

Research Article

The Influence of Transformational Leadership of Principals, Work Ethic, and Motivation to Achievement for Teacher Performance of Vocational High School in Banjarmasin City

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ABSTRACT

This study aims to describe and analyze: the transformational leadership of the principal, work ethic, motivation of achievement, and teacher performance; the influence of transformational leadership towards the motivation of achievement; the influence of work ethic towards the motivation of achievement; the influence of transformational leadership on teacher performance; the influence work ethic towards teacher performance; the influence motivation to achieve the performance of teachers; the influence transformational leadership of teacher performance through the motivation of achievement; the influence work ethic towards teacher performance through the motivation of achievement. This research uses a descriptive-verbatim research method with a quantitative approach—the number of samples of this study is 176 teachers. Data collection instruments are questionnaires that have qualified for validity and reliability tests. Data analysis to test hypotheses using *path analysis* with multiple regression methods. The results showed that: the transformational leadership of the principal, the work ethic of the teacher, teacher performance motivation, and teacher performance fall into the high category; there is a direct influence of the headmaster's transformational leadership on the teacher's outstanding motivation; the direct influence of the work ethic on the teacher's achievement motivation; there is a direct influence of the principal's transformational leadership on teacher performance; there is a direct influence of the work ethic on the teacher's performance; there is a direct influence of the teacher's motivation on teacher performance; there is an indirect influence of the headmaster's transformational leadership on the teacher's performance through the motivation of the achievement; there is an indirect influence of the work ethic on the teacher's performance through the motivation of the teacher.

Keywords: Transformational leadership of principal, work ethic, motivation to achievement, teacher performance

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Introduction

Education is a fundamental need for human life (Okafor & Okoli, 2020). Education is also a process to improve the ability and quality of human resources, where human resources are the determining factors for the quality of a nation and country (Wandasari, Kristiawan, & Arafat, 2019). The intention of advancing the nation's retreat and country will determine how educators' quality will determine much quality of existing resources and qualified human resources in a nation and country (Plessis & Mestry, 2019).

The purpose of education is to provide an added value in carrying out tasks as a teacher who can produce qualified learners in the future (Abduraxmanovich, 2020). According to Rusman (2012) teachers are a dominant determining factor in education because teachers play a role in the learning process. The learning process is at the core of the overall educational process.

The progress and retreat of an educational institution are strongly influenced by individual teachers who serve in the institution (Bertrand, 2018). Similarly, the quality of education is inseparable from teachers' individual performance in improving the quality of education (Imron et al., 2020). The role of individual teacher performance is indispensable in advancing the quality of education (Peng & Dai, 2019). Without good performance, the goal of improving the quality of education is impossible to achieve (Madani, 2019). Thus, teachers' performance is indispensable and decisive in the world of education.

Research showed that students' learning outcomes were influenced by teacher performance (Suhaimi, Normianti, & Aslamiah, 2019). Teachers are a very dominant element of education in improving the quality of the learning process in schools (Murkatik, Harapan, & Wardiah, 2020). Thus, teacher performance results from work that can obtain in the learning process. Hence, teachers' high low performance depends heavily on the successful management of teachers' learning process (Özgene & Mert, 2019).

According to Burhanudin (2007) explains that the factors that affect the teacher's performance are: (1) Individual /personal factors, including knowledge, skills, abilities, confidence, motivation, and commitment of each person; (2) Leadership factors, including encouragement, enthusiasm, guidance, and support are given to managers and team leaders (3) Team factors, including quality of support and enthusiasm provided by teammates, trust in team members, cohesiveness and closeness of team members; (4) System factors, including work systems, work facilities or foundations provided by the organizational structure, organizational processes and performance culture in the organization; (5) Context factors (situations), including pressures and changes in the external and internal environment.

Looking at the above factors, factor number (2) shows that education's leadership position is strategic and decisive. To realize a quality school, a teacher's great motivation will certainly encourage improving performance quality (Rivai, Gani, & Murfa, 2019). Coupled with the work ethic is certainly one of the driving factors of improving performance. On the other hand, education expected to form quality human beings requires education provided by educators who have high-quality performance that grows through an educator's work ethic (Landon-Hays, Peterson-Ahmad, & Frazier, 2020). According to Suharsaputra (2013), teacher performance is a performance or performance performed by a teacher in doing his duties as an educator. It will depend entirely on the figure of the principal.

According to Yukl (1998) argues that, in essence, leadership is: (1) The process of exerting influence on leadership or subordinates or setting an example to achieve organizational goals; (2) Influencing and guiding common goals through obedience, trust, honor, and enthusiasm for cooperation in achieving goals; (3) The ability to influence, inspire and direct one's actions to achieve the expected goals; (4) Covering three things: leaders, followers and certain situations.

In addition to transformational leadership factors that can affect a teacher's performance, there must be motivation from a teacher to get maximum performance, which is the motivation to excel. Motivation is the motivation in man that causes him to do something (Wursanto, 2007). The opinion of Gilmer (As'ad, 2009) is that work is both a physical and mental process of man in achieving a goal. Of the many opinions expressed above, we can conclude that work is a human activity both physically and mentally to get an outcome that gives satisfaction (Liu et al., 2019). Everything will depend on what motivation is underlying the activity (Stockwell & Reinders, 2019).

According to Simamora (2007) states that performance is a certain condition that can ultimately directly reflect an output produced in both quantity and quality. According to Simamora (2007), the output in question can be either physical or non-physical, which calls it to work, namely a result or work either in the form of physical or material or non-physical or non-material. A teacher does his job well, often determined by an assessment of his performance (Sunarsi, 2019).

According to Atmodiwirio (2009), work ethic is the attitude of a person expressed through a spirit in which certain moral pressures and values are contained. Through performance can be seen work ethic in carrying out a task and carrying out its obligations as an educator (Tuerah et al., 2019). The work ethic should have a very strong contribution in improving students' quality and the competence of the headmaster's leadership and

the principal's policy in carrying out an education in the school (Murtiningsih, Kristiawan, & Lian, 2019). Work ethic refers more to an educator's personal qualities and reflects his life's full performance (Sinamo, 2010).

Based on the above problems and descriptions, this study examines the Influence of Transformational Leadership of Principals, Motivation of Achievement, and Work Ethic on Teacher Performance in Vocational high schools in Banjarmasin.

Material and Methods

In this study, researchers used a quantitative approach. The quantitative approach means all data or information excavated using questionnaires displayed in the form of numbers analyzed using statistical techniques to determine the influence between variables with each other.

In run this study, the authors will use descriptive research methods of analysis and methods of verification. Descriptive methods of analysis that intended here to describe and describe then analyzed to obtain a conclusion to know about leadership transformational, motivation of Achievement, work ethic, and teacher performance, in this study are also done verification approach that used to know influence leadership transformational of principal, work ethic, and motivation to achievement to teacher performance in vocational high schools in Banjarmasin.

The flow of thinking in this study can be described as follows:

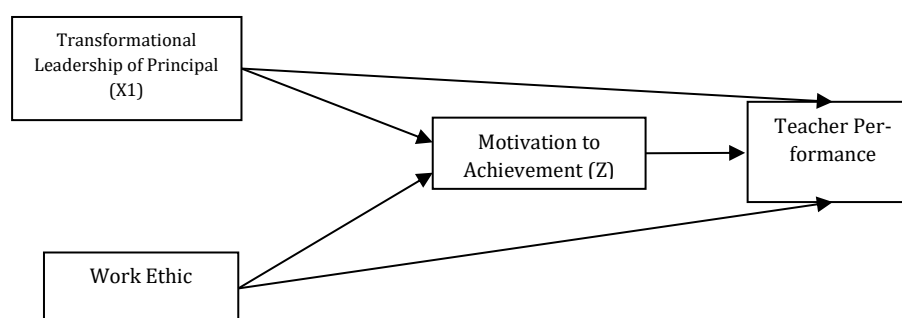


Figure 1. Research thinking flow

This study's population was educators in 5 vocational high schools in Banjarmasin, with 314 people. The research sample numbered 176 people by determining it using the formula Slovin. Data collection techniques conducted using questionnaires disseminated online to samples through a google

form link. This study uses four questionnaires: the transformational leadership of principal questionnaire, work ethic questionnaire, motivation to achievement questionnaire, and teacher performance questionnaire.

Path analysis used in this study as follows:

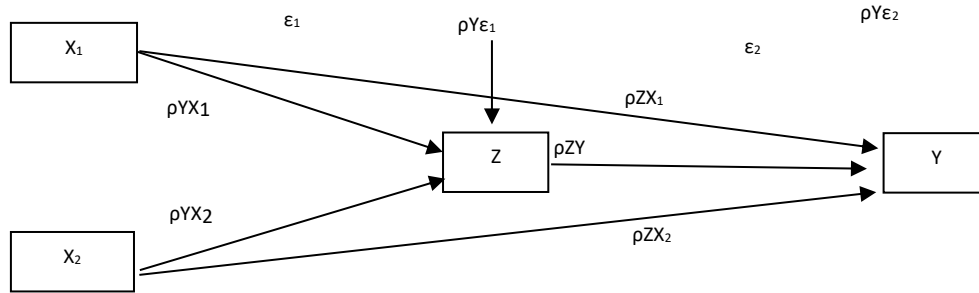


Figure 2. Path analysis research

Results and Discussion

The results of the descriptive statistical analysis of the characteristics of the respondents to the research variables of 176 respondents; Gender of respondents consisted of 72 men or 41% male and 104 female or 59% female; The last education of the respondents consisted of S1 / D4 as many as 151 people or 86%, S2 as many as 25 people or 14% and there were no respondents with the latest D3 education; certification status of respondents consisted of 20 people or 11% uncertified and 156 people or 89% already certified; Teaching

experience of respondents consisted of less than ten years as many as 21 people or 12% and more than ten years as many as 155 people or 88%.

Descriptive statistical analysis results respond from respondents to research variables, that is leadership transformational of principal (X1), work ethic (X2), motivation to Achievement (Z), and teacher performance (Y) measured on a scale of 5 showed on the table under this which includes the average/mean, standard deviation, and classification.

Table 1. Mean, standard deviation and classification

Variable	Mean	Standard Deviation	Classification
Transformational Leadership of Principal (X1)	187,68	17,693	High
Work Ethic (X2)	152,36	10,071	High
Motivation to Achievement (Z)	122,34	8,530	High
Teacher Performance (Y)	43,56	5,960	High

The table below shows the results of the path analysis on substructure I and substructure II, where substructure I shows the influence of the principal's transformational leadership (X1) and teacher work ethic (X2) on

teacher achievement motivation (Z). Substructure II shows the influence of principal transformational leadership (X1) and teacher work ethic (X2), teacher achievement motivation (Z), on teacher performance (Y).

Table 2 Summary of substructure path analysis I

Variable	Coefficient	R ²	t	Sig
Transformational Leadership of Principal (X1)	0,556	0,996	9,732	0,000
Work Ethic (X2)	0,433		7,445	0,000

Dependent variable: Motivation to Achievement (Z)

Table 3. Summary of substructure path analysis II

Variable	Coefficient	R ²	t	Sig
Transformational Leadership of Principal (X1)	0,111	0,992	1,093	0,027
Work Ethic (X2)	0,324		3,449	0,001
Motivation to Achievement (Z)	0,562		5,255	0,000

Dependant variable: Teacher Performance(Y)

From the calculation of the two substructures above, the overall equation of the diagram as follows

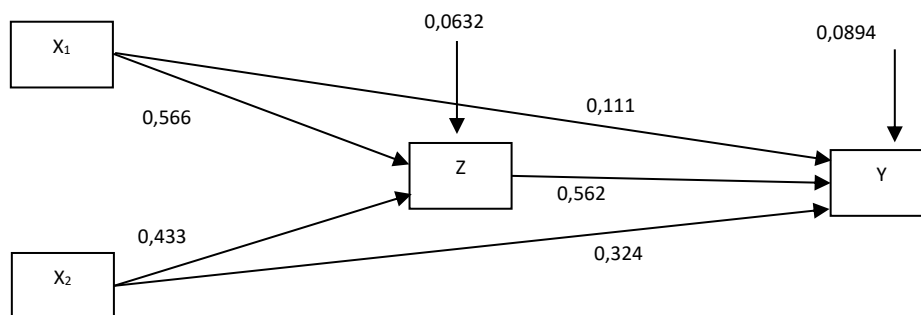


Figure 3. Coefficient diagram Paths X1, X2, and Z Against Y

The table under this show summary testing hypothesis from influence direct variable research, between leadership transformational of principal (X1) and work ethic (X2)

against motivation to Achievement (Z) and teacher performance (Y).

Table 4. Summary of hypothesis testing direct influence of research variables

Variable	Relationship Coefficient	Sig	Decision
Transformational Leadership of Principal (X1) against Motivation to Achievement (Z)	0,566	0,000	Receive
Work Ethic (X2) against Motivation to Achievement (Z)	0,433	0,000	Receive
Transformational Leadership of Principal (X1) against Teacher Performance (Y)	0,111	0,027	Receive
Work Ethic (X2) against Teacher Performance (Y)	0,324	0,001	Receive
Motivation to Achievement (Z) against Teacher Performance (Y)	0,562	0,000	Receive

The table below shows a summary of the hypothesis testing of the indirect influence of the research variables, between the principal transformational leadership (X1), teacher work ethic (X2), and teacher achievement motivation (Z) on teacher performance (Y).

Table 5. Summary of hypothesis testing of indirect influence of research variables

Variable	Relationship Coefficient	Decision
Transformational Leadership of Principal (X1) against Teacher Performance (Y) through Motivation to Achievement (Z)	0,566	Receive
Work Ethic (X2) against Teacher Performance (Y) through Motivation to Achievement (Z)	0,433	Receive

Transformational leadership of principal

The results showed that principals' transformational leadership at vocational high schools in Banjarmasin was in a high classification with an acquisition value of 73,9%. And the total average value of transformational leadership is 3,91. This value belongs to the High category. The transformational leadership of principal at vocational high schools in Banjarmasin is the ability of the principal to inspire, direct, and motivate the teachers as an effort to change to do more positively or better than what is usually done, which is then able to influence the improvement of

teacher performance to achieve a goal. Bass and Riggio (2006) describe transformational leadership into four dimensions, namely 1) *Idealized Influence*, 2) *Inspirational Motivation*, 3) *Intellectual Stimulation*, and 4) *Individualized Consideration*.

The transformational leadership sub variable seen from *idealized influence* obtained a high average value of 4,12. This value belongs to the high category means that the average principal at vocational high school in Banjarmasin can give or transmit the nature of leadership and authority as a teacher, give respect and motivation to teachers, able to invite and

maintain togetherness, and also make teachers grow confidence and pride in the achievements of the work done. The sub-variable value of transformational leadership, *individual consideration*, obtains the smallest average score of 3,70. However, the value still falls into the high category, meaning that the average of all principals in vocational high schools in Banjarmasin pays attention to teachers, awards if teachers show innovation and achievement in work, consider tasks following the abilities and performance of teachers, establish good communication and hospitality to teachers, and also spend time for teachers to exchange ideas.

Teacher work ethic

The results showed teachers' work ethic in Vocational high schools in Banjarmasin is in a high classification with an acquisition value of 99,4%. And the average value of the total work ethic is 4,38. This value belongs to the High category.

The work ethic at vocational high schools in Banjarmasin is the attitude or view that teachers have in assessing work to improve the quality of life that ultimately affects their work behavior. There are aspects mapped by Sinamo (2010) about work ethic, namely: 1) Work is Grace; 2) Work is Trust; 3) Work is Call; 4) Work is Actualization; 5) Work is Worship; 6) Work is Art; 7) Work is Honor; 8) Work is Service.

Sub variable work ethic seen from work is worship obtained the highest average score of 4,49. This value belongs to the high category. The average teachers at vocational high school in Banjarmasin consider their work and attention to colleagues and superiors in their work as part of worship. The value of the sub variable work ethic seen from work is actualization obtained the smallest average value of 4,18. However, the value still falls into the high category, meaning that the average teachers at vocational high school in Banjarmasin actualize their work sincerely and compassionately, work independently with others, show good achievements, and improve their work achievements.

Motivation to achievement

The results showed the motivation to achievement at vocational high schools in Banjarmasin is in a high classification with an acquisition value of 92,0%. And the average value of total motivation to achievement is 4,10. This value belongs to the high category.

The motivation to achievement at vocational high schools in Banjarmasin is a seriousness or encouragement of a person to do better than what has been made or achieved in the first place or made achieved by others. The motivation of achievement is divided into three according to the theory of the need for achievement McClelland (Hasibuan, 2009), namely: 1) Needs in achieving success, 2) Needs in power or authority work, and 3) The need to be affiliated.

Sub variables of motivation to achievement seen from the need in power or employment authority obtained the highest average score of 4,21. This value belongs to the high category means that the average teacher vocational high schools in Banjarmasin can work without feeling pressure, carrying out work with pleasure, always feeling cared for by the leadership, feeling needed by supervisors in carrying out teaching programs, feeling supervision gives a good impact to get the job done, and always trying to get the job done well.

The value of the sub variable motivation of achievement is seen from the need to obtain the smallest average score of 3,95. However, the value still falls into the high category, meaning that the average teacher at vocational high schools in Banjarmasin tries to get an award for a compliment for his work, always feel encouraged from outside to finish his work well, always active in giving advice to the school, getting special treatment for the progress of the work done, actively participate in giving input to the progress of the school, able to make others confident in the teaching program, and always try to realize themselves to be more advanced than anyone.

Teacher performance

The results showed that teachers' performance at vocational high schools in Banjarmasin was in a high classification with an acquisition value of 55,7%. And the average score of total teacher performance is 3,10. This number indicates a high value.

The performance of teachers of vocational high schools in Banjarmasin is the performance of teachers at the state vocational school level, which is measured using indicators that refer to *pk gurus* that have been developed by the Ministry of National Education based on the Regulation of the Ministry of State (Permeneq) PAN & RB No. 16 of 2009, namely: 1) Learning Planning, 2) Implementation of Active and Effective Activities, and 3) Learning Assessment.

Sub variables of teacher performance seen from learning planning obtained the highest average score of 3,49. This value belongs to the high category means that the average teacher at vocational high schools in Banjarmasin city can formulate learning objectives into lesson plans by paying attention to the characteristics of students and adjusting to the curriculum, able to provide teaching materials that sequence and following the latest developments (updates), able to plan effective learning, and choose resources / learning media well as a learning strategy.

The sub variable value of teacher performance is seen from the assessment of learning obtained the smallest average score of 2,74. However, the value is still included in the medium, meaning that the average teacher at vocational high schools in Banjarmasin can design evaluation tools to measure the progress and success of students' learning, use assessment methods to monitor the progress of students' learning outcomes in achieving certain competencies following the lesson plans compiled, and utilize various assessment results to provide feedback to students about their learning progress.

The influence of transformational leadership of principal against motivation to achievement

As a result of the analysis of the influence line between the principal's transformational leadership and the motivation to achievement at vocational high schools in Banjarmasin, there is a huge influence between the principal's transformational leadership against the motivation to achievement a teacher.

A leader who has a good transformational leadership spirit will positively influence the motivation to achievement a teacher (Suhaimi, 2018). It is seen how the form of attention and guidance of a leader to nurture his subordinates to achieve and achieve a goal with good results and strong motivation can foster a teacher's motivation to achieve that goal (Sholikhah et al., 2019).

Suitable with the intention of the motivation of achievement, which is a seriousness or drive of a person to do better than what has been made or achieved before or achieved by others. It can also be interpreted as the motivation to achieve the best results by guided by a certain standard of excellence (McClelland, 1987).

The influence of work ethic against teacher achievement motivation

As a result of the analysis of the influence line between work ethic and motivation to achievement a teacher at vocational high schools in Banjarmasin, there is a huge influence between the work ethic against the motivation to achievement a teacher.

Work ethic becomes something that gives each other influence and supports success in work, thus making the motivation of achievement in the teacher to be high (Margot & Kettler, 2019). Atmodiwirio (2009) suggests that under the work ethic is the view and attitude of a person in assessing what work means to improve his life. In improving the work ethic, teachers are always faced with improving their personal social qualities (Kusumaningrum, Sumarsono, & Gunawan, 2019).

Work ethic becomes a form of motivation that creates a great sense of responsibility for an educator's work, such as one characteristic

that McClelland (1987) expressed in an individual who is highly motivated and personally responsible for work performance.

The influence of transformational leadership of principal against teacher performance

As a result of the influence line's analysis between the principal's transformational leadership and the teacher performance at vocational high schools in Banjarmasin, there is a huge influence between the principal's transformational leadership against the teacher performance.

Figure a leader is very influential on the performance of his subordinates for his work. According to Hussain & Shah (2014), a transformational leader motivates followers by satisfying their individual needs and persuading them to get involved for the organization's maximum of all benefits.

In the field, this study shows how a teacher will be a greater chance of success in learning activities if it gets a great influence from a leading figure with a transformational leadership spirit. We can see this from the height of the leader's soul by having *idealized influence* or ideal influence on the teacher.

The influence of work ethic against teacher performance

The influence line analysis between work ethic and teacher performance at vocational high schools in Banjarmasin has a huge influence between work ethic against teacher performance.

The emergence of each teacher's work ethic becomes one factor that positively influences learning objectives on teacher performance (Sudirman et al., 2019). Teacher performance will increase following the meaning by Atmodiwirio (2009) that the work ethic is the basis for improving teacher performance. Work ethic is strongly related to improving the quality of one's work in a force (Gheitani, 2019). Improving work ethic has a huge influence on the improvement of a teacher's performance (Romi et al., 2020). A person's performance is a combination of ability, effort, and opportunity to assess his work (Sulistiyani & Rosidah, 2008).

The influence of motivation to achievement against teacher performance

The result of the analysis of the influence line between the motivation to achievement and teacher performance at vocational high schools in Banjarmasin is a huge influence between the motivation to achievement against teacher performance.

A teacher needs great motivation in improving his performance in planning, implementing, and evaluating learning following his responsibilities as an educator. With the amount of motivation to educate, teachers will certainly be as much as possible with all their abilities to give the best in terms of educating. That motivation is called motivation to excel.

One of them is when a teacher feels safe in carrying out his work, and a very supportive work environment can provide good results in planning a teacher's learning. The teacher will achieve maximum performance if he has a high-achieving motivation, grown from within himself apart from the work environment. It grows in itself into the strength of performance (McClelland, 1987).

The indirect influence of transformational leadership of principal against teacher performance through motivation to achievement

As a result of the analysis of the indirect influence line between the transformational leadership of principal against the teacher performance at vocational high schools in Banjarmasin through the achievement motivation, there is a huge indirect influence between the transformational leadership of principal teacher performance through the motivation to achievement.

Motivation to achievement a teacher can be an effective bridge between the headmaster's leadership spirit in improving teacher performance (Sutoyo et al., 2020). The emergence of great motivation because of attention, trust, and appreciation from the principal can foster a spirit in carrying out duties as an educator (Sundari, Aslamiah, & Ngadimun, 2019). Motivation as a form of desire to do as well and as much as possible will certainly improve a teacher's work (Phytanza

& Burhaein, 2020). Undeniably, the figure of a leader who can motivate and inspire can also increase the motivation of teachers to produce a series of achievements from their work, and increasing performance will certainly have an impact on the final result, namely the quality of education obtained by students will be maximal and good (Liebowitz & Porter, 2019).

A transformational leader motivates his followers by satisfying their individual needs and persuading them to get involved for the maximum of all benefits for an organization (Suhaimi, 2018). From the above statement, we can conclude that a leader can appreciate and pay attention to motivate his followers to produce his potential best performance (Torlak, 2019).

The indirect influence of work ethic against teacher performance through motivation to achievement

As a result of the analysis of indirect influence lines between work ethic and teacher performance at vocational high schools in Banjarmasin through the motivation to achievement, there is a huge indirect influence between work ethic and teacher performance.

Achievement motivation becomes a factor that can be used as an intermediary between a person's behavior or character to achieve the desired goal. With the motivation of achievement, the role of work ethic becomes great in improving performance (Hartinah et al., 2020). The work ethic is the basis of motivation in a person who encourages the desire to do a job. Work ethic is a nation's or people's view and attitude towards work (Anoraga, 1992)

In the indirect influence results, the motivation of achievement with work ethic and teacher performance can positively affect one's teacher's work ethic and performance very significantly. That means that the motivation of achievement results from the form of character and nature of a person looking at a job. The teacher's view of a job will encourage and motivate someone to achieve maximum results in their work. Teachers who

have a high work ethic will certainly have high motivation and vice versa (Suryani, Guswandi, & Wachyudi, 2020). The work ethic and motivation of achievement complement each other in achieving maximum results in carrying out a job. Whether or not a will see person's performance will see a person's performance from how much motivation he has and character and attitude in looking at his work as possible.

Conclusion and Recommendation

Based on the results of the data analysis and discussion that has been described above, it can be concluded that there is a direct influence of transformational leadership of principal against the motivation to achievement, a direct influence of work ethic against motivation to achievement, a direct influence of transformational leadership of principal against teacher performance, a direct influence of work ethic against teacher performance, direct influence of motivation to achievement against teacher performance, indirect influence of transformational leadership of principal against teacher performance through motivation to achievement, and indirect influence of work ethic against teacher performance through motivation to achievement.

The study is recommended: (1) teachers at vocational high schools in Banjarmasin should improve work ethic and motivation to excel in carrying out their duties as educators to have a positive impact on performance as educators; (2) for the head of vocational high schools in Banjarmasin to show and improve his leadership spirit in guiding and motivating teachers to give their best performance in carrying out the educational process; (3) for further researchers to be able to examine the variables of this study further and look for other factors that relate and influence each other in efforts to improve teacher performance.

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