contained in the work environment that is internalized as a subjective influence from the formal system, the information style of the manager, and other important environmental factors on the attitudes, beliefs, values, and motivations of the people who work in a particular organization).

Job satisfaction is an emotional attitude that pleases and loves his job. Where this attitude is reflected by work morale, discipline, and work performance. Job satisfaction is enjoyed in work, outside work, and in and out of work combinations. According to Nugraha (2019) revealed that job satisfaction is defined as job satisfaction enjoyed at work by obtaining praise for work, placement, treatment, equipment, and working environment. While job satisfaction outside of work is the satisfaction enjoyed outside of work with the amount of remuneration that will be received from his work in order to meet needs. Aslamiah, (2016) reveals that job satisfaction is a positive attitude or joy that gives satisfaction, supports and does not support what is experienced by employees at work. Then, Firdaus (2022) explained that teacher job satisfaction is described as a collection of positive attitudes regarding the adjustment of healthy employees to various working conditions and situations, including wages, social, physical, and psychological conditions.

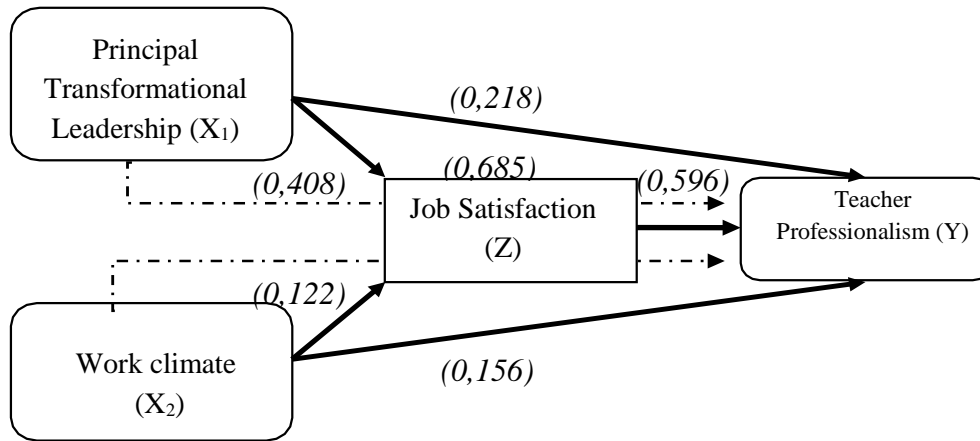
## METHODS

In this study, researchers used quantitative research methods. This study aims to reveal the direct and indirect relationship between the principal's transformational leadership, work climate, work motivation and teacher professionalism. The population in this study were public elementary school teachers in Karang Intan District, Banjar Regency with a total of 29 schools and a population of 223 people. The sample in this study was 143 teachers randomly proportional. Collecting data using a questionnaire consisting of transformational leadership questionnaires for principals (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration), work climate questionnaires (student support, affiliation, professional interest, staff freedom, participatory decision making, innovation, resource adequacy, and work pressure), job satisfaction questionnaire (ability utilization, achievement, activity, advancement, authority, company policies and practice, compensation, coworkers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, human relations supervision, technical supervision, variety, working conditions), and teacher professionalism questionnaires (pedagogic competence, personal competence, social competence, professional competence). Questionnaires were prepared using a Likert scale and tested for validity and reliability. The collected data were analyzed using path analysis to find out the direct and indirect relationships between variables. Path analysis is used to answer the hypothesis, namely: H<sub>1</sub>: there is a relationship between the transformational leadership of school principals and teacher professionalism, H<sub>2</sub>: there is a relationship between work climate and teacher professionalism, H<sub>3</sub>: there is a relationship between job satisfaction and teacher professionalism, H<sub>4</sub>: there is a relationship between the principal's transformational leadership and job satisfaction, H<sub>5</sub>: there is a relationship between work climate and job satisfaction, H<sub>6</sub>: there is an indirect relationship between the principal's transformational leadership and teacher professionalism through job satisfaction, H<sub>7</sub>: there is an indirect relationship between work climate and teacher professionalism through job satisfaction.

## 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 re 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 _			decision
H <sub>1</sub>	There is a direct relationship between the principal's transformational leadership and teacher professionalism .	0.00 2	accepted
H <sub>2</sub>	There is a relationship between work climate and teacher professionalism .	0.00 5	accepted
H <sub>3</sub>	There is a relationship between job satisfaction and teacher professionalism .	0.000	accepted
H <sub>4</sub>	There is a relationship between the principal's transformational leadership and job satisfaction .	0.00 0	accepted
H <sub>5</sub>	There is a relationship between work climate and job satisfaction.	0.00 3	accepted

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

Hypothesis _			
		Direct	Indirects
H <sub>6</sub>	There is an indirect relationship between the principal's transformational leadership and teacher professionalism through job satisfaction .	0 . 218	0.408 _
H <sub>7</sub>	There is an indirect relationship between work climate and teacher professionalism through job satisfaction .	0.156 _	0.122 _

Table 1 is a summary of the 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, so the hypothesis is accepted. Table 2 is a summary of the decision to test the hypotheses H<sub>6</sub> and H<sub>7</sub> for the indirect relationship between variables. Based on the results of the analysis of Tables 1 and 2, in this study a relationship was found between variables which can be explained as follows.

**DISCUSSION**

**A. Direct Relationship between Principal Transformational Leadership and Professionalism of Public Elementary School Teachers in Karang Intan District, Banjar Regency**

Based on the results of the path analysis between the transformational leadership of school principals and the professionalism of elementary school teachers in Karang Intan District, a path coefficient value of 0.218 is obtained. This indicates that there is a direct and significant relationship between the transformational leadership of school principals and the professionalism of public elementary school teachers in Karang Intan District, Banjar Regency. So the higher the principal's transformational leadership will increase the professionalism of teachers.

The results of this study indicate that there is a relationship between the transformational leadership of school principals and teacher professionalism, which can be seen in the idealized influence variable, such as the principal being a role model for teachers/subordinates, having an authoritative nature, having a strong commitment and being wise in decision-making. The principal also treats teachers, committee members and the community with respect, shows moral, ethical and polite behavior, can generate a

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sense of loyalty to the school, fosters a sense of kinship and togetherness in the school, gives freedom in creativity, has the ability who are strong in leading schools, fostering trust in leaders, fostering confidence in completing assignments.

The principal is a leader who can determine the direction of the development of the school organization and is able to influence everyone involved in the educational process in a school in order to achieve predetermined goals. A transformational leader is not only able to motivate himself for organizational progress but is also able to motivate his followers and direct them to achieve self-improvement beyond expectations, including self-professionalism. Because the success or failure of a goal to be achieved by the school depends on the leadership of the school principal. As revealed by McShane and Glinow (Vitria, 2019) that transformational leadership is the leader's ability to change a team or organization by creating, communicating, encouraging, exemplifying, inspiring, and being a role model for followers to achieve the goals set.

Transformational leaders are leaders who must be able to persuade their subordinates to carry out work that goes beyond personal interests for the sake of the larger organization, can articulate a vision, provide stimulation to subordinates in an intellectual way and pay attention to the various differences possessed by their followers (Suriansyah and Aslamiah, 2012:114). This is in line with the opinion of Bass and Avolio (Novita, 2022) who define transformational leadership as an interaction between leaders and employees characterized by the influence of leaders to change employee behavior into someone who feels capable and is highly motivated and strives to achieve high and quality work performance.

The results of this study are in line with Novita's research (2022) which stated in his research that the transformational leadership of school principals has a significant relationship to teacher professionalism. This is supported by Nazmi's research (2020) which states that there is a direct relationship between the transformational leadership of school principals and the professional attitude of teachers. This relationship is also supported by the research results which states that the principal's transformational leadership has a significant relationship and makes a direct contribution to teacher professionalism (Aminuddin, 2022; Andriani, 2022; Damai, Effendi, Sulaiman, 2019; Munawarah, Aslamiah, Rizalie, 2023; Nazmi, Suriansyah, Ngadimun, 2020; Sulaiman, Rizalie, 2022; Sari, 2018).

### **B. Relationship between Work Climate and Professionalism of Public Elementary School Teachers in Karang Intan District, Banjar Regency**

The results of the path analysis between work climate and the professionalism of public elementary school teachers in Karang Intan District obtained a path coefficient value of 0.156 and proved that there was a direct increase in the value of teacher professionalism of 0.156 for every 1 point increase in the work climate variable. This shows that there is a direct and significant relationship between work climate and the professionalism of public elementary school teachers in Karang Intan District, Banjar Regency. So the higher the work climate will increase the professionalism of teachers.

By creating a conducive working climate, the teacher will feel comfortable at work and will be even more motivated to improve his professionalism, because the teacher's own needs for a sense of security, comfort and peace without any threats or pressure from any party are met properly. This is supported by the opinion of Syarafudin and Ikawati (2020) who reveal that with a safe, comfortable and conducive school climate, of course teachers will be more motivated to work well, have motivation to excel and improve professionalism.

The work climate felt by teachers is an inseparable part of the professionalism of teachers. The school environment is harmonious, the work atmosphere is pleasant, the teachers have a sense of security and a decent life, a sense of being involved, fair and honest treatment, a sense of ability, recognition and appreciation, taking part in policy formation, the opportunity to defend oneself, is part of a school climate that can improve teacher professionalism. Conversely, an unpleasant working atmosphere, no sense of security in the teacher, a sense of not being involved, unfair and dishonest treatment, teachers are considered incapable, teachers are not recognized and valued, then all of these conditions will result in decreased professionalism (Pratiwi, 2012). This is in line with the research of Novita (2022) and Aminuddin (2019) which shows that the work climate and teacher professionalism have a positive and significant relationship. Utami's research (2017) shows that the work climate and teacher professionalism have a positive and significant relationship.

Kartini's research (2020) states that the work climate in schools affects the professionalism of teachers at work. It is supported by the research of Vitria, Sulaiman, Rizalie (2021) which states that there is a direct positive and significant relationship between work climate and teacher professionalism. This is reinforced by Adriani's research (2021) which states that there is a direct relationship between the work climate and the professionalism of teachers at SDN Tanjung District.

### **C. Direct Relationship between Principal Transformational Leadership and Job Satisfaction of Public Elementary School Teachers in Karang Intan District, Banjar Regency**

According to Soekarso (2010: 10) transformational leadership is the ability possessed by someone to lead, influence, and direct other people or members in an organization to carry out activities in achieving certain goals. Effective leadership will be able to encourage teacher motivation so that performance productivity, loyalty, and job satisfaction increase.

The path analysis results of this study indicate that there is a direct relationship between transformational leadership and job satisfaction. The results of the analysis between transformational leadership and job satisfaction of public elementary school teachers

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in Karang Intan District obtained a path coefficient value of 0.685 and proved that there was a direct increase in the teacher's job satisfaction value of 0.685 for every 1 point increase in the value of the school principal's transformational leadership variable. This shows that there is a direct and significant relationship between transformational leadership and job satisfaction of public elementary school teachers in Karang Intan District, Banjar Regency. So the higher the principal's transformational leadership will increase the job satisfaction of public elementary school teachers in Karang Intan District, Banjar Regency.

The interrelationship of this relationship can be seen in the implementation of transformational leadership in an effort to meet needs, because by meeting needs, a sense of satisfaction will emerge. Principals who are able to be role models or role models for their subordinates, especially teachers, can encourage teachers to behave creatively, innovatively, actively, and be able to solve various problems with new approaches. Transformational leaders also care about every problem faced by schools and teachers, always provide motivation in order to increase teacher professionalism, so that job satisfaction will be created for subordinates, especially teachers (Robbins & Judge, 2016: 91). Job satisfaction is one of the important elements in an organization, especially schools, thus teachers or employees will try to do and provide the best for the benefit of the school. Job satisfaction is an attitude or the result of perceptions of work and is based on work aspects. Therefore, with leaders being able to influence, mobilize, and bring about change in subordinates as well as a comfortable and conducive working climate, of course it is a factor that supports increasing teacher job satisfaction so that educators become professional and can carry out their duties optimally.

The relationship between transformational leadership and job satisfaction is strengthened by Aslamiah's research (2015) which states that there is a direct relationship between transformational leadership and job satisfaction. This is also supported by the research results of Fitri (2022), Vitria, Sulaiman, Rizalie (2021), Rizkie, Suriansyah, Sulistiyana (2022), Warni, Aslamiah, Rizalie (2021), Nomaini, Aslamiah, Sulaiman (2022), Maulida, Suriansyah, Ngadimun (2019) which states that there is a direct relationship between the school principal's transformational leadership and teacher job satisfaction.

### **D. Direct Relationship between Work Climate and Job Satisfaction of Public Elementary School Teachers in Karang Intan District, Banjar Regency**

Based on the results of path analysis from this study, it shows that there is a direct relationship between work climate and job satisfaction. The results of the analysis between work climate and job satisfaction of public elementary school teachers in Karang Intan District obtained a path coefficient value of 0.204 and proved that there was an increase in the value of teacher job satisfaction by 0.204 for every 1 point increase in the value of the work climate variable. . This shows that there is a direct and significant relationship between work climate and job satisfaction of public elementary school teachers in Karang Intan District, Banjar Regency. So the better the working climate conditions, the higher the job satisfaction felt by public elementary school teachers in Karang Intan District, Banjar Regency. According to Siagian, the work climate in this case at school is a situation or atmosphere that arises because of the relationship between fellow school members which is an environmental factor that influences teacher job satisfaction (Hadiyanto, 2016). Schools that are managed effectively will affect a conducive working climate and a conducive working climate will certainly be able to influence teacher job satisfaction in a better direction.

According to Hasibuan (2016: 12) reveals that teacher job satisfaction is influenced by factors such as the atmosphere and work environment, the attitude of the leader in his leadership, the right placement according to expertise, fair and proper remuneration, the severity of the work, the equipment that supports the implementation work, and whether the work attitude is monotonous or not. This statement indicates that a positive work climate is that individuals feel competent leadership, there is good trust among fellow co-workers and trust between superiors and subordinates, effective and smooth communication and creates warmth, there is an assignment of responsibility from superiors to subordinates, employees feel his work is beneficial to himself and the organization, there is control and directive behavior from superiors who are not rigid, and employee participation is high enough to affect a teacher's job satisfaction.

The working climate in each school is of course different according to the perception of the teacher or people in the school which also influences the person's behavior. This condition realizes that only schools that are managed effectively will affect a conducive school work climate, and a conducive work climate can certainly influence teacher job satisfaction in a better direction. This is in line with the research which revealed that there is a positive and significant relationship between work climate and job satisfaction (Firdaus, Aslamiah, Sulaiman, 2022; Harahap, Suriansyah, Suhaimi, 2020; Sahara, Suriansyah, Ngadimun, 2021; Syarifudin, Suriansyah, Ngadimun, 2022; Vitria, Sulaiman, Rizalie, Suhaimi, 2021; Yuliejantiningasih, 2012).

### **E. Direct Relationship between Job Satisfaction and Professionalism of Public Elementary School Teachers in Karang Intan District, Banjar Regency**

Syarafudin & Ikawati, (2020) it is not only the work climate, job satisfaction is also a factor that influences teacher professionalism as seen from the perspective of teaching and learning in the classroom including factors of high teaching and educating motivation in teachers. Job satisfaction is in self The teacher is certainly a trigger for the teacher to improve the professionalism that is in him. The results of the analysis between job satisfaction and the professionalism of public elementary school teachers in Karang Intan District obtained a path coefficient value of 0.596 and proved that there was a direct increase in teacher professionalism by 0.596 for every 1 point increase. This shows that there is a direct and significant relationship between job satisfaction and the professionalism of public elementary school teachers in Karang Intan District, Banjar Regency. The results of this study explain that there is a relationship

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between job satisfaction and the professionalism of public elementary school teachers in Karang Intan District, Banjar Regency. It can be seen that teacher satisfaction is indicated by indicators of comfortable working conditions at school, opportunities for achievement at work, praise received, achievements obtained, opportunities to try their own way. in doing work, the opportunity to do something using expertise, the freedom to use one's own decisions, the way colleagues get along with each other, how to implement school policies. So the higher job satisfaction will increase the professionalism of public elementary school teachers in Karang Intan District, Banjar Regency.

Aslamiah (2016) revealed that teacher job satisfaction is a very important issue because it is closely related to the attitudes and behavior of teachers in carrying out their duties and work. in line with the opinion of Robbins and Judge (2016: 27) which revealed job satisfaction is an attitude that reflects a positive or negative person's satisfaction with work, colleagues, and work environment. Satisfied teachers will have high morale and discipline so that they can improve their professionalism. Djaali and Muljono (2018: 10) reveal a fundamental factor that is closely related to teacher professionalism is job satisfaction which is closely related to teacher welfare. This satisfaction is motivated by 1) compensation for services, 2) a sense of security, 3) interpersonal relationships, 4) conditions of the work environment, and 5) opportunities for self-development and improvement.

This is in line with research which shows that there is a direct positive and significant relationship between job satisfaction and teacher professionalism (Rizkie, SURIANSYAH, Sulistiyana, 2022; Syarifudin, SURIANSYAH, Ngadimun, 2022; Vitria, Sulaiman, Rizalie, Suhaimi, 2021)

### **F. Indirect Relationship between Principal Transformational Leadership and Teacher Professionalism Through Job Satisfaction of Public Elementary School Teachers in Karang Intan District, Banjar Regency**

Based on the results of path analysis from this study, it shows that there is an indirect relationship between the transformational leadership of school principals and teacher professionalism through the job satisfaction of public elementary school teachers in Karang Intan District, Banjar Regency. The results of the analysis between the transformational leadership of school principals and teacher professionalism through the job satisfaction of public elementary school teachers in Karang Intan District obtained a path coefficient value of 0.408 with t count 10.111 and this value is greater than t table 1.96. This shows that there is an indirect relationship between the transformational leadership of school principals and teacher professionalism through the job satisfaction of public elementary school teachers in Karang Intan District, Banjar Regency.

The direct relationship given by transformational leadership to teacher professionalism is 0.218. Meanwhile, there is an indirect relationship between the principal's transformational leadership and teacher professionalism through job satisfaction with a beta value of job satisfaction on teacher professionalism, namely  $0.685 \times 0.596 = 0.408$ . So the total relationship given by transformational leadership to teacher professionalism is a direct relationship plus an indirect relationship, namely  $= 0.218 + 0.408 = 0.626$ .

Based on the calculation results above, it is known that the value of the direct relationship is 0.218 and the indirect relationship is 0.408, which means that the value of the indirect relationship is greater than the direct relationship. These results indicate that job satisfaction is the dominant link in increasing transformational leadership and teacher satisfaction. The possibility, according to the author, is because of the job satisfaction variable, it can be seen that teachers are satisfied with the working conditions at their schools, opportunities for achievement, praise received from both leaders, co-workers and the community, achievements obtained, opportunities and freedom given by leaders to carry out and making decisions, the way co-workers get along with each other, thereby driving increased assessment of the transformational leadership of school principals and teacher professionalism. Usman (2012) revealed that transformational leadership is leadership that is able to create changes that are fundamental and based on religious values, systems, and culture to create innovation and creative employees in order to achieve the vision set. A good leader is a leader who has high work motivation who can encourage teachers to want to work hard by giving and doing all their abilities and skills in the process of achieving the goals set. If the leader, in this case the school principal, has high work motivation, the teacher will follow the way the leader works, so that the teacher will work well and become a professional teacher. This is in line with the research of Warni, Aslamiah, and Rizalie (2019) which revealed that transformational leadership is indirectly related to teacher professionalism through job satisfaction. Strengthened by Nazmi's research (2021) revealed a positive and significant indirect contribution from the school principal's transformational leadership through job satisfaction on teachers' professional attitudes.

### **G. Indirect Relationship between Work Climate and Teacher Professionalism Through Job Satisfaction of Public Elementary School Teachers in Karang Intan District, Banjar Regency**

Based on the results of the path analysis between work climate and teacher professionalism through the job satisfaction of public elementary school teachers in Karang Intan District, Banjar Regency, it is 0.122 with a t count of 3.015 and this value is greater than t table 1.656 which means that indirectly there is an indirect relationship between work climate and teacher professionalism through the job satisfaction of public elementary school teachers in Karang Intan District, Banjar Regency.

The direct relationship given by the work climate to teacher professionalism is 0.156. Meanwhile, the indirect relationship between work climate and teacher professionalism through job satisfaction is the multiplication of the beta value of the work climate variable on job satisfaction and the beta value of job satisfaction on teacher professionalism, namely  $0.204 \times 0.596 = 0.122$ . So the

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total relationship given by the work climate to teacher professionalism is a direct relationship plus an indirect relationship, namely  $0.156 + 0.122 = 0.278$ .

Based on the results of these calculations, it is known that the value of the direct relationship is 0.156 and the indirect relationship is 0.122, which means that the value of the direct relationship is more dominant than the indirect relationship. These results indicate that job satisfaction is the less dominant link in improving the work climate and teacher professionalism. It is possible that this is due to the work climate indicators of work pressure where the teacher feels not pressured at work, can still relax and still finish work, gets encouragement from co-workers and leaders, can rely on co-workers, has very good relationships and encouragement from participants students, teachers innovate, in making decisions teachers are always involved, and have the freedom to innovate according to their expertise, thereby increasing the sense of job satisfaction and teacher professionalism.

Climate in an organization has a very important role for achieving the desired organizational goals. A good working climate will create a sense of comfort in employees. Feelings of comfort and pleasure will affect the professionalism of workers to be more active, diligent and enthusiastic at work and vice versa, an unpleasant working atmosphere, no sense of security in the teacher, a sense of not being included, unfair and dishonest treatment, the teacher is considered unable, teachers are not recognized and valued, then all of these circumstances will result in teacher professionalism decreasing (Pratiwi, 2012). A positive work climate can direct individuals to have positive attitudes and behaviors which are manifested by good professionalism so that employees, in this case teachers, get high satisfaction at work. A positive work climate makes teachers feel happy, safe, comfortable and meaningful when they are in the school environment. When teachers feel safe, comfortable and full of meaning in their place of work, in this case the school, teachers will show maximum professionalism and quality which results in teachers getting satisfaction at work. Hadiyanto (2016) reveals that behavior is the result of the relationship between the teacher/employee person and their environment. The existence of a direct influence between the work climate and job satisfaction will certainly have an impact on the professionalism of the teacher/employee. Thus, it can be concluded that there is an indirect relationship between work climate and teacher professionalism through job satisfaction. This is supported by Utami's research (2017) which reveals that work climate and job satisfaction have a direct effect on improving teacher performance which has implications for teacher professionalism. This is reinforced by Novita's research (2021) which states that indirectly there is a moderate relationship between work climate and teacher professionalism through teacher job satisfaction.

### CONCLUSIONS

Based on the findings and results of data analysis, it can be concluded that there is a direct relationship between the principal's transformational leadership and teacher professionalism, work climate and teacher professionalism, job satisfaction and teacher professionalism, a direct relationship between the transformational leadership of school principals and teacher job satisfaction, there is a direct relationship between work climate with teacher job satisfaction, and there is an indirect relationship between transformational leadership and teacher professionalism through teacher job satisfaction, and there is an indirect relationship between work climate and teacher professionalism through teacher job satisfaction.

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