

Research Article

The Influence of the Transformational Leadership of Kindergarten Heads, Job Satisfaction, Work Spirit of Work on the Performance of Kindergarten Teachers in the Pelangi Cluster, South Banjarmasin District

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ABSTRACT

This study aims to describe and analyze: (1) the influence of the kindergarten head transformational leadership on the performance of kindergarten teachers, (2) the effect of job satisfaction on the performance of kindergarten teachers, (3) the influence of work morale teachers on the performance of kindergarten teachers, (4) the influence of the kindergarten head transformational leadership, job satisfaction, and the enthusiasm of teachers working together on the performance of kindergarten teachers. This research is explanatory research with a quantitative approach. The research sample of 51 people kindergarten teachers in the Pelangi Cluster, South Banjarmasin District. Data collection instruments are questionnaires that have met the validity and reliability test requirements. Data analysis to test hypotheses using multiple linear regression analysis. The results showed that: (1) The kindergarten head transformational leadership and kindergarten teacher performance were included in the high category, while the job satisfaction of teachers and the kindergarten teacher's morale were in the medium category. which is significant to the performance of kindergarten teachers (3) Job Satisfaction gives a significant influence on the performance of kindergarten (4) Work spirit gives a significant influence on the performance of kindergarten teachers (5) Simultaneous Transformation Leadership of Kindergarten Heads, job satisfaction and morale have a significant influence on the performance of kindergarten teachers in the Pelangi Cluster, South Banjarmasin District. Conclusion: there is a partial and simultaneous influence of the kindergarten head transformational leadership, job satisfaction, and work spirit on performance. Principals should strive to build positive communication when communicating with subordinates as part of the kindergarten transformational leadership to analyze changes that need to be made internally. This can be done by opening a sharing forum or sharing opinions with the teachers who are subordinates to the problems and progress of the school.

Keywords: Transformational leadership, job satisfaction, work morale, performance

Introduction

Improving the quality of education to become superior education is still a big plan for the education system in Indonesia. Indonesia's education is in critical condition at this time, it is based on a survey result by the United Nations Educational Scientific and Cultural Organization (UNESCO)

in 2011 about the quality of education in developing countries in the Asia Pacific, and Indonesia is ranked 10 out of 14 countries and for the quality of the teachers are in the last rank (Sulisworo, 2016). According to Mantja (2002) who is said that the headmaster's leadership gives high attention to teachers, open, calm, adapt, smiley, sympathetic, understanding, and believes the teachers

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can finish the jobs that were given with feeling happy and full of responsibility. From the result of data analysis, it is found that transformational leadership has a significant effect on teachers' performance. It means the increasing of transformational leadership of the headmaster will be followed by the increasing performance of teachers. The professional headmaster will supervise the appearance of teachers and students at their schools, give positive feedback for the improvement and development of systems and learning methods, encourage the use of time and facilities to learn an effective and creative.

Teachers play an important role in improving the quality of education, especially at the Early Childhood Education level in kindergartens, where basic knowledge and skills are provided. The quality of a teacher will influence the achievement of the students. Good teachers, who give sufficient attention to their students, can help the students to improve their academic achievement (Kiany & Shayestefar, 2011). Also, teachers' non-verbal communication during the teaching and learning process will shape students' mood to study and at the same time will affect students' achievement (Bambaeeroo & Shokrpour, 2017).

The teacher is a central point to renewal and improvement of the quality of education, in other words, one of the important requirements to improve the quality of education on the teaching and learning process is to have a reliable teacher on performance.

Teacher performance is a picture of the quality and quantity of work achieved by the teacher concerning the tasks they carry and is based on professional responsibilities held by the teacher. according to (Madjid, 1997) teacher performance is related to the duties and functions of teachers as decision-makers relating to aspects of teaching and education that includes learning planning, learning implementation, and evaluation of learning. Teachers play an important role in improving the quality of education, especially at the Early Childhood Education level in kindergartens, where basic knowledge and skills are provided.

The teacher is one part of the education process and must have a good performance. The teacher's performance is often become a foundation to achieve the quality of education institution graduates as expected. Therefore, the presence of teachers in the teaching and learning process still

plays an important role. In an attempt to increase the quality of education, the main aspect is the quality of the teacher. This is because, the teacher is a central point to renewal and improvement of the quality of education, in other words, one of the important requirements to improve the quality of education on the teaching and learning process is to have a reliable teacher on performance.

Just as crucially, these experienced and talented teachers are then carefully groomed for succession planning to ensure the vibrancy of their school beyond the tenure of anyone senior administrator (Ritco, 2013).

The performance of a teacher in teaching is influenced by several aspects, including the leadership of the principal, job satisfaction, and enthusiasm for work. The results of re-search researchers on several previous studies stated that there is a relationship or influence between the kindergarten head transformational leadership, job satisfaction, and work enthusiasm on teacher performance. According to Putranti & Kurniady (2013) states that the kindergarten head's transformational leadership and teacher job satisfaction affect OCB kindergarten teachers, which in turn will also have an impact on teacher performance. Likewise, Trinah research (2015) states that there is an influence of transformational leadership on the performance of kindergarten teachers. Also, teachers should be able to identify students' learning strategies since they may influence students' achievement (Muelasa & Navarroa, 2015). Furthermore, the teacher needs to champion an egalitarian society, which can shape students culturally and at the same time create an inclusive participatory democracy in which social structures allow rather than limit personality, livelihood and academic achievement (Hill-Jackson & Lewis, 2012).

At this time teachers are required to adapt to understanding technology as a result of the very rapid development of science and technology, following the opinion of (Dalle & Ariffin, 2018). In this digital era, teachers are also required to master information and communication technology and use it in the teaching and learning process. Because the use of current technology during the teaching and learning process can help students to learn effectively (Baharuddin & Dalle, 2017). Teachers have a big role in student achievement. However, the expected professional competence cannot be fully achieved by teachers because

professional competence is a long and continuous process. In addition to teachers, school principals also have an important and quite heavy role in carrying out school programs according to their duties and functions as educators, managers, administrators, and leaders. The principal is a very dominant factor in informal education, because as a self-identification figure who has the behavior and ability to be an example, able to provide direction so that teachers can complete their tasks and responsibilities. The Principal has the responsibility for his leadership and has the authority to carry out a coaching and supervision activity (Dhuey & Smith, 2011).

Transformational leadership is seen as an internal quality that determines the quality of cooperation between teachers and madrasah principals and between teachers and other education personnel in creating a conducive work environment so that the implementation of education in kindergarten can be carried out effectively and efficiently which impacts on the development of teacher performance.

The head of the kindergarten in his position as a supervisor is obliged to foster teachers to become good educators and educators. For teachers who are already good to maintain their quality and for teachers who have not been good can be developed for the better. Meanwhile, all good and competent teachers who are still weak must have endeavored so as not to be outdated in the learning process and the material that is used as teaching material.

In addition to the kindergarten head's transformational leadership, teacher job satisfaction also determines teacher performance. Performance is also influenced by job satisfaction, namely the individual's feelings towards work that gives inner satisfaction to someone so that the work is well-liked and wrestled. To find out the success of the performance, it is necessary to evaluate or evaluate the performance based on the parameters and indicators that have been set that are measured effectively and efficiently. A conducive situation that makes teachers enthusiastic in carrying out their tasks needs to be created including the fulfillment of learning support facilities, adequate salary, transparent management, a comfortable work climate, and can build teacher job satisfaction can lead to maximum teacher performance and extensive coaching and mentoring practices coupled

with high-performance work processes and teams exponentially increase teacher performance and job satisfaction (Ritco, 2013)

The professional learning community will help the teachers to improve their quality through collaborative learning, where the teachers can have a discussion with other teachers based on their specific needs and problems (Jong et al., 2019). The participation of teachers in a professional learning community is also reported to be successful in improving teachers' teaching skills (Luyten & Bazo, 2019). Not only the face-to-face activity of the professional learning community is confirmed to give a positive impact on teachers' performance, but the online professional learning community activities also could give a significant effect on teachers' performance (Zhang & Liu, 2019).

Work spirit plays a role in the implementation of the teacher's tasks. According to Winardi (2016) morale is a potential strength that exists in a human being, which can be developed alone, or developed by several outside forces that are essentially around monetary rewards, and non-monetary rewards, which can affect the performance results positively or negative, which depends on the situation and condition faced by the person concerned.

The phenomenon in the special field in several TKs within the scope of the Pelangi Cluster, South Banjarmasin District, proves that not all TK heads have the ability to lead TK professionally. The existence of gaps and less than the leadership of kindergarten heads in improving the quality of education also impacts on the low quality of madrasah productivity, so that it implies that there is an assumption that the leadership of each kindergarten leader in applying leadership style does not create job satisfaction and teacher work enthusiasm to create optimal kindergarten teacher performance.

Material and Methods

This research uses a causal explanatory model, which is used to examine the influence of one or more independent variables on dependent ones. Explanatory research aims to explain the relationship between two or more symptoms or variables. Since the study aims to explain the cause of an event, various variables outside the problem need to be identified to ascertain the cause of a problem.

Explanatory research shows the correlation between two or more variables, including the patterns, directions, properties, shapes, and strength of the relationship. It often begins with an explicit question, "Is there a relationship between X and Y?" The answers to these questions can be obtained only through an explanatory study. Causal explanations examine the causes of some events or phenomena. These are very common types of explanation used in case there is a cause and effect relationship.

The technique used in this study is correlational, this study is describing the relationship that exists between two or more variables, or the relationships between independent variables with the dependent variable (Iskandar, 2015). The population in this study were all kindergarten teachers in the Pelangi Cluster, South Banjarmasin District, with as many as 51 people. the sampling technique uses saturated sampling techniques because the population used is relatively small.

Results and Discussion

The aforementioned variables were described in the form of scores with the highest value being 5 and the lowest 1. The tabulated data from each of the research variables are presented as follows, Distribution of scores for headmaster effectiveness variables, Distribution of organizational climate variable scores, Distribution of achievement motivation variable scores, and Distribution of performance variable scores. The average value obtained for the teacher performance was 3.88 which is categorized as high with the learning assessment subvariable observed to have the highest average value of 4.22 which is also in the high category. This means the elementary school teachers in the Seluas District of Kapuas Regency conducted learning assessments according to the lesson plan and necessary modifications are made in the next draft.

However, the Learning Planning sub-variable had the lowest average value of 3.52 which is also in the high category. This means there was no proper attention to the characteristics of students in the compilation of lesson plans and this reduce the effectiveness of strategies used in the teaching and learning process. Furthermore, the Headmaster Effectiveness subvariable was found to have the smallest average value of 3.43, but the value is still included in the high category. This means the

average elementary school headmaster in the Selat District of Kapuas Regency applied an effective leadership process by directly formulating goals, vision, mission as well as the annual plan of the school. The individual is also tasked with the responsibilities of developing methods of teaching students, extra-curriculars and always strives to improve and excite teachers' work spirit.

Influence leadership transformational headmaster of teacher performance

The regression analysis results show that the Kindergarten Head Transformational Leadership influences the performance of Kindergarten teachers in the Pelangi Cluster, South Banjarmasin District, which is indicated by the significance value of 0,000 which is smaller than the significance value of 0.05, which means that there is a positive and significant influence of the Kindergarten Head Transformational leadership on the performance of kindergarten teachers in the Pelangi Cluster, South Banjarmasin District

Leadership is the process of influencing others to take steps or actions towards a common goal. Because of that leadership is an activity to influence others to want to work to achieve the goals that have been determined (Purwanto, 2015)

According to Suriansyah & Aslamiah (2015) states that to form a quality work culture (including a culture of character) should begin by providing a clear understanding of the values and culture desired by all staff so that culture and values can be developed. The process of culture formation starts from a clear understanding of the doctrine (values and habits/paradigms), acceptance of the doctrine, and the support of the organizational elite in the form of a strong example. The doctrine of values, norms, and quality work culture must be accepted sincerely and clearly and deeply understood by all members of the organization if the organization wants the optimal compliance and implementation by the staff. However, just the understanding and explanation from the leadership of the organization was not strong enough to form their commitment to the values, norms, and quality work culture without the exemplary news of all the leaders in the organization. Exemplary is what gives a very large contribution in shaping a person's behavior.

Someone will be a leader if he has an advantage over his followers. The advantages that

must be possessed by a leader include three things; first, the excess ratio: is the excess of using the mind, excess in knowledge about ways to move the organization, as well as in making decisions quickly and accurately; secondly, spiritual superiority, it means that a leader must be able to show his nobility to subordinates. A leader must have high morals because the leader is a role model for followers. All actions, actions, attitudes, and words should be a role model for followers; third, the physical strength of a leader should have more physical health than his followers so that it allows him to act quickly. However, the problem of bodily excess is not a major factor (Rivai, 2014).

Transformational leadership that prioritizes providing opportunities that encourage all elements or elements of the school, namely: teachers, students, staff/staff, parents of students, surrounding communities, and others, to work based on a noble value system, so that all elements in the school are willing to participate optimally in achieving the vision of the school.

According to Dharma (2015) transformational leadership is a picture in an educational school environment that brings someone into his work in different types and levels of behavior. Competence determines the process aspects of a job's performance. Leadership describes the relationship between the leader and the leader and how a transformational leader directs the leader will determine the extent of the achievement of his performance goals.

As a leader, a school principal functions to mobilize all the potential that exists in the school, especially teachers and education personnel for the achievement of school goals. To mobilize this potential, principals are required to apply the principles and methods of leadership that are appropriate by prioritizing exemplary, motivating, and empowering school staff. Because the role of the principal's leadership in improving teacher performance is very large. Considering that with good leadership the principal is expected to be able to influence and mobilize teachers to improve their performance.

Transformational leadership is a leadership model that provides an opportunity for subordinates to participate to achieve the objectives of a particular organization. According to (Wahjosumidjo, 2014) transformational leadership is leadership that can bring changes in every individual

involved in an organization to achieve higher performance.

According to Fattah (2016) that school principals with the spirit of transformational leaders have the following characteristics: (1) have a clear vision and mission goals and enthusiasm for sharing ideas and experiences, (2) creating a pleasant learning environment in schools, (3) being a positive example for all school members, (4) recognizing the abilities, potential, and values of individual school members, (5) being able to foster self-confidence and independence of all school members, (6) supporting and defending teachers, students, and staff education, (7) eliminating fears or worries of all school members, (8) encouraging school community selfexpression and participation, (9) developing continuous school improvement, and (10) developing personal and group initiatives and responsibilities.

Teacher performance is the ability of a teacher to perform actions following the objectives set, which includes aspects of planning learning, implementing learning, and learning assessment. Performance is very important in determining the quality of one's work including a teacher.

The results of this study are in line with research (Aslamiah & Normianti, 2019) which states that there is a direct relationship between the principal's transformational leadership and teacher performance. The results of this study also support the research of (Marlina & Suriansyah, 2019) which states that there is a direct influence on the transformational leadership of the principal on teacher performance.

Influence job satisfaction of teacher performance

The results of the regression analysis show that job satisfaction affects the performance of kindergarten teachers in the Pelangi Cluster, South Banjarmasin District, which is indicated by the significance value of 0,000 which is smaller than the significance value of 0.05, which means that there is a positive and significant effect of job satisfaction on the performance of kindergarten teachers in the Pelangi Cluster, South Banjarmasin District. Job satisfaction is a description of one's feelings towards work and the state of the work environment. According to Hariandja (2016) revealed that job satisfaction is a range of feelings experienced by individuals both positively and

negatively arising due to various factors or dimensions that exist in their work. Job satisfaction will be realized when a person feels happy with the work and conditions that develop in the work environment. The pleasure itself will arise when with consideration, a teacher can feel that his needs can be met fairly through work and the environment in which he works. Means of satisfying these needs include salary or wages, promotion of positions, patterns of interaction between coworkers, bonuses, and health benefits, as well as other means contained in the work and work environment.

Performance is the result of work achieved by someone in an organization following their respective authorities and responsibilities to achieve organizational goals legally, following morals and ethics (Prawirosentono, 2016) Meanwhile, according to Simamora (2014) performance is a level of one's achievement in fulfilling work. Good performance will be demonstrated through good work behavior as well. This performance will then be assessed and evaluated by management, the results will be used to make managerial decisions related to compensation, employee mutations, and promotions for employees concerned.

Job satisfaction received and felt by an employee will affect the results obtained from his work. By obtaining job satisfaction with good employees by providing appropriate salaries, jobs gave following their expertise, and relationships with superiors are well established, this will improve the performance of its employees. So, there is a much stronger relationship between job satisfaction and employee performance (Luthans, 2016) Employees who feel satisfied at work will always be positive and always have high creativity (Handoko, 2011)

The results of this study are in line with research by Aslamiah & Irawati (2019) which states that job satisfaction directly affects teacher performance. Similarly, Suriansyah & Aslamiah (2018) states that job satisfaction influences the quality and productivity of teacher work.

Influence the spirit work of teacher performance

The results of the regression analysis show that work morale affects the performance of kindergarten teachers in the Pelangi Cluster, South Banjarmasin District, which is indicated by the

significance value of 0,000 which is smaller than the significance value of 0.05, which means that there is a positive and significant effect of morale on the performance of kindergarten teachers in the Pelangi Cluster, South Banjarmasin District.

Work spirit plays a role in the implementation of the teacher's tasks. According to (Winardi, 2016) morale is a potential strength that exists in a human being, which can be developed alone, or developed by several out-side forces that are essentially around monetary rewards, and nonmonetary rewards, which can affect the performance results positively or negative, which depends on the situation and condition faced by the person concerned.

The concept of morale related to one's behavior can be classified as follows: First, someone is happy about something if he can maintain his pleasure, then he will be motivated to do the activity, second, if someone feels confident that he can face challenges, then usually that person, compelled to do the act again (Uno, 2016).

The results of this study are in line with findings Aslamiah et al. (2019) which state that work enthusiasm is one of the factors that determine and influence teacher discipline which will ultimately affect the performance of teachers in carrying out their duties and functions as instructors performance.

Influence leadership transformational of the headmaster, job satisfaction, and spirit of teacher performance

The results of the regression analysis showed that the kindergarten head transformational leadership, job satisfaction, and work spirit together had an influence on the performance of kindergarten teachers in the Pelangi Cluster, South Banjarmasin District, which was indicated by the significance of the F test of 0.025 which was smaller than the significance value of 0.05 which means that there is a positive and significant influence of the kindergarten head transformational leadership, job satisfaction, and work motivation together on the performance of kindergarten teachers in the Pelangi Cluster, South Banjarmasin District. According to Aslamiah & Rahmat (2018) states, teacher performance is the level of success in completing teaching and work called the "level of performance" or level of work. Teacher performance arises from his responsibilities as a teacher

and educator in carrying out the mandate, the profession he carries, and his morale, so that teachers who have high performance are teachers who have work productivity equivalent to the specified standards, and agreed in achieving school goals.

The working spirit of the teacher is very dependent on the condition of the principal's leadership. The key to the success of a leader in mobilizing his teachers or subordinates lies in his ability to understand the factors of work morale in such a way that they become effective drivers. These findings support the findings (Putranti & Kurniady, 2013) Principal leadership and teacher morale have a significant relationship with a correlation value of 0.813. Principal's support can maintain teachers so that they still have a high enthusiasm in teaching. Personal support from the principal can be effective in increasing teacher morale by providing opportunities for subordinates to use their potential and ensure the achievement of individual goals of teachers and school institutions as a whole. The school principal believes that the ability to build good enthusiasm will build and increase the effectiveness and efficiency of work so that his subordinates can be creative to realize good quality education. The ability of principals to build enthusiasm is one of the keys to improving the quality of education because it is correlated with teacher performance.

Job satisfaction reflects one's feelings about their work. This is evident in the attitude of employees towards their work and everything encountered in the work environment. Leadership support for teacher job satisfaction is very necessary and needs to be created at school so that teachers can work with high morals, discipline, enthusiasm, dedication, and live their profession. Teachers who feel satisfied at work because it is influenced by the attitude of a harmonious leader, showing a sense of friendliness, close, and full of consideration for the teacher, both as individuals and groups. The positive behavior of the school principal can encourage, direct, and encourage the entire school community to work together in realizing the vision, mission, and goals of the school. Based on the description above, the principal's leadership is one of the determinants that is quite dominant for every teacher in working, especially in increasing teacher job satisfaction. According to Wexley and Yuki, a teacher will work hard to achieve satisfactory results, the achievement of

these results is expected to provide job satisfaction and job satisfaction will lead to high morale so that performance can improve (Sinambela, 2016).

This is in line with Aslamiah (2015) which states that several factors can form a healthy climate or cause job satisfaction, namely: a. Be open, honest and fair to all staff in various policies, b. Become a partnership for all staff, c. Provide awards and recognition of staff work performance, d. Provide opportunities for staff to grow and develop in their professions and careers, e. Foster a sense of security for all staff at work, f. Give autonomy to staff in creating and innovating in carrying out their duties, without fear of failure, g. Protect staff from pressure, both internal and external pressure such as pressure from the community, parents, or BP3 / School Board / School Committee.

Data normality test result

This test was conducted to determine whether the dependent and independent variables have normal distributions or not. This study made use of the Kolmogorov-Smirnov One sample method with Asymp Sig 2-tailed such that if the significance is less than 0.05, the data is not normally distributed and vice versa.

Data Linearity Test Results

A linearity test is used to determine whether there is a linear relationship between the research variables. Linearity test in this study on SPSS using Test for Linearity at a significance level of 0.05. Two variables are said to have a linear relationship if the significance of the linearity is <0.05 (Priyatno, 2017).

Based on table 1 it can be seen that the significance value (Asymp Sig 2-Tailed) for the Transformational Leadership variable Head of Kindergarten (X1) is 0.664. This means that the sig value is more than 0.05, so it can be concluded that the data is normally distributed. The significance value (Asymp Sig 2-Tailed) for the variable Job Satisfaction (X2) of 0.819. This means that the sig value is more than 0.05, so it can be concluded that the data is normally distributed. The significance value (Asymp Sig 2-Tailed) for the morale variable (X3) was 0.885. This means that the sig value is more than 0.05, so it can be concluded that the data is normally distributed. The significance value (Asymp Sig 2-Tailed) for the performance

variable (Y) is 0.424. This means that the sig value is more than 0.05, so it can conclude the data with a normal distribution.

Based on table 2 it can be seen that the significance value at linearity of $0,000 < 0.05$, it can be concluded that between the Transformational Leadership variables Head of Kindergarten (X1), Job Satisfaction (X2), Mo-rale (Z) and Performance (Y) there is a relationship linear. Based on the table above it can be seen that the total p value > 0.05 , then the data is taken from a homogeneous sample. The results of the multiple regression analysis can be seen in table 4.

Based on table 4.24, the following regression analysis can be obtained as follows:

$$Y = 27,632 + 0,107 X1 + 0,532 X2 + 0,367 X3$$

The number 27,632 in the multiple regression equation above means that without the kindergarten Transformational Leadership, Job Satisfaction, Work Spirit, the Kindergarten Teacher Performance in the Pelangi Cluster, South Banjarmasin District is Rp. 27,632.

The regression coefficient of the Kindergarten Principal Transformational Leadership variable is positive, meaning there is a direct relationship between the Transformational Leadership of the Kindergarten Head and Kindergarten Teacher Performance in the Pelangi Cluster, South Banjarmasin District. This means that when the Transformational Leadership of Kindergarten Heads increases, the Performance of Kindergarten Teachers in the Pelangi Cluster, South Banjarmasin District will also increase. The regression coefficient of the job satisfaction variable is positive, meaning there is a direct relationship between job satisfaction with the performance of kindergarten teachers

in the Pelangi Cluster, South Banjarmasin District. This means that when job satisfaction increases, the Kindergarten Teacher Performance in the Pelangi Cluster, South Banjarmasin District will experience an increase.

The variable coefficient of work morale is positive, meaning there is a direct relationship between work morale with the performance of kindergarten teachers in the Pelangi cluster in the South Banjarmasin District. This means that if the morale increases, the performance of kindergarten teachers in the Pelangi Cluster, South Banjarmasin District will also increase.

As for the influence of the variable of Transformational Leadership of Kindergarten Heads, Job Satisfaction and Working Spirit simultaneously on the Performance of Kindergarten Teachers in the Pelangi Cluster, South Banjarmasin District can be seen in table 4.24 above. Based on table 4.25 above, especially in the Adjusted R Square column, it can be seen that the free variable consisting of Transformational Leadership, Kindergarten Workers, Job Satisfaction, Work Spirit, together has a positive and significant influence on the performance of kindergarten teachers in the Pelangi Cluster, South Banjarmasin District that is 12.6% with a significance level of 0,000. Thus, it can be concluded that the Transformational Leadership of Kindergarten Heads, Job Satisfaction, Work Morale, has a positive and significant influence on the Performance of Kindergarten Teachers in the Pelangi Cluster, South Banjarmasin District.

The results obtained are presented in the following table.

Table 1. Normality test results
One-Sample Kolmogorov-Smirnov Test

		KTK TK (X1)	KK (X2)	SK (X3)	Kinerja Guru (Y)
N		51	51	51	51
Normal Parameters ^{a,b}	Mean	116,0784	74,6471	114,9020	53,3137
	Std. Deviation	4,12234	3,55428	7,02639	2,43713
	Absolute	,102	,089	,082	,123
Most Extreme Differences	Positive	,102	,075	,072	,123
	Negative	-,094	-,089	-,082	-,121
Kolmogorov-Smirnov Z		,728	,633	,584	,878
Asymp. Sig. (2-tailed)		,664	,819	,885	,424

a. Test distribution is Normal; b. Calculated from data; Source: SPSS Output 22, 2019

Table 2. Results of the linearity test of the relationship between transformational leadership variables of kindergarten heads (X1), job satisfaction (X2), morale (X3) and performance (Y)

No.	Variable	Linierity	Information
1.	X1 and Y	0,000	Linier
2.	X2 and Y	0,000	Linier
3.	X3 and Y	0,000	Linier

Source: Data processed from research results, 2019

Table 3. Homogeneity test results

No.	Variable	P value / sig	Information
1.	X1 and Y	0,805	Homogen
2.	X2 and Y	0,215	Homogen
3.	X3 and Y	0,613	Homogen

Source: SPSS Output 22, 2019

Table 4. Results of multiple regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	R	R Square	Adjusted Square	F	Sig.
	B	Std. Error	Beta								
1	(Constant)	27,632	12,564		7,199	,000					
	TKK TK(X1)	TK,107	,078	,180	4,360	,000	0,423	0,179	0,126	3,410	0,025
	KK (X2)	,532	,093	,047	5,348	,000					
	SK (X3)	,367	,047	,394	4,925	,000					

Conclusion and Recommendation

There is a partial and simultaneous influence of the kindergarten head transformational leadership, job satisfaction, and work morale on performance. Principals should strive to build positive communication when communicating with subordinates as part of the transformational leadership of the kindergarten head to analyze the changes that need to be made internally. This can be done by opening a forum for sharing or exchanging opinions with the teachers who are subordinates to the problems and progress of the school.

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