

**Research Article**

**The Effect of Principal's Transformational Leadership on Work Achievement Through Motivation and Discipline of State Vocational High School Teachers in Tanah Laut Regency**

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**ABSTRACT**

The achievement of work performance by teachers involves efficient professional duties with quality, speed, accuracy, initiative, ability, and building communication. However, their effectiveness is influenced by several factors, including the principal's transformational leadership, motivation, and work discipline. This study aimed to analyze the effect of the principal's transformational leadership on work performance through achievement motivation and work discipline of State Vocational High School teachers in Tanah Laut Regency, in Indonesia. Furthermore, it was meant to determine the effect of transformational leadership on work performance, achievement motivation, and work discipline using a quantitative approach with a descriptive correlational method. The study population comprised 231 people, with a sample of 147 selected by proportional sampling. Data were collected using a questionnaire that fulfilled the validity test requirements with Pearson correlation and Cronbach Alpha reliability tested with 30 respondents. The regression model was tested for classical assumptions, while path analysis and the Sobel test methods were used in hypothesis testing. The results showed a direct effect of the principal's transformational leadership on the work performance of teachers' achievement motivation and discipline. Furthermore, the principal's transformational leadership, achievement motivation, and work discipline directly affect the teacher's work performance. The principal's transformational leadership indirectly affects work performance through achievement motivation and work discipline of State Vocational High School teachers in Tanah Laut Regency.

*Keywords: transformational leadership, achievement motivation, work discipline, work performance*

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## Introduction

Education plays a crucial role in shaping human character through teaching, and training methods and processes. The actions to educate in an educational organization is the meaning of education to nurture humans.

The efforts to build and improve the quality of human resources towards the era of revolution 4.0 and society 5.0 change with time. Quality education requires quality learning to realize better human resources (HR) that can compete in all life aspects. For this reason, preparing quality human resources is a priority for a country (Suriansyah, 2017) for teachers to achieve optimal work results. Therefore, it is necessary to assess teacher work performance to evaluate their quality and achievement of the teaching and learning process (Uno, 2016).

Sutrisno (2016) stated that an organizational leader that manages their institution well supports the improvement of employees' work performance. In line with this, quality improvement in schools is achieved through the principal's transformational leadership (Aslamiah, 2015). According to Bass (Usman, 2019), transformational leadership refers to a leader with a vision for the future and able to transform it into an organization.

Motivated teachers affect the improvement of work performance in an educational institution. This is in line with Meliana (2020), which showed that work performance is affected by positive and significant achievement motivation.

Discipline also affects work performance. Hasibuan (2015) stated that disciplined employees work according to the instructions in fulfilling existing regulations. This supports Tubing (2019), which stated that the teacher's work discipline variable affects their work performance.

Fernald and Fernald (Illahi, 2012) stated that one of the motivational factors for achievement is recognizing others for their achievements. In this regard, the principal as a leader should praise and recognize teachers' achievements.

Principal leadership has various roles in an educational organization, such as helping teachers and school staff with their work, motivating them, and fostering a disciplined attitude.

## Material and Methods

The study population comprised 231 teachers from State Vocational Schools in Tanah Laut Regency. The sample consisted

of 147 people determined by proportional sampling. Moreover, data were collected using a five-scale questionnaire model tested for validity and reliability by choosing between one to five answers that closely matched the actual conditions. The questionnaire was based on four subjects, including the principal's transformational leadership, work performance, achievement motivation, and work discipline. The hypotheses were tested using path analysis.

## Results and Discussion

There is a high transformational leadership of school principals, work performance, achievement motivation, and the work discipline of teachers at the State Vocational High School, Tanah Laut Regency.

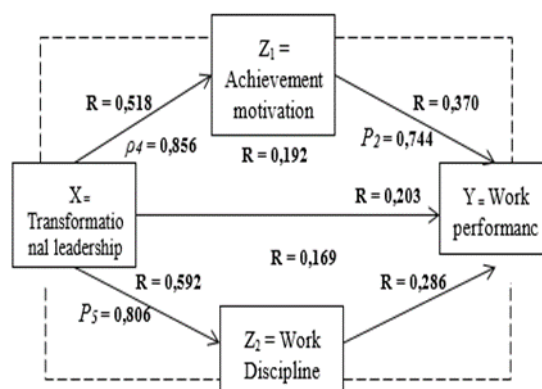


Figure 1. Figure Path Diagram

### First equation (hypothesis 1)

H<sub>0</sub>: The principal's transformational leadership does not affect teachers' work performance.

Criteria: Reject H<sub>0</sub> if Sig < 0.05.

The results showed a direct effect of the principal's transformational leadership on the work performance of State Vocational High School teachers in Tanah Laut Regency, with a significance of 20.3%.

The greater the principal's transformational leadership effect, the better the work performance of State Vocational School teachers in Tanah Laut Regency.

### First equation (hypothesis 2)

H<sub>0</sub>: Achievement motivation does not affect teacher work performance.

Criteria: Reject H<sub>0</sub> if Sig < 0.05.

The results showed a direct effect of the principal's transformational leadership on the work performance of State Vocational High School teachers in Tanah Laut Regency by 37%.

Therefore, the greater the effect of achievement motivation, the better the work performance of teachers.

achievement motivation variable are 0.842 and 0.176, respectively.

**First equation (hypothesis 3)**

H<sub>0</sub>: Work discipline does not affect teacher work performance.

Criteria: Reject H<sub>0</sub> if Sig < 0.05.

The results showed a direct effect of work discipline on the work performance of State Vocational High School teachers in Tanah Laut Regency by 28.6%. This means that the greater the effect of work discipline, the better the work performance of teachers.

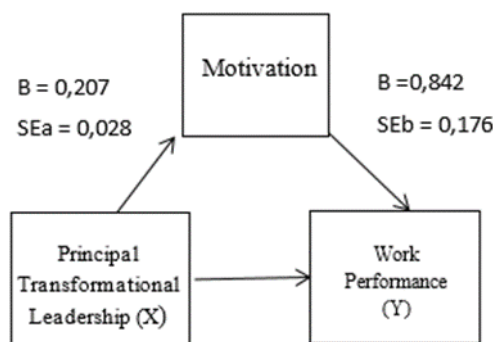


Figure 2. Pathway Model of Xs Effect on Y Through Z1

**First equation (hypothesis 4)**

H<sub>0</sub>: The principal's transformational leadership does not affect teacher achievement motivation.

Criteria: Reject H<sub>0</sub> if Sig < 0.05.

The results showed a direct effect of the principal's transformational leadership on the achievement motivation of State Vocational High School teachers in Tanah Laut Regency of 51.8%.

The greater the effect of the principal's transformational leadership, the better the achievement motivation of teachers.

$$Z = \frac{ab}{\sqrt{b^2 SE_a^2 + a^2 SE_b^2}}$$

$$Z = \frac{0,207 \times 0,842}{\sqrt{(0,842)^2 \times (0,028)^2 + (0,207)^2 \times (0,176)^2}}$$

$$Z = \frac{0,174294}{\sqrt{0,0005558278 + 0,0013272906}}$$

$$Z = \frac{0,174294}{\sqrt{0,0018831184}}$$

$$Z = \frac{0,174294}{0,0433949121}$$

$$Z = 4,016$$

**First equation (hypothesis 5)**

H<sub>0</sub>: The principal's transformational leadership does not affect teacher achievement motivation.

Criteria: Reject H<sub>0</sub> if Sig < 0.05.

The results showed a direct effect of the principal's transformational leadership on the work discipline of State Vocational High School teachers in Tanah Laut Regency of 59.2%.

The greater the effect of the principal's transformational leadership, the better the work discipline of teachers.

**First equation (hypothesis 7)**

H<sub>0</sub>: There is no indirect effect of the principal's transformational leadership on work performance through teacher work discipline.

Criteria: Reject H<sub>0</sub> if Sig < 0.05.

Tables 4.27 and 4.28 show that the coefficient B is 0.592 and 0.286, respectively. Therefore, the indirect effect coefficient is calculated as 0.592 x 0.286 = 0.169.

The Sobel test was used to test the significance of the coefficient of the indirect effect. Table 4.27 shows that the B coefficient and standard error of the principal's transformational leadership variable are 0.524 and 0.059, respectively. Similarly, Table 4.28 shows that the B coefficient and standard error of the work discipline variable are 0.294 and 0.185, respectively.

**First equation (hypothesis 6)**

H<sub>0</sub>: There is no indirect effect of the principal's transformational leadership on work performance through teacher achievement motivation.

Criteria: Reject H<sub>0</sub> if Sig < 0.05.

Tables 4.26 and 4.28 show that the coefficient of B is 0.518 and 0.370, respectively. Therefore, the indirect effect coefficient could be calculated as 0.518 x 0.370 = 0.192.

The Sobel test was used to test the significance of the coefficient of the indirect effect. Table 4.26 shows that coefficient B and standard error of the principal's transformational leadership variable are 0.207 and 0.028, respectively. Similarly, Table 4.28 shows that coefficient B and standard error of

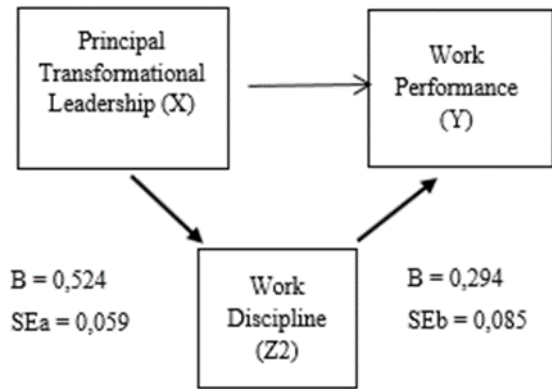


Figure 3. Trajectory Model of X Effect on Y Through Z2

$$Z = \frac{ab}{\sqrt{b^2 SE_a^2 + a^2 SE_b^2}}$$

$$Z = \frac{0,524 \times 0,294}{\sqrt{(0,294)^2 \times (0,059)^2 + (0,524)^2 \times (0,085)^2}}$$

$$Z = \frac{0,154056}{\sqrt{0,0003008837 + 0,0019838116}}$$

$$Z = \frac{0,154056}{\sqrt{0,0022846953}}$$

$$Z = \frac{0,154056}{0,0477984864}$$

$$Z = 3,223$$

### Results and Discussion

Based on the results, the following conclusions could be drawn:

1. The transformational leadership of the principal of the State Vocational School in Tanah Laut Regency, achievement motivation, work discipline, and teacher work performance is in the high category.
2. The principal's transformational leadership directly affects the work performance of State Vocational High School teachers in Tanah Laut Regency.
3. Achievement motivation directly affects the work performance of State Vocational High School teachers in Tanah Laut Regency.
4. Work discipline directly affects the work performance of State Vocational High School teachers in Tanah Laut Regency.
5. The principal's transformational leadership directly affects the work performance of State Vocational High School teachers in Tanah Laut Regency.
6. The principal's transformational leadership directly affects the work discipline of State Vocational High School teachers in Tanah Laut Regency.
7. The principal's transformational leadership

indirectly affects work performance through the achievement motivation of State Vocational High School teachers in Tanah Laut Regency.

8. The principal's transformational leadership indirectly affects work performance through the achievement motivation of State Vocational High School teachers in Tanah Laut Regency.

### Conclusion and Recommendation

This study suggests the following:

#### 1. State Vocational High School teachers in Tanah Laut Regency

Teachers should develop self-relationships by following applicable norms, complying with the rules and regulations at school, cooperating, and becoming role models in the school environment.

#### 2. Principals of State Vocational High Schools in Tanah Laut Regency

Principals should use the Inspirational Motivation dimension to communicate the vision, mission, and goals to achieve organizational goals, uphold responsibilities, and inspire teachers.

#### 3. Education and Culture Office of South Kalimantan Province

The results are expected to contribute ideas on the principal's transformational leadership, achievement motivation, work discipline, and teacher work performance

#### 4. Other studies

This study could be a reference for further research on teacher work performance.

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