**Research Article**

**Transformational Leadership Relationships School, Ethos of Work and Work Motivation Towards Teacher Performance in Senior High School in Banjarmasin City**

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| *Article history*:Submission November 2021Revised December 2021Accepted December 2021 | **ABSTRACT**The purpose of this study was to analyze the direct and indirect influence of the principal's transformational leadership, work ethic, and work motivation on the performance of high school teachers in Banjarmasin City. This research was conducted with a cross-sectional method and using correlation techniques. The study population was 249 teachers, and 153 respondents were taken as the research sample using the random sampling technique. The researchers collected the data using a questionnaire, and the data were analyzed using descriptive analysis, classical assumption test, multiple linear regression analysis, and path analysis. Before the data were analyzed using inferential statistics, some prerequisite analysis were conducted. The results of this study indicated that there is a significant direct effect of principal transformational leadership, work ethic, and motivation on the performance of high school teachers in Banjarmasin, and there is a significant indirect effect of school principal transformational leadership and work ethic through motivation on the performance of high school teachers in Banjarmasin City. *Keywords: Transformational Leadership, Work Ethic, Motivation, Teacher Performance* |
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**Introduction**

The success of a school is determined by the performance of the teachers who directly face the achievements of their students (Aslamiah, 2019). "Performance relates to what teachers do in the classroom and how that affects strong learning." Thus, performance is closely related to what teachers do in the classroom and how it affects students' learning activities (Ilmi & Rizalie, 2020; Marlina et al., 2019; Martono, 2013). Meanwhile, teacher performance is the ability or expertise of the teacher in carrying out the tasks assigned to him in achieving learning objectives, such as quality and quantity and reliability in managing learning. With the high performance of the teacher, it is hoped that the learning objectives and goals of the school organization can be achieved (Sutarto, 2016). So, teacher performance is a teacher's ability to carry out learning tasks and is responsible for students under his guidance (Daujotienė et al., 2020). Furthermore, by increasing the learning achievement of students, teacher performance is shown by work results and teacher creativity in work (Febriani et al., 2019; Haftkhavani et al., 2012; Kurniawan, 2020).

Various efforts have been made to improve teacher performance, one of which has been issued Law no. 14 of 2005 concerning Article 8 of the Teacher and Lecturer Law which states that; teachers must have academic qualifications, competencies, teacher certificates, are physically and mentally healthy, and can realize the goals of National Education (Asniwati, 2020; Gregory et al., 2009; Ihsani et al., 2020). Article 10 paragraph (1) explains that teachers as professionals in education must have four competencies, namely (1) pedagogical competence, (2) personality competence, (3) social competence, and (4) professional competence (Depdiknas, 2016)

In line with the implementation of the Constitution, the government has issued Permenneg PAN and RB Number 16 of 2009 concerning teacher functional positions and credit scores. The policy aims to improve teacher competence in developing professionalism by assessing teacher performance every year (BPK, 2018). Teacher performance appraisal is expected to improve the quality of teacher teaching performance from time to time (Atlan, 2018; Grego-Planer, 2019; Hartono et al., 2019).

The results of preliminary observations of teachers in public high schools toward the city of Banjarmasin found three main things related to teacher performance based on this study. First, it appears that teachers are still not optimal in their performance. This can be seen from the mismatch between practice and learning theory. This discrepancy is mostly seen in the differences in the implementation of learning with the lesson plans that the teacher has made. Besides that, there are still some teachers who have not completely implemented active, innovative, creative, effective, and fun learning models, are still weak in developing material, and not all teachers use learning aids.

According to Mulyasa (2014), teacher performance is influenced by several factors: the principal's leadership style, work motivation, work climate, work ethic, and work discipline. The strongest influence on teacher performance comes from the school organization. A school principal becomes the direct leader of the teacher who has the task and responsibility for improving the quality of teacher teaching performance (Friesen & Williams, 2016; Karlberg-Granlund, 2019; Lourmpas & Dakopoulou, 2014). The transformational leadership model is suitable for principals who have the ability to influence teachers and encourage them to explore new ways of doing things and new opportunities to learn (Bayih & Singh, 2020; Poernamawijaya et al., 2018). Hartiti (2013) explains that the transformational model can be seen from its ability to mobilize and encourage teacher performance to increase learning objectives. The principal is responsible for directing what is good for employees, and he must do good and be wise (Alrowwad et al., 2019; Kelimeda et al., 2018; Kulikowski et al., 2021).

The transformational leadership model is believed to lead to superior performance in organizations facing the demands of renewal and change (Bush & Coleman, 2012; Eliyana et al., 2019; MacIntosh & Doherty, 2010). Bass and Avolio, in theory, stated that a leader could transform his subordinates in four ways called Four I: 1) Idealized influence (charisma), 2) Intellectual stimulation, 3) Individualized consideration, 4) Inspirational motivation (Aslamiah, 2015; Normianti et al., 2019).

According to Danim (2014), transformational leadership can inspire others to see the future optimistically, project an ideal vision, and communicate that vision to be achieved. This opinion is in line with Aslamiah (2018), which stated that transformational leadership is a leadership model for a leader who tends to motivate subordinates to work better and place more emphasis on behavior to help transformation between individuals and organizations (Çekmecelioğlu & Özbağ, 2016; Edward et al., 2015; Suriansyah & Aslamiah, 2015).

No less important factor that can affect teacher performance is the teacher's work ethic (Mansor et al., 2015). The teacher's work ethic is the work attitude that is contained in the teacher to do something that is aimed at an educational goal (Aktaş et al., 2011; Winardi, 2014). Every teacher has a different work ethic (William & Carmen, 2014). Teachers who do not have a work ethic will work carelessly. In contrast, teachers who have a good work ethic will work full of responsibility and dedication because work ethics is an effort to work productivity that supports work quality (Wahjosumidjo, 2013; Wahyudi, 2013).

Work ethic has a very important role because a good work ethic is very influential on the performance of the resulting teacher (Syarwani, 2018; Tasmara, 2012; Thoha, 2014). Teachers who will have a high work ethic are teachers who have high work standards, so to achieve this work ethic is used to fuel enthusiasm or can also motivate them to do the best things are motivated at work and form a work ethic to get the job done will be close with the desired goal (Santoso, 2012; Setiawan, 2013; Sudrajat, 2015).

According to Buchori (2012), work ethic can be interpreted as attitude and seriousness in work, work habits, characteristics, or traits regarding the work methods of a person, a group of people, or a nation. According to Suriansyah (Suriansyah, 2014), there is eight work ethos that influences the increase in work professionalism, namely work is a gift, work is a mandate, work is a calling, work is actualization, work is worship, work is art, work is an honor, and work is service (Arief & Rusman, 2019; Salamun, 2015; Salimah, 2017).

The teacher's work ethic is also very influential in teaching and learning activities in the classroom (Priyatno, 2012; Rahmah, 2019; Rasyidah, 2019). A good teacher work ethic can be seen in the way that teachers convey learning. Teachers who have a high work ethic will motivate teachers to always exert their performance so that learning objectives can be conveyed optimally (Nissa, 2018; Notoatmodjo, 2016; Pramudio, 2019).

The next factor that affects performance is work motivation because motivation is an internal and external encouragement to do one's tasks. Suwatno and Priansa (2016) stated that teacher motivation in work is very important because motivation is closely related to performance. If motivation is high, teacher performance is also high (Lasmi, 2019; Maslow, 2010). Marlina et al. (2019) stated that motivation is important because motivation can be the cause, channel, and support of a person's behavior so that the person wants to work hard and be enthusiastic to achieve optimal results.

Every teacher has their level of motivation that keeps them doing things well. Kuchinke and Asrar (2016) suggest the characteristics of highly motivated teachers, including liking situations or tasks that demand responsibility, have realistic goals, enjoy working and competing, and procrastinate. His wish for a better future.

Based on the description above, researchers are interested in researching with the title "The Relationship of Principal Transformational Leadership, Teacher Work Ethics and Teacher Work Motivation on Teacher Performance in Public High Schools in Banjarmasin City."

**Methodology**

This study used a co-relational method using cross-sectional techniques, namely research in which the variables in which the independent and dependent variables are observed simultaneously (Karabey, 2018; Khaidar, 2020; Notoatmodjo, 2016). In addition, this study also uses path analysis (path analysis), which tries to determine how strong the relationship between the variables is.

The population in this study was 249 high school teachers in Banjarmasin from 13 schools. Withdrawal of the sample size understudy can use the "Slovin" formula because of the large population, so a formula is needed to get a small sample but can represent the entire population:

n = N / 1 + N (e ^ 2)

Information:

n: Number of Samples

N: Total Population

e: Error tolerance is (5% = 0.05)

Based on the formula above applied in this study, the study's sample size was 153 people. The sampling technique in this study is proportional random sampling, which is random sampling by paying attention to the proportions in the population.

**Result and Discussion**

**Prerequisite Test Results**

The normality test with the non-parametric statistical test used is the One-Sample Kolmogorov-Smirnov test (1-Sample K-S). Each research variable has an Asymp value. Sig. (2-tailed) is greater than 0.05 so that the data for all variables in this study can be said to be normally distributed. While the linearity results of transformational leadership variables (X1), work ethic (X2), and teacher work motivation (Z) towards the dependent variable, namely the level of teacher performance (Y), results in data deviation from the linear line (deviation from linearity)> 0.05 and a significance value <0.05, it can be concluded that the data is in the form of linear functions and models. Furthermore, the regression does not occur multicollinearity. Therefore, it can be concluded that the non-multicollinearity data is in the regression model.

**Test Results Analysis**

Through the results of multiple regression tests, partial test (T-test), the coefficient of determination test, and path analysis. The summary of the calculation of variable descriptions and direct and indirect relationships of transformational leadership (X1), work ethic (X2), and teacher work motivation (Z) on the lowest variable, namely the level of teacher performance (Y), can be seen in the table summary of path coefficients as follows:

**Transformational leadership Headmaster (X1)**

*(0,164)*

*(0,575)*

**Work Motivation (Z)**

**Teacher Performance**

**(Y)**

*(0,436)*

*(0,454)*

*(0,101)*

**Work ethic**

**(X2)**

*(0,251)*

*(0,198)*

Figure 1. Summary of Path Analysis Regression Analysis Test Results

Based on the path analysis diagram above, it can be seen:

1. There is a relationship between the principal's transformational leadership variable and teacher performance (X1 → Y) which has a correlation coefficient value of 0.164 in a positive direction.
2. There is a relationship between the principal's transformational leadership variable and work motivation (X1 → Z) which has a correlation coefficient value of 0.575 in a positive direction.
3. There is a relationship between work ethic and teacher performance (X2 → Y) which has a correlation coefficient of 0.101 in a positive direction.
4. There is a relationship between work ethic and teacher motivation (X2 → Z) which has a correlation coefficient value of 0.454 in a positive direction.
5. There is a relationship between the motivation variable and teacher performance (Z → Y) which has a correlation coefficient of 0.436 in a positive direction.
6. There is an indirect relationship of principal transformational leadership through work motivation and performance (X1 - Z → Y) which has a correlation coefficient value of 0.251 in a positive direction.
7. There is an indirect relationship of work ethos through work motivation with teacher performance (X2 - Z → Y) which has a correlation coefficient value of 0.198 in a positive direction.

**Discussion**

**Direct Relationship between School Principal Transformational Leadership and Public High School Teacher Performance in Banjarmasin City**

Based on the results of hypothesis testing, it is seen that there is a significant relationship between the transformational leadership variable of the principal and the performance of the SMA Negeri teachers in Banjarmasin City. This is evidenced by several test results, such as the coefficient value of the regression results, which is 0.164, which means that there is an increase of 0.164 from the performance of each one-unit increase of the leadership variable.

The results of research on transformational leadership related to teacher performance have implications for Bass and Ruth's theory (Danim, 2014; Darwin & Douglas, 2019) which states that transformational leaders have certain ways to influence employees so that employees feel trust, pride, loyalty and respect to superiors, and they are motivated to produce performance beyond what is expected. This transformational leadership relationship is also relevant to previous research (see Advani & Abbas, 2015; Anoraga, 2014; Hakam & Ruhana, 2015), which found that transformational leadership is related to employee performance.

According to Fitriansyah (2019), the impact of transformational leadership is that the leadership can affect the performance of their subordinates. As a result, subordinates will feel confident, proud, proud, loyal, and respectful to superiors, and motivated to work on the job. (Hardi, 2019; Harris, 2019; Hasanah, 2019)(Hardi, 2019; Harris, 2019; Hasanah, 2019)(Hardi, 2019; Harris, 2019; Hasanah, 2019)(Hardi, 2019; Harris, 2019; Hasanah, 2019)(Hardi, 2019; Harris, 2019; Hasanah, 2019)(Hardi, 2019; Harris, 2019; Hasanah, 2019)

Transformational leadership of school principals is an important factor in improving teacher performance. Principals must have the competence to absorb the aspirations or desires of teachers at work, so transformational leadership is a process in which leaders and teachers work together to fulfill all desires to advancing the organization by mutually improving its performance (Indira, 2019; Ishak & Tanjung, 2013; Kanesan, 2018). Otherwise, giving support, recognition, and appreciation, creating emotional bonds, getting people to go beyond their interests, and inspiring people to achieve the impossible (Hardi, 2019).

According to Thoha (Thoha, 2014), the transformational leadership style is more flexible increases employees' creativity and autonomy; hence the performance of employees increases. The results of this study are in line with the research by Karabey (Karabey, 2018) in the study which found that transformational leadership, whether applied, will have a positive effect on teacher performance because it can encourage employees to achieve organizational targets and can influence individually as well as groups to improve their performance.

**Direct Relationship between Principal Transformational Leadership and Work Motivation of Public High School Teachers in Banjarmasin City**

Based on the results of the multiple regression test, it can be seen that the t-test results can be seen in the Sig. equal to 0.000 <0.05, then Ho is rejected, and Ha is accepted. The direction of the coefficient relationship has a positive direction, which means that the better the principal's transformational leadership, the higher the teacher's work motivation will be. This can also be seen from the T- count value of 8.106> 1.655 (T table), which means that the hypothesis states that there is a direct relationship between principal transformational leadership on teacher work motivation. The results of the frequency distribution confirm this. It is known that the teacher's work motivation score is in the very good category, there are 36 (23.53%) respondents, and the good category is 117 (76.47%). This can prove that the work motivation of Banjarmasin City Senior High School teachers is in a good category.

The results of this study are in line with the research by Kanesan (Kanesan, 2018), which found a significant positive correlation between transformational leadership and teacher work motivation. In addition, the results of this study are also supported by Aslamiah (2015), Fitriansyah (2019), 2019 and Hardi (2019), who found that transformational leadership has a relationship and influence on teacher motivation.

According to Wahjosumidjo (2013), one of the important competencies that a transformational leader must have is motivating his subordinates. The school principal acts as a motivator for both subordinates and the surrounding environment. In addition, a leader must have Inspirational motivation where the leader has time to communicate with employees and can motivate subordinates to do their job optimally.

The results of research William and Carmen (2014) concluded that transformational leadership variables have a relationship with motivation. Therefore, if transformational leadership is carried out properly, it will increase work motivation, such as carrying out mutually agreed rules, including timeliness, adherence to procedures, adherence to regulations, adherence to rules, and learning or learning attitudes that are effective and efficient.

**Direct Relationship between Teacher Work Ethics and Performance of Public High School Teachers in Banjarmasin City**

Based on the results of the hypothesis test, it can be seen that there is a significant influence on the work ethic variable on the performance of SMA Negeri Banjarmasin city teachers. This is evidenced by the regression coefficient value of the work ethic variable of 0.101. If the work ethic variable increases by 1 point, the teacher's performance will increase by 0.101 points. So the better the work ethic of the teacher will increase or improve teacher performance.

This is in line with Suriansyah's (2015) research, which found that work ethic significantly affects employee performance. The study results by Harris (2019) also concluded that work ethic has a positive effect on the performance of Tanah Bumbu teachers. In addition, Pramudio (2019) also found that there was a work ethic contribution to teacher performance.

Work ethic is part of the internal factors of performance inherent in each teacher. So that the higher the work ethic of the teacher in a school, the higher the performance produced by the teacher. Therefore, the quality of the work ethic that develops in the teacher will directly or indirectly affect the teacher's performance. Santoso (2012) stated that work ethic describes all the characteristics of organizational members. Therefore, work ethic is an important aspect in determining a person's behavior, including work behavior. Furthermore, Santoso (2012) explained that developing a work ethic would result in productivity and increased work ethic, so work productivity will also increase.

Teachers who have a high work ethic show a positive attitude and have an assessment of work, carried out as self-existence, work is considered a meaningful activity for personal life and others, living work as a process so that being diligent in realizing one's ideals, happy to work as a form of worship to God Almighty. Work ethic is an attitude taken based on moral responsibility: (hard work), efficiency, diligence, punctuality, achievement, energy, cooperation, honest and loyal (Hasibuan, 2017).

**Direct Relationship between Teacher Work Ethics and Work Motivation of Public High School Teachers in Banjarmasin City**

The results of the path analysis between the work ethic of the teacher and the work motivation of the teachers of SMAN Kota Ban-Jakarta showed the coefficient value of the regression results, namely 0.454, which shows a positive value that can be interpreted, there is an increase of 0.454 of the teacher's work motivation every one-unit increase of the work ethic variable. Judging from the results of the t-test, the significance value is 0.001 <0.05, so Ho is rejected, and Ha is accepted. This means that there is a positive relationship between work ethic and teacher performance, so the higher the work ethic, the higher the performance of the resulting teacher. This can also be seen from the value of Tcount of 5,517> 1,655 (Ttable).

The results of this analysis are in line with the results of research by Wahyudi (2013), describing that the work ethic and work motivation of employees have a real relationship. Other studies such as Darwin & Douglas (2019), Kurniawan (2020), whose research results found that the higher the work ethic, the higher the resulting motivation.

 Work ethic is a potential strength in a human being, which can be a force that triggers work motivation which can affect the results of his performance positively or negatively, which depends on the situation faced by the person concerned (Salamun, 2015). The concept of a work ethic related to work motivation can be seen from a person's behavior can be classified as follows: First, someone likes something if he can maintain his joy, then he will be motivated to do that activity. Second, if someone feels confident that he can face challenges, then usually that person is motivated to re-do the action (Winardi, 2014)

Ethos can also reveal a permanent inner motivation and attitude, as long as it includes certain moral pressures. Therefore, work ethic contains the meaning of enthusiasm, sincerity, tenacity, and a will to progress, which are the permanent characters in mind. In addition, ethos is related to motivation, which contains hard work, innovation, and responsibility. So teachers who have a high work ethic tend to hold certain principles that allow them to differentiate between right and wrong. This can help them work and help them stay motivated, trusted, dedicated, and willing to put more effort into their work (Ishak & Tanjung, 2013). According to Tasmara (2012), someone who has a high work ethic will strive to improve the quality of his work so that his existence will always be maintained.

Changes in work ethic can increase motivation towards more and lead to the ability of teachers to work as teamwork. For example, suppose teachers and leaders pay attention to each other and care for each other. In that case, it will cause the motivation of teachers to be able to perform well, likewise, if the relationship between teachers and leaders is less able to provide a climate that is perceived positively by teachers, it will lead to negative behavior so that it cannot increase teacher work motivation.

**Direct Relationship between Teacher Work Motivation and Performance of Public High School Teachers in Banjarmasin City.**

Based on the research results, the significance value is 0.000 <0.05, so Ho is rejected, and Ha is accepted. This means a positive relationship between work motivation and teacher performance, so the higher the work motivation, the higher the teacher's performance will be. It can also be seen from the t-count value of 5,935> 1,655 (t-table).

This study shows that the work motivation of SMAN Kota Banjarmasin teachers is in the high category of 76.47% because most employees meet the work motivation indicators of Herzberg Sudrajat (Sudrajat, 2015) such as motivation factors, namely job success (Achievement), recognition ( Recognition), the work itself (the work itself), responsibility and development (advancement) and hygiene factors such as company policy and administration, quality supervisors, interpersonal relations ), Working conditions and salaries. This results in a significant relationship between the work motivation variable and the teacher performance variable.

The relationship between work motivation and teacher performance is also due to maintenance factors (hygiene factors) such as the teachers of SMAN Kota Banjarmasin feel that the administration and policies set by the principal are by what the teacher feels so that the teacher is still able and happy to implement the rules and policies properly. In addition, a safe and comfortable work environment and interaction between them help teachers at work because a conducive work environment and harmonious relationships help teachers improve good performance. This results in a significant relationship between the work motivation variable and the teacher performance variable.

Work motivation also has a close relationship with performance, as revealed by Maslow (Maslow, 2010), which states that someone who has high motivation will be able to carry out his job maximally, and people who work optimally show that the person has a high level of motivation. High performance so that it affects the intended results. The results of Santoso's (2012) research prove that motivation significantly affects a person's performance in carrying out his job duties.

In connection with the motivation of an individual at work, Rusman (2019) explains that achievement motivation is (1) a person's desire to achieve success, (2) a person's desire to be involved in tasks, (3) desire to succeed in carrying out a difficult task. Highly motivated individuals will always want to work hard to succeed without expecting rewards and praise. The motivation of a teacher is very influential on teacher performance because of having motivation. The teacher will carry out the task as well as possible (Hasibuan, 2017).

**Indirect Relationship of School Principal's Transformational Dreaming through Teacher Work Motivation and Performance of Public High School Teachers in Banjar-Masin City**

The calculation of the value of the indirect effect of the leadership variable on teacher performance through the motivation variable of 0.251 is much greater than the direct relationship of only 0.164, so it can be concluded that the variable of work motivation as a mediating variable (intervening) is able or can strengthen the relationship—principal transformational leadership with teacher performance in SMA Negeri Kota Ban-Jakarta. Therefore, the results of this study are in line with the results of the study conducted by Harris (2019), which stated that work motivation could be a catalyst in strengthening the relationship between transformational leadership and performance, and transformational leadership will have a greater influence on teacher performance by intervening teacher work motivation (Wahyudi, 2013).

One of the important competencies that must be possessed in implementing transformational leadership is motivating subordinates (Wahjosumidjo, 2013). Therefore, one of the indicators of transformational leadership is the ability to provide motivation (inspirational motivation), which means that leaders provide encouragement and enthusiasm for employees by arousing enthusiasm and hope, emphasizing vision, and having a strong mission to improve their performance subordinates. In addition, intellectual stimulation indicators encourage teachers to understand and carry out creativity to improve their performance.

The results of Scoll's research Hartiti (2013), among the factors that influence teacher performance, are principal leadership and work motivation. The principal's attention to the needs of teachers is a manifestation of the principal's transformational leadership which is important for improving teacher professionalism and performance. The principal's attention in improving teacher performance can be done through supervision and communication, creating positive motivation for teachers. So that with the motivation of a teacher, of course, it will also impact the teacher's performance in carrying out the task. The higher the teacher's work motivation, the higher the resulting performance will be. This is because high work motivation will be a very important driving factor in determining the quality of teacher performance.

Several research results are in line, such as Khaidar (2020), Nissa (2018), and Rahmah (2019), who found that there is a mediating/intervening effect on work motivation in the relationship between the role of leaders and employee performance. The conclusion is that if the role of the leader is further enhanced, the employee's performance will be better with increased work motivation.

**Indirect Relationship of Work Ethics through Teacher Work Motivation and Performance of Public High School Teachers in Banjarmasin City**

Based on the above calculations, it can be seen that the magnitude of the relationship between variables, both direct and indirect, has a direct relationship of work ethic to teacher performance of 0.101, while the indirect relationship of work ethic through work motivation to teacher performance is 0.198. Thus, the result of the calculation of the indirect relationship is greater than the direct relationship. This proves that work motivation as a mediating variable (intervening) can strengthen the relationship of work ethic to teachers' performance in SMA Negeri in Banjarmasin City.

The study results of the study Salimah (2017) in the path analysis show an effect of mediating/intervening work motivation in strengthening the relationship of work ethic to teacher performance. The results of this study are in line with the research by Rahmah (2019) concluded that together work ethic and work motivation have a positive and significant effect on teacher performance.

Research from Harris (2019) found that teachers who have a high work ethic also tend to hold ethical principles based on consideration of their students' achievement. Teachers who have a high work ethic tend to hold certain principles that differentiate between right and wrong. This can help them work and help them stay motivated, trusted, dedicated, and willing to put more effort into their work. Agree with Buchori (2012) that work ethic occurs from the perspective of someone positive about work. If positive feelings and thoughts arise, then employees have high motivation, resulting in high performance. Tasmara (2012) said that a new work ethic would arise only if a person truly loves his job. A person who loves his job will work diligently, passionately, and always happy.

The teacher's work ethic is related to performance, which can be seen from the totality of personality and the way he expresses, views, believes and gives meaning to something, which encourages him to act and perform optimally (high performance ) (Tasmara, 2012). Therefore, the teacher will work wholeheartedly and sincerely to achieve satisfactory results. The achievement of these results is expected to provide high work motivation so that performance can be increased.

Based on the description above, the success of an organization is supported by a high work ethic and a love of work. A high work ethic will increase motivation and increase one's performance for the better to result in a good performance. This study shows that the work ethic variable can be through an intervening variable, namely, work motivation in influencing teacher performance, but the coefficient value without going through work motivation or directly on employee performance (Hasanah, 2019; Wibowo, 2019).

**Conclusion**

 Based on the results of the data analysis found, this study concludes that the description of the principal's transformational leadership is categorized as very high. At the same time, the variables of work ethic, work motivation, and teacher performance are included in the high category. The result of path analysis shows that there is a significant direct relationship between principal transformational leadership, work ethic, work motivation with the performance of high school teachers in Banjarmasin City, and there is an indirect relationship between both principal transformational leadership and work ethic through work motivation on the performance of high school teachers in Banjarmasin City.

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