

## Contribution of The Principal's Transformational Leadership and School Climate on Teacher Performance through Work Motivation

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### ABSTRACT

This study aims to analyze the contribution of the principal's transformational leadership and school climate on teacher performance through work motivation. This research uses quantitative descriptive methods. The sample is 324 in Banjarmasin elementary schools. Data were extracted using a questionnaire that was valid and reliable and analyzed using Path Analysis. The results showed that: (1) There was a direct contribution between principal's transformational leadership, school climate, work motivation, and teacher performance. (2) There was an indirect contribution between the principal's transformational leadership, school climate through work motivation as an intermediary variable on the teacher performance of elementary schools in Banjarmasin City. This study concludes that significant results were obtained for all variables studied.

*Keywords:* Principal transformational leadership, school climate, teacher performance, work motivation

### Introduction

Education is an effort to improve the quality of human life. In this regard, education is used as a long-term strategic program that must be able to respond to current and future national and global needs and challenges. Efforts to educate the nation to mean improving the quality of Indonesian people, which can be realized through educational activities. The development of a quality education system needs to be more determined because various indicators show that the existing education has not been able

to produce resources that are following community development and development needs. The teacher is a very important resource for the success of school education because the teacher is a human element that is very closely related to students. Teachers are an important element in schools because teacher performance determines student learning success and ultimately determines the quality of the school. Teacher performance has certain specifications. Teacher performance can be seen and measured based on the specifications or

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criteria that each teacher must-have. Regarding teacher performance, the form of behavior in question is the teacher's activities in the learning process. Performance as a person's real behavior and work results achieved in carrying out the tasks assigned to him is driven by a motive to behave following the workload borne and based on the skills, experience and encouragement, and commitment of the employee concerned. Performance is related to a set of factors affecting health, habits and environment, and quality of work-life (Leitao et al., 2019). It is associated with job satisfaction, motivation, productivity, health, job security, safety, and well-being which embracing four main things that are a safe work environment, occupational health care, appropriate working time, and an appropriate salary (Pandemy & Tripathi, 2018).

The principal is the education component that plays the most important role in improving the quality of schools. Furthermore, improving the quality of the work life of teachers will positively affect the organization's productivity, while augmented productivity will strengthen the quality of work-life (Sattar et al., 2018). In this modern world, given the competitive global environment in which organizations (institutions) operate, the need to develop highly skilled employees, including teachers, is paramount for prosperity and survival (Brown et al., 2018). The leadership of the principal is an important element in a school, because it involves the interplay between the leadership and school members, in this case, all school members. It is not enough for a school principal to only can make commitments or decisions in the thinking process, because these commitments and decisions must be translated into ideas, initiatives, initiatives, creativity, opinions, suggestions, orders, and others both orally and in writing so that all citizens know. school. Thus the results of all of this must be communicated to all school members, especially teachers so that they take part in thinking and considering them before they are manifested in school actions or activities.

School climate or the atmosphere of the work environment at school is everything that teachers and school members experience when interacting in a school environment. A conducive school climate affects the performance of members of the school organization. In other words, the progress or decline of the school depends on the ability of the school to create an environment and the willingness of the environment to accept its existence.

Apart from school climate, another factor that affects the performance of a teacher is the work motivation of a teacher. A teacher can work professionally if he has high motivation. Teachers who have high motivation will usually carry out their duties energetically and energetically because there are certain motives or goals behind these actions. The motive is the driving factor that gives the teacher strength so that he is willing and willing to work hard.

Motivation can come from within yourself and from outside yourself. Good work motivation, when the motivation arises in a person to do activities. Teachers who have high work motivation, of course at work will carry out all their duties as well as possible, which in turn will affect the teaching and learning process and can improve student learning achievement.

Work motivation can be seen as a set of energetic forces that originally coming from within individuals, as well as in their environment, to initiate work-related behaviors and to determine their direction and intensity (Shkoler & Kimura, 2020). Motivation in the work context is expressed as an individual's degree of willingness to exert and maintain an effort towards organizational goals (Deressa & Zeru, 2019). Work motivation has a close relationship with performance. Knowledge and motivation of a teacher are two unchallenged, essential characteristics of successful education (Mahler et al., 2018).

Thus it can be understood that if the work motivation is low, it will result in low performance, even though it has good abilities and opportunities are available.

Likewise, if the work motivation is high, but if the opportunity to use his abilities is not given an opportunity, then the performance will also below. Or if the work motivation is high, and the opportunity has been given, but if the ability is not possessed, then the performance will also below.

### Material and Methods

Sample The research population was all teachers in Elementary Schools Banjarmasin. The research sample was 324 teachers in 137 schools which were selected by sampling

using Simple Proportionate Random Sampling. Collecting data using a questionnaire model that is tested for validity and reliability by choosing between one to five answers that best match the actual conditions. There are four questionnaires used in this study, namely the principal transformational leadership questionnaire, the school climate questionnaire, the work motivation questionnaire, and the teacher performance questionnaire. The following is a model of the conceptual relationship between variables as shown in Figure 1.

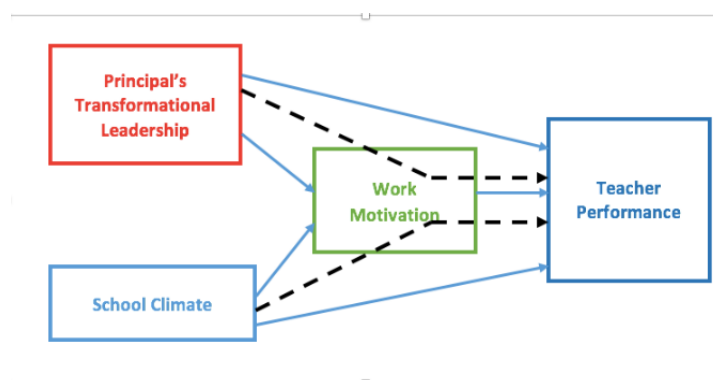


Figure 1. Research model

### Results and Discussion

Table 1 shows which includes the mean, standard deviation, and categories. The results of the classical assumption test in the form of a residual normality test using the Kolmogorov-Smirnov one-sample method show that all variables are normally distributed.

The homogeneity test results show that all the variables used come from the same

population or homogeneous variances. The multicollinearity test results showed that the tolerance value of each variable was above 0.1 and the VIF value was below 10.

After all the analysis requirements are met, the next step is to analyze the results of the path analysis with a summary of the results in Table 2.

Table 1 Mean, Standard Deviation, and Categories of Research Variables (SPSS 25)

Variable	Descriptive		
	Mean	Standard Deviation	Category
Principal's Transformational Leadership	187,81	9,253	High
School Climate	92,32	11,014	High
Work Motivation	175,79	10,938	High
Teacher Performance	216,19	10,239	Very High

Table 2 Results of Path Analysis in Structure Model 1

Variable	Path coefficient	t	Sig	R <sup>2</sup>	F	Sig
Principal's Transformational Leadership	0,122	4,210	0,000	0,996	25,497	0,000
School Climate	0,842	29,022	0,000			

Table 3. Results of path analysis in structure model 2

Variable	Path coefficient	t	Sig	R <sup>2</sup>	F	Sig
Principal's Transformational Leadership	0,155	2.302	0,022	0,992	4,358	0,000
School Climate	0,122	2,250	0,025			
Work Motivation	1,274	21,452	0,000			

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

Hypothesis	p	Decision
H <sub>1</sub> : There is a contribution of the principal's transformational leadership to teacher work motivation	0,000	Accepted
H <sub>2</sub> : There is a contribution of the principal's transformational leadership to teacher performance	0,022	Accepted
H <sub>3</sub> : There is a contribution of the school climate to teacher work motivation	0,000	Accepted
H <sub>4</sub> : There is a contribution of the school climate to teacher performance	0,025	Accepted
H <sub>5</sub> : There is a contribution of teacher work motivation to teacher	0,000	Accepted

Table 5. Summary of H<sub>6</sub> and H<sub>7</sub> Hypothesis Testing Decisions

Hypothesis	Path Coefficient		Decision
	Direct	Indirect	
H <sub>6</sub> : There is an indirect contribution of the principal's transformational leadership to teacher performance	0,155	0,319	Accepted
H <sub>7</sub> : There is an indirect contribution of the school climate to teacher performance through teacher work motivation	0,122	0,997	Accepted

### ***There is a contribution of transformational leadership to teacher work motivation***

Based on the results of the path analysis, it shows that there is a contribution of transformational leadership to the work motivation of public elementary school teachers in the city of Banjarmasin. This is evidenced by the significance value of 0.000 so that the significance is less than 0.05. The analysis results also obtained the path coefficient value of 0.122. Because the correlation coefficient ( $r$ ) is positive, it can be said that the transformational leadership variable has a positive effect on work motivation.

Leadership is the ability and skills to direct which is an important factor for the effectiveness of a leader's performance, as the core role of leadership in organizations is to motivate the pursuit of the organization's purpose which is the reason why the organization exists and does what it does) (van Knippenberg, 2019). Leader humility may help foster subordinates' psychological strength, as it is a bottom-up leadership style, that will ultimately influence the employees' work behaviors (Qian et al., 2020). Leaders that realize his or her potentials following a particular style bring influential consequences in performances (Khuwaja et al., 2020).

### ***There is a contribution of transformational leadership to teacher performance***

Based on the results of the path analysis, it shows that there is a contribution of transformational leadership to the performance of public elementary school teachers in Banjarmasin. This is evidenced by a significance value of 0.022 so that the significance is less than 0.05. The analysis results also obtained the path coefficient value of 0.15. Because the correlation coefficient ( $r$ ) is positive, it can be said that the transformational leadership variable has a positive effect on teacher performance. This shows that the contribution of transformational leadership to the performance of public elementary school teachers in the city of Banjarmasin, most of

the principals of public elementary schools in Banjarmasin, have been quite successful in implementing it.

Leadership is a very complex process because it does not only involve human factors that have various physical, psychological, interests, competencies, and so on, but also involves environmental factors and even technological factors that are around them both within the organization and outside the organization. Even today, in the era of globalization, technological factors that influence leadership far outside the organization to the level that is outside national borders are also able to influence leadership performance.

The findings of this study are supported by previous research conducted by Alzoraiki et al. (2018) shows that all the dimensions of transformational leadership have a positive influence on the teachers' performance. It is also in line with a study conducted by Nasra & Arar (2019) that teachers' performance increases as they perceive their principals' leadership style as more transformational and less transactional. This is also supported by other research conducted by (Anwar, 2018) entitled "The Influence of Principal's Transformational Leadership on Teacher Performance at SMPN 1 Awangpone, Bone Regency", stating that there is an effect of the principal's transformational leadership on teacher performance. It is also added by research from Wang (2019) that in the implementation of transformational leadership, the combination of school climates and the establishment of innovation, justice, and affiliation climates should be emphasized.

### ***There is a contribution of school climate to work motivation***

Based on the results of the path analysis, it shows that there is a contribution to the school climate on the work motivation of public elementary schools in Banjarmasin. This is evidenced by the significance value of 0.000 so that the significance is less than 0.05. The analysis results also obtained the path coefficient value of 0.842. Because the

correlation coefficient ( $r$ ) is positive, it can be stated that the school climate variable has a positive effect on teacher work motivation. A positive organizational climate leads to higher levels of organizational commitment, which is an important concept for the relationship between employees' attitudes and the concept of perceived organizational performance (Berberoglu, 2018). The relationship is determined by the interaction between goals and objectives, formal structures, management processes, leadership styles, and people's behavior. Organizational climate is a character characterized by the nature of the human relationship with the organization and the relationship between leaders and followers. This relationship is determined by the interaction between the tenor's, goals, formal structure, management processes, leadership style, and behavior of subordinates.

The results of the study entitled *The Relationship between School Climate and Teacher Work Motivation* (Fujiaturrahman, 2018) state that the teacher work motivation variable is closely related to the school climate variable because this variable has a significant contribution to teacher work motivation. The more accurate the school climate is, the stronger the teacher's work motivation will be, and vice versa. Organizational climate is also important in influencing creativity and innovation in organizations (Olsson et al., 2019).

#### ***There is a school climate contribution to performance***

Based on the results of the path analysis, it shows that there is a contribution of transformational leadership to the performance of public elementary school teachers in Banjarmasin. This is evidenced by the significant value of 0.025 so that the significance of less than 0.05. The analysis results also obtained the path coefficient value of 0.122. Because the correlation coefficient ( $r$ ) is positive, it can be stated that the school climate variable has a positive impact on teacher performance. There is a strong direct impact of school climate on job

satisfaction, a direct impact of teacher self-efficacy on job satisfaction, and a mediating effect of teacher self-efficacy between school climate and job satisfaction (Zakariya, 2020). The excellence of a school has to do with teacher satisfaction (Fei & Han, 2019). Another has argued that a positive school climate leads to higher academic achievement when it is characterized by high academic expectations and high-quality teacher-student relationship (Konold et al., 2018; Ideswal, 2020) concluded in their research entitled "Contribution of School Climate and Principal Leadership to Primary School Teacher Performance" that it can be seen that the contribution of school climate and principal leadership to the performance of SDN teachers in the city of Payakumbuh. School climate, basically can be expressed as an organizational climate that occurs in a school.

"The school climate is the result of media interactions within the school organization." School climate, which concerns the situation and conditions between teachers in schools. If the climate is healthy, career planning and teacher placement can be done well. However, if the school climate is unhealthy, such as feudalistic, making gangs, full of intrigue, mutually stabbing rumors, and nepotism, the implementation of career planning will be unhealthy.

#### ***There is a contribution of work motivation to teacher performance***

Based on the results of the path analysis shows that there is a contribution of work motivation to the performance of public elementary school teachers in the city of Banjarmasin. This is evidenced by the significance value of 0.000 so that the significance is less than 0.05. The analysis results also obtained the path coefficient value of 1.274. Because the correlation coefficient ( $r$ ) is positive, it can be said that the work motivation variable has a positive effect on teacher performance.

The results of the analysis show that work motivation has a significant effect on teacher performance. Work motivation is an

important variable where motivation also needs great attention for organizations in improving teacher performance. Work motivation is related to the willingness or encouragement of someone to do their job so that they can improve their daily abilities and achieve maximum results in carrying out their duties in daily activities. Motivation is related to external and internal encouragement so that something is expected in carrying out one's duties as a teacher.

With good motivation, it can provide goodness to teachers, especially in improving their performance in the field, especially in terms of increasing their work results in carrying out daily tasks. Good teacher motivation will affect their ability to improve the process of teaching and learning activities where their needs are met.

The results of this study are supported by the research results by Andriani et al. (2018) that the motivation work has a significant effect on teachers' performance in SMK in Palembang. Besides, research conducted by Utami & Wedasuwari (2019) shows that a higher the work motivation, the performance of teachers and education staff will get higher too. Another research conducted by Rasto & Maulani (2019) has shown that satisfaction and motivation have been empirically proven to influence teacher performance.

#### *There is an indirect contribution of transformational leadership to teacher performance through work motivation*

Based on the research results, it is known that the output of Model I Regression can be seen that the significance value of the two variables, namely  $X_1 = 0.000$  and  $Z = 0.000$ , is smaller than 0.05. employees through the work motivation of Public Elementary School teachers in Banjarmasin City have a significant effect.

The value of  $R^2$  or R Square is in the summary table of the model of 0.996, this shows that the indirect effect of transformational leadership on teacher performance through work motivation of public elementary school employees in Banjarmasin is 99.6% while the remaining

0.4% is the influence of other variables included in the study.

The analysis of the indirect effect of transformational leadership on teacher performance through work motivation in public elementary schools in Banjarmasin is as follows.

The indirect contribution of X to Y through Z is the multiplication of the beta values  $X_1$  and Z, namely  $= 0.155 \times 1.274 = 0.197$ . Then the total influence exerted by X on Y is the direct contribution plus the indirect effect, namely  $= 0.197 + 0.726 = 0.923$ .

Based on the results of the above calculations, it is known that the value of the direct contribution is 0.155 and indirect contribution is 0.923, which means that the value of the direct contribution is smaller than there is indirect contribution. These results indicate that indirectly the transformational contribution of leadership through work motivation has a significant effect on employee performance.

This is supported by the research of Sukayana (2019) entitled "Contribution of Transformational Leadership, Principal Academic Supervision, Pedagogical Competence and Work Motivation on Teacher Performance at SMK Kertha Wisata Denpasar" which concludes collectively, there is a significant contribution between transformational leadership and work motivation on teacher performance. It can be seen that the transformational leadership of the principal is directly related to teachers' job attitudes in a positive way (Thomas et al., 2018). Hence, both employers and managers need to determine the needs and expectations of their workforce and further recognize what inspires them towards improving their productivity (Hanaysha & Hussain, 2018).

One of the dynamics that must get attention in determining teacher performance is the leadership of the principal. The principal as a leader in the school must be able to function as a leader and manager to achieve a quality school. Leaders prioritize human factors, while managers are more concerned with things that are not related to humans, such as administration. The school

principal must be able to be a role model for teachers, administrative staff, and also all other school members (Santiari, 2020).

***There is a contribution of school climate to teacher performance through work motivation at Public Elementary Schools in Banjarmasin City***

Referring to the output of Regression Model II in the Coefficient table section, it can be seen that the significance value of the two variables, namely  $X_2 = 0.009$  and  $Z = 0.000$  is smaller than 0.05. These results conclude that Regression Model II can be said that there is an indirect effect of school climate on teacher performance through work motivation at public elementary schools in Banjarmasin City.

The value of  $R^2$  or R Square contained in the summary model table is 0.992, this indicates that the indirect contribution of school climate to teacher performance through work motivation in Public Elementary Schools in Banjarmasin is 99.20% while the remaining 0.8% is a variable contribution. other variables were not included in the study.

The analysis of the indirect contribution of school climate to teacher performance through work motivation at public elementary schools in Banjarmasin is as follows.

The direct contribution given by  $X_2$  to  $Y$  was 0.112. While the indirect contribution of  $X$  to  $Y$  through  $Z$  is the multiplication of the beta values of  $X_1$  and  $Z$ , namely  $= 0.122 \times 1.274 = 0.143$ . Then the total contribution given by  $X_2$  to  $Y$  is a direct contribution plus an indirect contribution, namely  $= 0.143 + 0.842 = 0.997$ . Based on the calculation above is known that the direct contribution of 0.122 and an indirect contribution by 0, 997 which means that the direct contribution is smaller than you e There Contributions indirectly, these results indicate that indirectly school climate through work motivation has contributed the significance of teacher performance. There is a relationship existed between teacher motivation and job satisfaction in the workplace (Reaves &

Cozzens, 2018). Fitriana (2020) in her research entitled "The Effect of Principal Leadership Style, Organizational Climate and Work Motivation on Teacher Performance at SMP Negeri Air Putih Subdistrict" also concluded that organizational climate has a positive direct effect on teacher performance and teacher work motivation has a positive direct effect on teacher performance. This is also supported by Suryati et al. (2020) that there is an influence of work motivation and work climate on the teacher's performance partially and simultaneously.

### **Conclusion and Recommendation**

The results show the following; (1) There is a direct contribution of transformational leadership to teacher work motivation; (2) There is a direct contribution of transformational leadership to teacher performance; (3) There is a direct contribution of the school climate to teacher work motivation; (4) There is a direct contribution from the school climate to teacher performance; (5) There is a direct contribution of teacher work motivation to teacher performance; (6) There is an indirect contribution of transformational leadership to teacher performance through teacher work motivation; (7) There is an indirect contribution of the school climate to teacher performance through teacher work motivation; Research conclusion; (1) an overview of the principal's transformational leadership, school climate, work motivation, and the average teacher performance at high and very high scores, (2) there is a contribution of principal transformational leadership, school climate, work motivation, and public primary school performance school teacher in Banjarmasin City.

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