

Transformational Leadership Contribution of Headmaster, Work Satisfaction, and Achievement Motivation towards Professional Attitudes of State Elementary Schools Teachers in Alalak District, Barito Kuala

Nazmi Hilal*, Suriansyah, Ngadimun

Master in Teacher Education for Early Childhood Education, Universitas Lambung Mangkurat, Banjarmasin 70123, Indonesia

Article history:

Submission November 2021

Revised December 2021

Accepted December 2021

**Corresponding author:*

Email:

hilalunazmi@gmail.com

m

ABSTRACT

The professional attitude of the teacher is a basic functional variable that provides instructions for changes in a teacher's behavior. The factors that influence the professional attitude of teachers include transformational leadership of school principals, job satisfaction, and teacher achievement motivation. This study aimed to analyze the contribution of the principal's transformational leadership, job satisfaction, and achievement motivation to the professional attitude of teachers. This study used a quantitative approach with a sample of 177 teachers selected using a proportional sampling technique from a population of 322 teachers in public elementary schools in Alalak Barito Kuala District. The data was collected using a questionnaire that has been tested for validity and reliability. Before the data were analyzed using regression analysis, the data had passed the prerequisite test, which consisted of normality, multicollinearity, and heteroscedasticity tests. Then proceed with path analysis. The results of this study indicate that there is a contribution of transformational leadership to the professional attitude of teachers; transformational leadership towards teacher professional attitudes; achievement motivation towards the professional attitude of teachers; achievement motivation on job satisfaction; job satisfaction with the professional attitude of teachers; indirect contribution of transformational leadership through job satisfaction to the professional attitude of teachers; and achievement motivation through job satisfaction with teachers' professional attitudes.

Keywords: transformational leadership, job satisfaction, achievement motivation, teacher professional attitude.

Introduction

Education is a long-term investment in human resources (HR) that has strategic value

for the continuity of human civilization in the world (Sulaxono, 2020; Taufiqharahap, 2017). One of the important components in education

How to cite:

Hilal, N., Suriansyah, Ngadimun (2021) Transformational Leadership Contribution of Headmaster, Work Satisfaction, and Achievement Motivation towards Professional Attitudes of State Elementary Schools Teachers in Alalak District, Barito Kuala, 4 (4), 487 – 496. doi: 10.11594/jk6em. 04.04.12

is the teacher (Turabik & Baskan, 2015). Teachers in the context of education have a large and strategic role. This is because teachers are at the forefront of the implementation of education. Teachers who face students directly transfer knowledge and technology and educate with positive values through guidance and example (Ahmad Suriansyah, 2014; Ahmad Suriansyah et al., 2015; Tilaar, 2016). Teachers are true practitioners of education. Increasing the strategic role of teachers in education, especially in this global era, the need for quality teachers is a necessity for the sake of a glorious nation's future (Afiq & Eka, 2014; Haris, 2009; Kelimeda et al., 2018; Robbins, 2016). The need for higher quality teachers today must be responded to positively by teacher education managers. This positive response must be demonstrated by continuously improving the quality of education programs and will positively impact the creation of quality teachers in the future (Ariani et al., 2014; Nurwati, 2020; Husaini Usman, 2017).

The profession is a job or activity that is carried out by a person and becomes a source of living income that requires expertise, proficiency, or skills that meet certain quality standards or norms and requires professional education as stated in Law Number 14 of 2005 concerning Teachers and Lecturers (Molden & Dweck, 2000; Tohidi & Jabbari, 2012; Trigueros et al., 2020). The teacher profession is special expertise and authority in education, teaching, and training which is pursued to become an eye of enlightenment in meeting the needs of life concerned (McCauley & Lee, 2015; Nguyen et al., 2017; A Suriansyah & Aslamiah, 2015).

The low professional attitude of the teacher will hamper the vision and the school that has been set. The school is not able to run according to what has been determined. The need for a professional attitude of a teacher is very influential on school development and school progress (Karlberg-Granlund, 2019; Mulyono, 2017; Touré-Tillery & Fishbach, 2011). Teachers can develop their professional attitudes in formal and non-formal ways in formal ways through attending seminars and other scientific activities. At the same time, the information method can be done by being a

teacher who does not miss information, easily through mass media or social media. The behavior patterns of teachers in understanding, living, and practicing their skills and professional attitudes (MacIntosh & Doherty, 2010; Marlina et al., 2019; Meyer & Allen, 1991).

To improve the professional attitude of teachers, several factors influence, one of which is achievement motivation (Ilmi & Rizalie, 2020; Kelimeda et al., 2018; Oliver, 2011). Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction (Kulikowski et al., 2021; Mansor et al., 2015; Ahmad Suriansyah, 2014). Motivation is a change in energy within a person, marked by the emergence of affective (feelings) and reactions to achieve goals. Apart from achievement motivation, what also needs to be considered in improving the professional attitude of teachers is job satisfaction (Ihsani et al., 2020; Nakamura & Dubin, 2015; Suhaimi & Khalik, 2018). Robbins (2019) explains that job satisfaction is a general attitude that individuals often display towards a job. Job satisfaction usually displays attitude rather than behavior, and satisfied employees will be productive than employees who are not satisfied (Lourmpas & Dakopoulou, 2014; Martono, 2013; Titisari, 2014)

All factors in improving the professional attitude of teachers are the importance of the transformational leadership role of principals (Murni & Rivai, 2015; Normianti et al., 2019; Poernamawijaya et al., 2018; Wirawan, 2018). It is an activity carried out by someone to influence and direct others to work by the objectives. The term transformational comes from the word "to transform," which has the meaning of transforming or changing something into other forms, such as transforming a vision into reality or turning it into something by expectations (Husaini, 2019; Toha, 2020; H Usman, 2010). Therefore this study aims to analyze the contribution of the Principal's Transformational Leadership, Job Satisfaction, and Achievement Motivation on the Professional Attitude of SDN Teachers in Alalak Barito Kuala District.

Methodology

The population in this study were all state elementary schools teachers in Alalak Barito Kuala District, spread over 32 schools totaling 322 teachers. The research sample was 177, determined by proportional provisions. The data were collected using a five-scale questionnaire model tested for validity and reliability by choosing between one to five answers that best matched the actual conditions. There are four questionnaires used in this research, namely transformational leadership questionnaire, job satisfaction, achievement motivation, and teacher professional attitude. Meanwhile, the data

analysis used to discuss the hypothesis is path analysis.

Findings and Discussion

The description of the principal's transformational leadership is classified as very high, job satisfaction is a very high classification, achievement motivation is a very high classification, and the professional attitude of SDN teachers in Alalak Barito Kuala District is very high a very high classification.

Path Analysis Results

The results of the path analysis can be summarized as in Figure 1.



Figure 1. Path Analysis Results

The first equation (Hypothesis 1)

H0: There is no contribution of the principal's transformational leadership to the professional attitude of SDN teachers in the Alalak Barito Kuala District.

Criteria: Deny H0 if Sig <0.05.

From the calculation results in table 4.36, the path coefficient value is 0.182 with a count of 2.466 and a significance value of 0.015. The significance value is smaller than 0.05. It is stated that H0 is rejected. From these findings, it can be interpreted that the principal's transformational leadership directly contributes to SDN teachers' professional attitude in Alalak Barito Kuala District.

The second equation (Hypothesis 2)

H0: There is no contribution of the principal's transformational leadership to the job satisfaction of SDN teachers in Alalak Barito Kuala District.

Criteria: Deny H0 if Sig <0.05.

From the calculation results in table 4.36, the path coefficient value is 0.777 with a count of 17.134 and a significance value of 0.000, so that the significance value is less than 0.05, it is stated that H0 is rejected. From these findings, it can be interpreted that the principal's transformational leadership directly contributes to SDN teachers' job satisfaction in Alalak Barito Kuala District. Persamaan ketiga (Hypothesis 3)

H0: There is no contribution of achievement motivation to the professional attitude of SDN teachers in Alalak Barito Kuala District.

Criteria: Deny H0 if Sig <0.05.

From the calculation results in table 4.36, the path coefficient value is 0.568 with a t count of 12.364 and a significance value of 0.000. The significance value is smaller than 0.05. It is stated that H0 is rejected. From these findings, it can be interpreted that achievement motivation directly contributes to SDN teachers' professional attitude in the Alalak Barito Kuala District.

The fourth equation (Hypothesis 4)

H0: There is no contribution of achievement motivation to the job satisfaction of SDN teachers in Alalak Barito Kuala District.

Criteria: Tolah H0 criteria Sig <0.05.

From the calculation results in table 4.36, the path coefficient value is 0.119 with a t count of 2.618 and a significance of 0.010, so that the significance value is smaller than 0.05, it is stated that H0 is rejected. From these findings, it can be interpreted that achievement motivation directly contributes to SDN teachers' job satisfaction in the Alalak Barito Kuala District.

The fifth equation (Hypothesis 5)

H0: There is no contribution of job satisfaction to the professional attitude of SDN teachers in Alalak Barito Kuala District.

Criteria: Deny H0 if Sig <0.05.

From the calculation results in table 4.36, the path coefficient value is 0.276 with a t count of 3.665 and a significance of 0.000, so that the significance value is less than 0.05, it is stated that H0 is rejected. From these findings, it can be interpreted that achievement motivation directly contributes to SDN teachers' job satisfaction in the Alalak Barito Kuala District.

The sixth equation (Hypothesis 6)

H0: There is no indirect contribution to the principal's transformational leadership through job satisfaction on the professional attitudes of SDN teachers in Alalak Barito Kuala District. The path coefficient value X1 = 0.777, the path coefficient X2 = 0.276, the calculation is:

X1 X2 Y = (0.777 x 0.276) = 0.214. Sobel test to determine the indirect contribution between variables as follows:

$$z: \frac{ab}{\sqrt{(b^2 \cdot SE_a^2) + (a^2 \cdot SE_b^2)}}$$

$$z: \frac{0,777 \times 0,276}{\sqrt{(0,276)^2 (0,576)^2 + (0,777)^2 (0,571)^2}} = 0,454.$$

Based on the above calculations, it is known that the single test value of the indirect effect of X1 through X2 on Y is 0.454. The calculation of the path coefficient is 0.214, so that it is smaller than 1.96, it is stated that H0 is rejected. From these findings, it can be interpreted that there is an indirect contribution of the principal's transformational leadership through job satisfaction on the professional attitudes of SDN teachers in Alalak Barito Kuala District. Persamaan ketujuh (Hipotesis 7)

H0: There is no indirect contribution of achievement motivation through job satisfaction to the professional attitudes of SDN teachers in Alalak Barito Kuala District. The path coefficient value Z = 0.119, the path coefficient X2 = 0.276, the calculation is: Z X2 Y = (0.119 x 0.276) = 0.032. Sobel test to determine the indirect contribution between variables as follows:

$$z: \frac{ab}{\sqrt{(b^2 \cdot SE_a^2) + (a^2 \cdot SE_b^2)}}$$

$$z: \frac{0,119 \times 0,276}{\sqrt{(0,276)^2 (0,576)^2 + (0,119)^2 (0,571)^2}} = 0,044.$$

Based on the above calculations, it is known that the single test value of the indirect effect of Z through X2 on Y is 0.044. The calculation of

the path coefficient is 0.032, so it is smaller than 1.96, which means that H₀ is rejected. From these findings, it can be interpreted that there is an indirect contribution of achievement motivation through job satisfaction to the professional attitudes of SDN teachers in the Alalak Barito Kuala District.

Direct Contribution of Principal's Transformational Leadership to the Professional Attitude of SDN Teachers in Alalak Barito Kuala District

The results of the path coefficient analysis between the principal's transformational leadership and the professional attitude of teachers obtained the path coefficient value of 0.182 with a t count of 2.466 and a significance of 0.015 so that the significance value is less than 0.05. This proves that the principal's transformational leadership can directly contribute to the professional attitude of teachers in teaching and improve the achievement and creativity of SDN teachers in the Alalak Barito Kuala District.

The regression coefficient value of unstandardized coefficients B of 0.250 means that the professional attitude of teachers will increase by 0.250 units for each one-unit increase of the principal's transformational leadership.

Sukmadinata (2017) explains that the actions of educators must be based on attitudes and beliefs as a dedication to the country, the nation, and humanity, to educate the nation, give birth to a development generation, or a more reliable next generation. So, in educating actions driven by the need to earn a living, the teachers will work according to their roots, work mechanically and formally (Murni & Rivai, 2015; Nidjo, 2011; Syarifan, 2015). The results of this study are in line with previous research conducted by, which showed that there is a positive and significant relationship between the principal's transformational leadership and the professional attitude of teachers (see Lishawati, 2016; Luthans, 2006; Mulyasa, 2014).

Direct Contribution of Principal Transformational Leadership to SDN Teachers' Job Satisfaction in Alalak Barito Kuala District.

The principal transformational leader is a leader who inspires and stimulates his followers to achieve extraordinary results and, in the process, develops the leadership capacity of the leader himself (Avolio & Bass, 2004; Bass & Riggio, 2006; Karyawati & Priansa, 2013). The main activity of being the leader of the school principal is to transform the organization, in this case, the school. Transformational leadership (Kartono, 2005; Meithiana, 2017; Meyer & Allen, 1991).

This is a contemporary leadership theory that studies the key personal traits that are nurtured and developed by leaders to be able to inspire and influence their followers and lead effectively (Hasanah, 2019; Husna, 2018; Rivai, 2019)

The results of the path coefficient analysis between the principal's transformational leadership and teacher job satisfaction obtained a path coefficient value of 0.777 with a t count of 17.134 and a significance of 0.000 so that the significance value is smaller than 0.05.

This proves that the principal's transformational leadership can positively and significantly contribute to teacher job satisfaction by increasing responsibility for the work carried out by job satisfaction felt by SDN teachers in Alalak Barito Kuala District.

The regression coefficient value of unstandardized coefficients B of 1,217 means that teacher job satisfaction will increase by 1,217 units for each one-unit increase of the principal's transformational leadership.

The results of this study are in line with Handoko (2008), which states that the transformational leadership of principals in schools that is conducive has an effect on teacher job satisfaction at SMP Negeri Berau Regency, East Kalimantan. In addition, the results of this study are in line with Febriani et al. (2019) research which found a significant relationship between leadership and teacher job satisfaction.

Direct Contribution of Achievement Motivation to the Professional Attitude of SDN Teachers in Alalak Barito Kuala District

The results of the path coefficient analysis between achievement motivation and the professional attitude of teachers obtained a path coefficient value of 0.568 with a t count of 12.364 and a significance of 0.000 so that the significance value is less than 0.05. This proves that achievement motivation makes a positive and significant direct contribution to the professional attitude of teachers by increasing achievement motivation towards teachers, so the behavior shown by these teachers will be evident, the achievements possessed increase SDN teachers in Alalak Barito Kuala District. Furthermore, the regression coefficient value of unstandardized coefficients B of 0.364 means that the professional attitude of the teacher will increase by 0.364 units for each one-unit increase of achievement motivation.

Motivation is an impetus that arises from within an individual in acting and acting to achieve certain goals to meet their needs. Meanwhile, Arman (2019) argues that "A motive is a reintegration by a cue of a change in an effective situation," which means that the motive implies the results of consideration that have been studied, marked by a change in the situation affective.

The research was also conducted by Rivai (2018), who looked for the influence between motivation, professional attitudes, and teachers' ability in learning to teacher performance, whose research results showed a direct positive influence between these variables.

Achievement Motivation Direct Contribution to SDN Job Satisfaction in Alalak Barito District, Kuala Kalimantan Selatan

The results of the path coefficient analysis between achievement motivation and teacher job satisfaction obtained a path coefficient value of 0.119 with a t count of 2.618 and a significance of 0.010 so that the significance value is less than 0.05. This proves that achievement motivation provides a positive and significant direct contribution to teacher

job satisfaction as indicated by the increased teacher discipline, creativity, and supportive working conditions. The regression coefficient value of unstandardized coefficients B of 0.083 means that teacher job satisfaction will increase by 0.083 units for each one-unit increase of achievement motivation.

Motivation is related to performance and job satisfaction, and it is important for management executives to know what motivates and activates employees so that they can carry out their duties in an optimal way (Djamrah, 2015; Emzir, 2008; William & Carmen, 2014)

The results of this study are in line with previous research by Beerel (2009) that achievement motivation has a positive relationship with job satisfaction, as indicated by the higher job satisfaction, the higher the achievement motivation obtained by the subject.

Direct Contribution of Job Satisfaction to the Professional Attitude of SDN Teachers in Alalak Barito Kuala District

The results of the path coefficient analysis between job satisfaction and teacher professional attitudes obtained a path coefficient value of 0.276 with a t count of 3.664 and a significance of 0.000 so that the significance value is less than 0.05. This proves that teacher job satisfaction provides a positive and significant direct contribution to the professional attitude of teachers as shown by increasing teacher awareness of their obligations as a teacher, establishing good relationships or cooperation with the surrounding environment, and fostering enthusiasm for others in carrying out their duties as a teacher. Furthermore, the regression coefficient value of unstandardized coefficients B of 0.242 means that the professional attitude of teachers will increase by 0.242 units for each one-unit increase in teacher job satisfaction.

Job satisfaction is the final result reflected in someone's feelings of liking or disliking doing his job (Atmodiwirio, 2010; Hasibuan, 2017; Nimas & Mirwan, 2018). For example, job satisfaction is an attitude shown

by a teacher in carrying out his work in the teaching and learning process and managing school administration. If the teacher's satisfaction is high, he shows a positive attitude, and if he is not satisfied, he will show a negative attitude towards his job (Ardiansyah, 2013; Rivai, 2018).

Teachers who have job satisfaction are teachers who feel pleasure while doing their job, are loyal, and will continue contributing more to school. The job satisfaction felt by the teacher is an emotional condition in dealing with aspects of the assignment given to be manifested in their attitudes and behavior. Regarding job satisfaction and its impact on teacher professionals, there is a positive influence on these two variables. This is also in line with Avolio and Bass (2004), which states a relationship between job satisfaction and attitudes towards the profession with work achievement motivation.

The Indirect Contribution of Transformational Leadership through Job Satisfaction on the Professional Attitude of SDN Teachers in Alalak Barito Kuala District

The path coefficient is 0.214, the significance value of the Sobel test is 0.214, the z value of the Sobel test is 0.454. Therefore, by using the 95% confidence level, there is a positive and significant indirect contribution from the transformational leadership variable of the principal through achievement motivation towards the professional attitude of SDN teachers in Alalak Barito Kuala District.

According to Bass and Riggio (2006), transformational leaders encourage their followers to build a self-concept that is identical to the concept of a leader's mission, striving for consistency so that followers are motivated to direct extra efforts in carrying out work. Koontz argues that the principal as a leader must encourage the emergence of a strong desire with enthusiasm and create self-confidence in teachers (Atmodiwirio, 2010).

The results of this study support/strengthen research by some previous studies, which the results are related to the transformational leadership of principals through job satisfaction with teachers'

professional attitudes (see Bass & Riggio, 2006; Imron, 2018; Rivai, 2019),.

Indirect Contribution of Achievement Motivation through Job Satisfaction on the Professional Attitude of SDN Teachers in Alalak Barito Kuala District

The path coefficient is 0.032, the significance value of the Sobel test is 0.032, the z value of the Sobel test is 0.044. Therefore it can be concluded that using the 95% confidence level. There is a positive and significant indirect contribution from the achievement motivation variable through job satisfaction. to the professional attitude of SDN teachers in Alalak Barito Kuala District.

If someone wants to do their job, then that is called motivation (Atmodiwirio, 2010; Hasibuan, 2017; Nimas & Mirwan, 2018). A highly motivated person will seek improvements where others will simply maintain the status quo. Job satisfaction is an evaluation of the performance of employees, which will have a positive impact on the results, resulting in the sense of satisfaction from within employees. Attitude is a person's internal condition that can influence their behavior towards an object or surrounding events (Handoko, 2008; Hasanah, 2019; William, 2009). This attitude is a form of separate learning outcomes that are always expected in the learning process. The results of this study support/strengthen research by some previous studies, which identified the contribution of achievement motivation through job satisfaction to teachers' professional attitudes (see Beerel, 2009; Meithiana, 2017; Øgaard, 2014).

Conclusion and Recommendation

Based on the results of research and discussion, several conclusions can be made as follows:

1. The professional attitude is 18.45% (very high), the level of teacher job satisfaction is 20.8% (very high), the level of teacher achievement motivation is 20.97% (very high), and the transformational. The leadership level of the principal is 4.16 % (very high).

2. There is a direct contribution of the principal's transformational leadership to the professional attitude of SDN teachers in Alalak Barito Kuala District.
3. There is a direct contribution of the principal's transformational leadership to the job satisfaction of SDN teachers in Alalak Barito Kuala District.
4. There is a direct contribution of achievement motivation to the professional attitude of SDN teachers in Alalak Barito Kuala District.
5. There is a direct contribution of achievement motivation to the job satisfaction of SDN teachers in Alalak Barito Kuala District.
6. There is a direct contribution of job satisfaction to the professional attitude of SDN teachers in Alalak Barito Kuala District.
7. There is an indirect contribution of the principal's transformational leadership through job satisfaction on the professional attitudes of SDN teachers in Alalak Barito Kuala District.
8. There is an indirect contribution of achievement motivation through job satisfaction to the professional attitudes of SDN teachers in Alalak Barito Kuala District.

Based on the results of the research that has been done, the research provides the following suggestions:

1. For the Barito Kuala District Education Office, efforts to improve the professional attitude of teachers in the scope of their work area include increasing achievement motivation and job satisfaction, which impact the transformational leadership of school principals.
2. Principals of SDNs in Alalak Barito Kuala Subdistrict, in carrying out their duties, pay attention to transformational leadership to be improved and developed and then implemented by all school members.
3. For SDN Teachers in Alalak Barito Kuala District, to improve the professional attitude of teachers, displayed such as obeying orders from the leadership, encouraging friends around, implementing

decisions wisely, and increasing achievement motivation in activities carried out, so that teacher job satisfaction grows against something he has accomplished.

4. For further researchers, it is advisable to research further in developing independent variables to improve the professional attitude of teachers and be carried out in different settings.

Acknowledgment

The author would like to thank the lecturers in the Master of Education Management program who have provided input to the author since researching until this article can be completed. The author also thanks the team of reviewers and editors of the Education Horizon Journal, who allowed the author to publish the results of this research. Hopefully, all those who help from the initial research until completing this article will be rewarded with kindness by Allah.

References

- Afiq, R., & Eka, P. (2014). *Transformational Leadership and Work Motivation*. Hubungan Presepsi Kompetensi. Jurnal Fakultas Psikologi UMP.
- Ardiansyah. (2013). *Relationship between Transformational Leadership and Organizational Communication with Teacher Job Satisfaction at Hulu Sungai Tengah Junior High School*. Program Pascasarjana Universitas Lambung Mangkurat.
- Ariani, D. N., Saad, N. S., Yusuf, Q., & Dalle, J. (2014). *The Technological Pedagogical Content Knowledge (TPACK) among Mathematics Teachers in Primary Schools*. September 2016.
- Arman, F. (2019). The Future of Leadership Organizations. *Journal of Leadership & Organizations*, 7, 19–40.
- Atmodiwirio, S. dan T. (2010). *Indonesian Education Management*. Ardaditya Jaya.
- Avolio, B. J., & Bass, B. M. (2004). *Transformational Leadership: Charisma and beyond*. MA. Livingstone Book.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (Second). Lawrence Erlbaum Associates. Publisbers.
- Beerel, A. (2009). *Leadership and Change Management*. Publication Ltd.
- Djamrah, S. B. (2015). *Teachers and Students in Student Interaction*. PT. Rineka Cipta.
- Emzir. (2008). *Transformational Leadership*.
- Febriani, H., Aslamiah, S., M., & Sin, I. (2019). The Contribution of Principal Transformational Leadership, Work Motivation, Through Satisfaction with OCB Teachers. *Journal of K6, Education, and Management*, 160.
- Handoko, T. (2008). *Personnel and Human Resources Management* (2nd Editio). BPFE.
- Haris, A. (2009). The Effect of Land Use Management on the Success of Infrastructure and Economic Development. In *Bappenas*. Bappenas.

- Hasanah. (2019). *The Effect of Leadership Style and Work Ethic on Performance with Work Motivation as an Intervening Variable in Vocational High School Teachers in Banjarmasin City*. Universitas Lambung Mangkurat.
- Hasibuan, M. (2017). *Human Resource Management* (Revised Ed). Bumi Aksara.
- Husaini, U. (2019). *Management: Theory, Practice, and Educational Research*. PT. Bumi Aksara.
- Husna, M. (2018). *Contribution of Transformational Leadership for Principal Madrasah Ibtidiah, Job Satisfaction, Organizational Commitment to OCB Guru at MIN in Banjarmasin City*. Unpublished thesis. Program Pascasarjana Universitas Lambung Mangkurat.
- Ihsani, S., Inderawati, R., & Vianty, M. (2020). The Transformational Leadership Behaviours of School Principals of Vocational High School in Palembang. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 4(1), 117. <https://doi.org/10.29240/jsmp.v4i1.1203>
- Iلمي, Z., & Rizalie, A. M. (2020). School Principal Leadership Behavior – A Multi Case Study. *Journal of K6*.
- Imron, F. (2018). *Teacher Professional Ethics*. IAIN Jember Press.
- Karlberg-Granlund, G. (2019). Exploring the challenge of working in a small school and community: Uncovering hidden tensions. *Journal of Rural Studies*, 72, 293–305. <https://doi.org/https://doi.org/10.1016/j.jrurstud.2019.10.017>
- Kartono, K. (2005). *Leader and Leadership*. PT. Rajagrafindo.
- Karyawati, E., & Priansa, D. J. (2013). *Performance and Professionalism of Principals*. Alfabeta.
- Kelimedda, H., Ridwan, M. I., & Dalle, J. (2018). The Effect Of Motivation, Job Satisfaction and Job Discipline Toward Employee Performance of PT. Buma Perindahindo at LNG Tangguh Site, Teluk Bintuni Regency, West Papua, Indonesia. *European Journal of Human Resource Management Studies*, 50.
- Kulikowski, K., Przytuła, S., & Sułkowski, Ł. (2021). The motivation of academics in remote teaching during the covid-19 pandemic in polish universities—opening the debate on a new equilibrium in e-learning. *Sustainability (Switzerland)*, 13(5), 1–16. <https://doi.org/10.3390/su13052752>
- Lishawati. (2016). *Contribution of Work Motivation and Emotional Intelligence to Organizational Citizenship Behavior (OCB) of Public High School Teachers in East Barito Regency*. Unpublished thesis. Program Pascasarjana Universitas Lambung Mangkurat.
- Lourmpas, S., & Dakopoulou, A. (2014). Educational Leaders and Teachers' Motivation for Engagement in Innovative Programmes. The Case of Greece. *Procedia - Social and Behavioral Sciences*, 116, 3359–3364. <https://doi.org/https://doi.org/10.1016/j.sbspro.2014.01.764>
- Luthans, F. (2006). *Organizational Behavior Translated by Vivin A Yuwono et al. First edition*. ANDI.
- MacIntosh, E. W., & Doherty, A. (2010). The influence of organizational culture on job satisfaction and intention to leave. *Sport Management Review*, 13(2), 106–117. <https://doi.org/https://doi.org/10.1016/j.smr.2009.04.006>
- Mansor, Z. D., Mustaffa, M., & Salleh, L. M. (2015). Motivation and Willingness to Participate in Knowledge Sharing Activities Among Academics in a Public University. *Procedia Economics and Finance*, 31, 286–293. [https://doi.org/https://doi.org/10.1016/S2212-5671\(15\)01188-0](https://doi.org/https://doi.org/10.1016/S2212-5671(15)01188-0)
- Marlina, D., Suriansyah, A., & Metroyadi. (2019). The Effect of Transformational Leadership and Work Motivation on Teacher Performance Through Teacher Discipline. *Journal of K6, Education, and Management*, 342.
- Martono, S. (2013). Strategi Peningkatan Kinerja Program Studi Melalui Optimalisasi Peran Pimpinan. *Jurnal Dinamika Manajemen*, 33, 35.
- McCauley, P., & Lee, E. (2015). A Call to Leadership. *Success Strategies from Women*.
- Meithiana, I. (2017). *Job Satisfaction and Employee Performance Overview of the Dimensions of Organizational Climate, Individual Creativity, and Job Characteristics*. Indomedia Pustaka.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89. [https://doi.org/https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/https://doi.org/10.1016/1053-4822(91)90011-Z)
- Molden, D. C., & Dweck, C. S. (2000). Chapter 6 - Meaning and motivation. In C. Sansone & J. M. B. T.-I. and E. M. Harackiewicz (Eds.), *Educational Psychology* (pp. 131–159). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-012619070-0/50028-3>
- Mulyasa. (2014). *Development and Implementation of the 2013 Curriculum*. PT Remaja Rosdakarya.
- Mulyono. (2017). *Manajemen Administrasi dan Organisasi Pendidikan*. Ar-Ruzz Media.
- Murni, S., & Rivai, V. (2015). *Education & Management (Analisis Teori & Praktik*. Rajawali Pers.
- Nakamura, J., & Dubin, M. (2015). *Flow in Motivational Psychology. International Encyclopedia of the Social and Behavioral Science*.
- Nguyen, T. T., Mia, L., Winata, L., & Chong, V. K. (2017). Effect of transformational-leadership style and management control system on managerial performance. *Journal of Business Research*, 70, 202–213. <https://doi.org/https://doi.org/10.1016/j.jbusres.2016.08.018>
- Nidjo, S. (2011). *Path Analysis Method and Its Application*. Pustaka Sinar Harapan.
- Nimas, A., & Mirwan, S. (2018). Employee Job Satisfaction: A Literature Study. *Diponegoro Journal Of Management*, 7(mor 4), 1–11.
- Normianti, H., Aslamiah, & Suhaimi. (2019). Relationship of Transformational Leaders of Principal, Teacher Motivation, Teacher Organization Commitments with Performance of Primary School Teachers in Labuan Amas Selatan, Indonesia. *European Journal of Education Studies*, 126.
- Nurwati. (2020). Transformational Leadership Relationship, Headmaster Academic Supervision, and Achievement Motivation with Teacher Performance. *Journal of K6*.
- Øgaard, T. (2014). *korelasional, eksperimen, ex post facto, etnografi, grounded theory, action research*. Raja Grafindo Persada.
- Oliver, G. (2011). The Significance of Organizational Culture. *Organizational Culture for Information Managers*.
- Poernamawijaya, L. W., Sulaiman, Suriansyah, A., & Dalle, J. (2018). Contribution On Supervision Of Supervisor , Principals Motivation , Kindergarten Teacher Performance To Improving The Kindergarten Quality In West Banjarmasin, Indonesia. *European Journal of Alternative Education Studies*, 3(2), 129–146. <https://doi.org/10.5281/zenodo.2261031>
- Rivai, V. (2018). *Human resource management for companies*. Remaja Roesdakarya.
- Rivai, V. (2019). *Leadership and Organizational Behavior*. Rajawali Pers.
- Robbins, S. P. (2016). *Organizational Behavior: Concepts, controversies, applications* (10th Editi). Prenhallindo.
- Robbins, S. P. (2019). *Organizational Behavior, translation by Hadyana Pajatmaka & Benyamin Molan*. Prenhallindo.
- Suhaimi, & Khalik, A. (2018). *Kepemimpinan Transformasional Kepala Sekolah pada SMP*.

- Sukmadinata. (2017). *Educational Research Methods*. PT. Remaja Rosdakarya.
- Sulaxono, L. R. (2020). Relationship of Transformational Leadership and Work Motivation Through Discipline and Teacher Performance. *Journal of K6*.
- Suriansyah, A, & Aslamiah. (2015). Strategi Kepemimpinan Kepala Sekolah, Guru, Orang Tua, dan Masyarakat dalam Membentuk Karakter Siswa. *Cakrawala Pendidikan*, 238.
- Suriansyah, Ahmad, Aslamiah, A., & Sulistiyana, S. (2015). School Cultural Relations, Communication, and Work Commitment to the Performance of Public Elementary School Teachers. *Cakrawala Pendidikan*, 33(3). <https://doi.org/https://doi.org/10.21831/cp.v3i3.2380>
- Suriansyah, Ahmad, Aslamiah, A., & Sulistiyana, S. (2015). *Professional Teacher Perspective Education Profession*. Rajawali Pers.
- Syarifan, N. (2015). *Teaching Profession Concepts and Applications*. Penerbit Samudra Biru.
- Taufiqharahap, M. (2017). The Effect Of Transformational Leadership And Academic Optimism Culture On Teacher Empowerment And Motivation Along Its Impact On The Effectiveness Of Medan State Junior High School. *International Journal on Language, Research and Education Studies*, 1(1), 119–129. <https://doi.org/10.30575/2017/IJLRES-2020050807>
- Tilaar. (2016). *National Education Standardization. A practical overview*. Rineka Cipta.
- Titisari, P. (2014). *The role of Organizational Citizenship Behavior (OCB) in improving employee performance*. Rineka Cipta.
- Toha, M. (2020). *Organizational behavior*. CV. Rajawali.
- Tohidi, H., & Jabbari, M. M. (2012). The effects of motivation in education. *Procedia - Social and Behavioral Sciences*, 31, 820–824. <https://doi.org/https://doi.org/10.1016/j.sbspro.2011.12.148>
- Touré-Tillery, M., & Fishbach, A. (2011). The course of motivation. *Journal of Consumer Psychology*, 21(4), 414–423. <https://doi.org/https://doi.org/10.1016/j.jcps.2011.04.004>
- Trigueros, R., Padilla, A., Aguilar-Parra, J. M., Mercader, I., López-Liria, R., & Rocamora, P. (2020). The influence of transformational teacher leadership on academic motivation and resilience, burnout and academic performance. *International Journal of Environmental Research and Public Health*, 17(20), 1–11. <https://doi.org/10.3390/ijerph17207687>
- Turabik, T., & Baskan, G. A. (2015). The Importance of Motivation Theories in Terms Of Education Systems. *Procedia - Social and Behavioral Sciences*, 186, 1055–1063. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.04.006>
- Usman, H. (2010). *Management, theory, practice and educational research*. Bumi Ahsara.
- Usman, Husaini. (2017). *Management: Theory, Practice, and Educational Research* (4th Editio). Bumi Aksara.
- William, & Carmen. (2014). *How Transformational Leadership and Work Motivation Influence Work Ethic and Performance*. University of Pennsylvania, Columbia University Graduate School of Journalism.
- William, D. J. (2009). *Minnesota Studies in Vocational Rehabilitation Vocational Psychology Research*. University of Minnesota.
- Wirawan. (2018). *Leadership: Theory, Psychology, Organizational Behavior, Applications and Research*. PT RajaGrafindo Persada.