

## The Influence of the Principal's Transformational Leadership, Work Discipline, through Work Motivation on the Teacher Performance of Private Middle School in Banjarmasin City

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### ABSTRACT

This research aims to determine the influence of the principal's transformational leadership, work discipline, through work motivation on teacher performance. The research is quantitative with an ex post-facto research design conducted at private junior high schools in Banjarmasin City. The research population was 112 using a questionnaire. The research results show that there is a direct influence of the principal's transformational leadership on teacher performance of 0.411; the principal's transformational leadership on teacher work motivation is 0.51; work discipline on performance is 0.561; work discipline on work motivation is 0.442; work motivation on teacher performance is 0.275. Indirect influence of the principal's transformational leadership through work motivation on performance is 0.308; work discipline through work motivation on performance is 0.417.

## **INTRODUCTION**

The principal as the leader of an educational institution is responsible for all activities that occur in the school environment. The success of education in schools is largely determined by the success of a principal in managing his school. The principal is a component that can improve teacher performance. The school principal will be responsible for the implementation of all educational activities, school administration, development of teaching and educational staff and utilization and maintenance of school facilities and infrastructure. School principals must have a certain approach and strategy to be able to lead their subordinates in a quality manner. According to Suriansyah et al. (2021) approach provides direction for the birth of strategies, and the strategies that will be used by someone in the learning process really depend on the approach that is understood in depth by the person concerned.

The leadership of school principals is successful in developing and advancing schools if they understand the existence of schools as complex and unique organizations, and are able to carry out their role as people who are given the responsibility to lead the educational institution. John C. Maxwell (Karwati and Priansa, 2016) stated that people must trust the leader first, then their vision. Trust is the foundation of leadership. This means that the school's vision, mission and goals will be successful if teachers and education staff believe in the leadership of the school principal. School principals have seven authority parts within the instructive teach they lead, specifically as chief, teacher, administrator, pioneer, director, maker of work climate and enterprise (Suriansyah et al., 2019). So as a best pioneer in a school, one of the errands that a school central must carry out is to carry out educator proficient advancement exercises and keep up and engage school assets. The principal as a leader within the school incorporates a administration fashion that appears his execution as a unmistakable result which is the demeanor, developments or appearance he chooses in carrying out his authority obligations.

The fashion utilized by one pioneer is distinctive from another, depending on the situation and conditions in affecting the behavior of the individuals they lead. Authority fashion could be a steady design of behavior coordinated by the pioneer and known to other parties when the pioneer tries to impact the exercises of other individuals (Day, et al., 2020). The part of a pioneer must be to pay consideration to the requirements of the individuals he works with so that their execution is kept up. A school foremost ought to be able to impact the demeanors and behavior of his subordinates, which suggests that the foremost trusts that instructors can make strides their performance after accepting bolster from their bosses. In any case, conditions within the field that reflect teachers' conditions that are not in line with the school's trusts and objectives can be a reflection of the principal's administration. As expressed by McLeod & Dulsy, there's a solid association between the administration fashion utilized by a school principal and the overall effectiveness of the instructive prepare in the school. This implies that all existing assets in schools, particularly human assets, cannot be isolated from the impact of the authority fashion connected in an organization. This will be unmistakable to the individuals they specifically lead. Good and rectify

administration will be seen within the process of carrying out work in an organization that is deliberate, secure, conducive and in understanding with the objectives to be accomplished.

Whether instruction and the learning handle can be made well will depend on the teacher's execution and productivity in instructing. One indicator of increased execution is expanded work teach. Representative work teach may be a reflection of the teacher's attitude and identity that they show in complying with all school rules. Educator work teach in school organizations is one of the capacities of human asset administration, since in conditions full of teach instructors can be anticipated to be role models in carrying out all the errands depended by pioneers. Since the higher the work teach of a subordinate, the higher the execution of that subordinate will be. For work discipline to be successful, a pioneer moreover has to pay consideration to a few things, namely; aligning workers with their employments through determination, testing and compelling situation methods, appropriately situating workers to their occupations and giving the preparing they require, clarifying fitting representative behavior, giving positive and valuable criticism to representatives around execution, and conditioning representatives can express their problems to the leadership using the right strategies. From the several points composed over, it can be said that the teach of an representative or subordinate incredibly impacts his or her execution in an instructive unit or organization (Webster and Litchka, 2020).

Leaders who are aware of their duties and responsibilities will evaluate the performance of their subordinates or employees very carefully. Because to assess performance, several influencing aspects must also be taken into account. The performance of a subordinate or employee may not meet the expected quality measurements. If this happens, the resulting performance of employees or subordinates cannot be accounted for and will receive criticism from leaders and co-workers. The benchmark for performance must be trustworthy and accountable. This benchmark will be useful if it can differentiate between subordinates who work well and subordinates who work poorly. Benchmarks in expected performance have a useful function. Lumban (2023) stated that there are at least two aspects to determine the performance of employees or subordinates, including; originates from organizational factors, where performance is something that can influence the behavior of employees or subordinates whether their work is satisfactory or not. Meanwhile, the next one comes from resources and the causes of job satisfaction, because satisfaction with the performance of subordinates or employees is very important for improving and encouraging other people to do the same.

The focus of this research is how transformational leadership influences work discipline through work motivation on teacher performance in private junior high schools in the city of Banjarmasin. It is hoped that the results of this research can provide theoretical benefits to educational administration in developing leadership so as to improve performance in educational institutions, and as information material for developing competencies for educators and school principals. While the practical benefits are; 1) for school principals to

improve performance and motivate teachers to achieve common goals to advance education. 2) for teachers as material for comparing work results in fostering enthusiasm to achieve work results in accordance with expected goal. 3) for researchers as encouragement to be able to develop leadership that suits character to develop work related to improving performance in schools or educational foundations.

## **LITERATUR REVIEW**

The principal as the leader of an educational institution is responsible for all activities that occur in the school environment. The success of education in schools is largely determined by the success of a principal in managing his school. The principal is a component that can improve teacher performance. The leadership of school principals is successful in developing and advancing schools if they understand the existence of schools as complex and unique organizations, and are able to carry out their role as people who are given the responsibility to lead the educational institution. John C. Maxwell (Karwati and Priansa, 2016) stated that people must trust the leader first, then their vision. Trust is the foundation of leadership.

For work discipline to be successful, a pioneer moreover has to pay consideration to a few things, namely; aligning workers with their employments through determination, testing and compelling situation methods, appropriately situating workers to their occupations and giving the preparing they require, clarifying fitting representative behavior, giving positive and valuable criticism to representatives around execution, and conditioning representatives can express their problems to the leadership using the right strategies. From the several points composed over, it can be said that the teach of an representative or subordinate incredibly impacts his or her execution in an instructive unit or organization (Webster and Litchka, 2020).

## **METHODOLOGY**

This research is research with quantitative data collection and the research design is ex post-facto research. Moleong (2018) said Expost Facto Research is research that observes or measures the relationship between existing variables without direct intervention or manipulation by the researcher. Borg and Gall (2003) say that Expost Facto research is research carried out after a phenomenon or independent variable has occurred and cannot be manipulated by the researcher. This type of research aims to determine and re-analyze the factors in which an event occurred analytically. In this research, there are parameters that are measured and these two parameters have been stated explicitly beforehand and then the correlation relationship between the two parameters is sought to determine the influence that the independent variable parameters have on the dependent variable parameters.

This research was conducted at a private school in Banjarmasin. The research was conducted on 112 teachers who taught at Banjarmasin Private Middle Schools. The instrument used was a questionnaire sheet containing several written questions which were used as material to obtain information from respondents regarding their understanding of the Principal's Transformational Leadership, Work Discipline, Work Motivation and Teacher Performance. Analysis includes data description tests, regression tests and hypothesis tests. The data description test is a statistical process used to analyze and describe the characteristics of existing data. The goal of a data description test is to provide a better understanding of the data, including an understanding of patterns, relationships, and variations in the data

## RESULT AND DISCUSSION

The survey results provide an overview of the number of test samples, namely 111 respondents who gave an affirmative or positive vote with an average of around 4 test indicators for each variable and sub-variable tested. This is proven through statistical data for each test variable. This means that each respondent agrees and admits that there is an influence for each variable, namely that the variables Transformational Leadership (X1), Discipline (X2) have an influence on the Motivation variable (M). The same thing also gives results that the variables Transformational Leadership (X1), Discipline (X2) and Motivation (M) influence Performance (Y).

### *The Direct Influence of the Principal's Transformational Leadership on the Performance of Banjarmasin City Private Middle School Teachers*

The halfway test comes about allow a t-count of 2.830 for Transformational Authority (X1) and this esteem is more prominent than the t-table which is as it were 1.659. This implies that the conclusion of H0 is rejected and H1 is acknowledged that there's a critical impact of the principal's transformational authority variable on execution. The greatness of this impact was at that point demonstrated by the comes about of the relapse test which had a esteem of 0.411 or around 41.1% of the impact on execution. These comes about are in agreement with past investigate conducted by Kilag et al. (2023) concluded that there's a noteworthy impact of the principal's leadership on instructor execution. This conclusion is additionally fortified by the investigate comes about of Ezzani et al. (2023) in their inquire about entitled has provided comparable comes about that the school principal's administration fashion features a noteworthy impact on instructor execution. Wels (2023) in his investigate uncovered the same comes about that there was a positive and somewhat noteworthy impact between each autonomous variable, to be specific the principal's administration fashion, instructor demeanor and instructor teach on educator execution. Looking at the comes about of this inquire about and the comes about of past investigate, it can be accurately concluded that the principal's transformational authority includes a positive and critical impact on execution.

***The Direct Influence of the Principal's Transformational Leadership on the Work Motivation of Banjarmasin City Private Middle School Teachers***

The halfway test comes about grant a t-count of 3.424 for Transformational Authority (X1) and this esteem is more prominent than the t-table which is as it were 1.66. This implies that the conclusion of H0 is rejected and H1 is acknowledged that there's a noteworthy impact of the principal's transformational administration variable on the work inspiration of Banjarmasin City Private Center School instructors. The size of this impact was at that point demonstrated by the comes about of the relapse test which had a esteem of 0.51 or around 51% of the impact on the work inspiration of Banjarmasin City Private Center School instructors. These comes about are in agreement with past inquire about conducted by Rodrigues & Ávila de Lima (2024) in inquire about which appeared that there was a noteworthy and positive impact between transformational administration and worker inspiration. Another ponder conducted by Constatntia et al. (2023) give comes about that transformational authority includes a positive and critical impact on work motivation. Transformational authority encompasses a significant impact on inspiration, this is often demonstrated by the investigate comes about of the t test measurement which encompasses a esteem of 12.591. From the comes about of this investigate and past inquire about, it is demonstrated that the school principal's transformational administration has a positive and noteworthy impact on work inspiration. This can be moreover no exemption for Banjarmasin City Private Center Schools.

***The Direct Influence of Teacher Discipline on the Performance of Banjarmasin City Private Middle School Teachers.***

The halfway test comes about grant a t-count of 3.719 for teach (X2) and this esteem is more prominent than the t-table which is as it were 1.659. This implies that the conclusion of H0 is rejected and H1 is acknowledged that there's a noteworthy impact of instructor teach factors on execution. The greatness of this impact was at that point demonstrated by the comes about of the relapse test which had a esteem of 0.561 or around 56.1% of the impact on execution. The comes about of this investigate are in agreement with Freeman and Areas (2023) in their investigate which shows that there's a positive and mostly critical impact between each free variable, specifically the principal's administration fashion, instructor state of mind and educator teach on instructor execution. In line with the comes about of this investigate, inquire about conducted by Creagh et al. (2023) provide comes about that work teach incorporates a enormous impact on worker execution. Other investigate appears that work teach impacts execution with a rate of 83.69% (Rivaldo and Nabela, 2023). From the comes about of this inquire about and past investigate, it can be concluded that work teach impacts worker execution. This applies as well that instructor teach influences the execution of Banjarmasin City Private Center School instructors

***The Direct Influence of Teacher Work Discipline on the Work Motivation of Banjarmasin City Private Middle School Teachers***

The halfway test comes about deliver a t-count of 3.264 for teach (X2) and this esteem is more noteworthy than the t-table which is as it were 1.66. This implies that the conclusion of H0 is rejected and H1 is acknowledged that there's a noteworthy impact of the educator teach variable on the work inspiration of Banjarmasin City Private Center School instructors. The greatness of this impact was at that point demonstrated by the comes about of the relapse test which had a esteem of 0.442 or around 44.2% of the impact on the work inspiration of Banjarmasin City Private Center School instructors.

This investigate has comparable comes about to the inquire about comes about. As expressed by Andrianto et al. (2023) great work teach will have a positive affect on other colleagues, so that they are spurred to create palatable execution. This investigate is in line with inquire about conducted by Taryana et al. (2023) who concluded that work teach impacts work inspiration itself. In the interim, Enawati (2016) concluded that there's an impact of work teach on representative execution at the Terminal Operations Center Benefit. This inquire about underpins past inquire about conducted by Shadiq (2023) whose comes about expressed that there was a noteworthy impact on the execution of workers within the supervisory office at the Service of Religion.

***Direct Influence of Teacher Motivation on the Performance Of Banjarmasin City Private Middle School Teachers***

The fractional test comes about donate a t-count of 8.821 for inspiration (M) and this esteem is more prominent than the t-table which is as it were 1.659. This implies that the conclusion of H0 is rejected and H1 is acknowledged that there's a noteworthy impact of instructor inspiration factors on execution. The greatness of this impact was at that point demonstrated by the comes about of the relapse test which had a esteem of 0.275 or around 27.5% of the impact on execution. The comes about of this investigate are moreover fortified by past investigate, to be specific Kumar (2023) which appears that inspiration impacts educator execution with a relationship of 56.6%. Moreover, other inquire about by Adriana et al. (2023) produced results that there's a positive and noteworthy impact between work inspiration and instructor execution. From the comes about of this investigate and previous research, it is concluded that there's a critical and positive impact of educator inspiration on the execution of Banjarmasin City Private Center School instructors.

***The Indirect Influence of the Principal's Transformational Leadership through Work Motivation on the Performance Of Banjarmasin City Private Middle School Teachers***

The halfway test comes about grant a t-count of 2.830 for Transformational Administration (X1) and this esteem is more prominent than the t-table which is as it were 1.659. Moreover, the variable Transformational Administration (X1) through inspiration moreover incorporates a t-count of 3.424 which is additionally more prominent than the t-table. This implies that the conclusion of H0 is rejected and H1 is acknowledged that there's a critical backhanded impact

between the principal's transformational authority variable on execution through inspiration. The greatness of this impact is at that point demonstrated by the comes about of the relapse test which is worth 0.308 or around 30.8% of the impact on execution. . These results are in understanding with past inquire about conducted by Rachmat et al. (2023) concluded that there's a noteworthy impact of school vital administration and work inspiration on instructor execution. Other investigate Hidayat et al. (2023) in their inquire about gave comes about that there was a positive and noteworthy impact between the factors of authority fashion, instructor demeanor and instructor teach on educator execution in tall school. From the comes about of this inquire about and past investigate, it can be concluded that the principal's transformational administration includes a positive and critical impact through work inspiration on execution .

***The Indirect Influence of Teacher Work Discipline through Work Motivation on the Performance of Private Junior High School Teachers in Banjarmasin City***

The fractional test comes about donate a t-count of 3.719 for teach (X2) and this esteem is more prominent than the t-table which is as it were 1.659. Moreover, the impact of teach (X2) on inspiration contains a t check of 3.264, which is additionally a bigger esteem within the t-table. This implies that the conclusion of H0 is rejected and H1 is acknowledged that there's a noteworthy roundabout impact between educator teach factors on execution through inspiration. The greatness of this impact was at that point demonstrated by the comes about of the relapse test which had a esteem of 0.417 or around 41.7% of the impact on performance. From the comes about of the relationship between the factors that have been clarified, it can be concluded that there's a near relationship between the principal's transformational administration and educator teach on educator inspiration. Moreover, from this relationship, the principal's transformational administration, instructor teach, and instructor inspiration impact educator execution.

In the interim, the examination is to see the causal relationship between the free variable and the subordinate variable which is reinforced or debilitated by the nearness of a directing variable. In table 4.15 the variable Transformational Authority (X1) contributes emphatically by 0.411 and the variable Teach (X) contributes emphatically by 0.561 to Execution (Y). In the interim, there are directing factors in table 4.19, the transformational administration variable (X1) incorporates a positive contribution of 0.308 and the Teach variable (X) has a positive commitment of 0.417 to Execution (Y). In the mean time, the directing variable Inspiration (M) contributes 0.275 to Execution (Y).

In this case the directing variable Inspiration (M) debilitates the free variable in its impact on the subordinate variable Execution (Y). The directing variable Inspiration (M) has an impact on the Transformational Administration variable (X1) of -0.103 and the Teach variable (X2) of -0.134.

## CONCLUSIONS AND RECOMMENDATIONS

- 1) there's a critical impact of the principal's transformational administration variable on performance.
- 2) there's a noteworthy impact of the principal's transformational authority variable on instructor work inspiration
- 3) there's a critical influence of the educator teach variable on execution;
- 4) (4); there's a noteworthy impact of instructor teach factors on the work inspiration of Banjarmasin City Private Center School instructors;
- 5) there's a critical impact of educator inspiration factors on execution;
- 6) there's a noteworthy roundabout impact between the principal's transformational authority variable on execution through inspiration;
- 7) there's a noteworthy roundabout impact between instructor teach factors on execution through inspiration;
- 8) The comes about of this think about tend to be female with a aggregate rate of around 60%, with a beneficial age of around 26 a long time to 30 a long time with a length of work of 1 year to 4 a long time.

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