

# The Influence of Transformational Leadership and Teacher Work Culture on Teacher Performance

**Maman Herman, Lilis Kholisoh, Asep Ahmad Rifa'i**

*Universitas Galuh Ciamis, Jl. R. E. Martadinata No.150, Ciamis, 46213, Indonesia.*

*Email: mamanhermandr@gmail.com*

## ARTICLE INFO

Date received ; 02 January 2021

Revision date : 04 February 2021

Date received : 01 March 2021

Keywords:

*Principal Transformational*

*Teacher Performance*

*Transformational leadership*

*Work Culture*

## ABSTRACT

The purpose of this study is to analyze and examine the influence of the principal's transformational leadership on teacher performance, the effect of teacher work culture on teacher performance, and the influence of principal transformational leadership and teacher work culture on teacher performance. This research method is descriptive quantitative. The data collection techniques are observation and questionnaires to 56 teachers/respondents. The data analysis technique is carried out through regression correlation analysis with statistical data processing of SPSS 17.0. The results show that the principal's transformational leadership in SMA Sariwangi District, Tasikmalaya Regency, is in the high criteria. The hypothesis testing results indicate that the principal's transformational leadership has a positive effect on teacher performance. The more effective the transformational leadership of the principal, the more teacher performance increases. Second, the work culture of teachers in SMA Sariwangi District, Tasikmalaya Regency is in high criteria. The results of hypothesis testing indicate that teacher work culture has a positive effect on teacher performance. The higher the work culture of the teacher, the higher the teacher's performance. Third, teachers' performance in SMA Sariwangi District, Tasikmalaya Regency, is generally at high criteria. The hypothesis testing results indicate that the principal's transformational leadership and teacher work culture positively influence teacher performance. It means that the more influential the principal's transformational leadership is and the higher its work culture, the more teacher performance increases.

**Corresponden Author:**

Email: kastajikustiono@gmail.com

Article with open access under license



## INTRODUCTION

The center of all teacher activities and school administrative personnel is handled by the leader of an educational institution known as the school principal. In addition to managing all teacher activities, the principal is also an essential manager in organizing all learning activities inside and outside

the classroom. The school principal is responsible for implementing educational activities, school administration, coaching other academic personnel and utilizing

and maintaining facilities and infrastructure (Carroll-Lind et al., 2006; Lincoln, Yvonna S and Guba, 1988).

This study's urgency is the principal as a manager who is required to have adequate transformational leadership. In terms of responsibility, the principal is higher, and the problem is more complicated than other education personnel at the school level. Therefore, whether an educational institution is good or bad will be determined mainly by how the principals in one unit and one education group can move all available educational components with the leadership capital. So, it states that the more able to dynamize the teacher, the greater the chance for him to emerge as a leader who can professionally manage educational institutions.

### **Principal Transformational Leadership**

Implementing schools' transformational leadership should be directed at achieving their students' results (outcomes) optimally. It means students' skills and competencies that become a predetermined educational and learning goal can be achieved more optimally by applying transformational leadership. Students' competencies set can be mastered, so it becomes a provision for life in the future.

Through the transformational leadership of the principal, the vision and goals are developed based on a collective agreement to build a school community that is focused on achieving goals by not forgetting to pay attention to performance expectations, namely by providing high expectations for teachers and students and encouraging them to be effective and innovative (Batyko, 2012; Guba, E. G., & Lincoln, 1994; Jogulu & Pansiri, 2011). Bass (1985) stated that four dimensions of transformational leadership that can describe transformational leadership, in general, are "a) Idealized influence (charismatic), b) Intellectual stimulation, c) Individual consideration, d) Inspirational motivation.

The development of management and leadership in an organization is essential, and it needs attention. Management and leadership need to be continuously developed and adjusted for the organization's sustainability and development. School as an organization that continues to learn, in a dynamic sense, and is responsive to current scientific developments, increasingly requires leadership that can answer challenges, bring renewal, and is more aspirational to the changes.

Furthermore, studies on transformational leadership in academic units have not been conducted intensively. However, this field study is not entirely new because many authors and researchers have come up with leadership theories that have been developed so far, namely the transactional leadership model. Along with the work climate's demands, there is a shift in the leadership approach from transactional to transformational. However, it does not mean that the transactional leadership model cannot be applied because it will depend on the leaders' style and character in the organization they lead. Transformational leadership can also be built from a transactional approach, and this is in line with the opinion of Danim & Suparno (2009) that the most formidable challenge in school restructuring is from the principal's perspective, how to build reasoning and to translate a policy to the practical level of a transformational leadership style in schools. Transformational leadership is believed to be able to meet these challenges.

To improve teacher capacity, the Indonesian government has shown goodwill, by paying attention to welfare through several steps, including available allowances and operating allowance subsidies, increasing professionalism by holding teacher certification, and having a high enough position to strengthen schools' roles. However, there are still many cases that reflect the opposite, where there are still many teachers who educate not according to their competence and their level of education. Besides, the teachers' various behaviors, for example, arriving late, lacking discipline, carrying out less exciting learning, and not optimally using information technology as a learning reinforcement. It is an example that occurs that shows the low work culture of teachers.

### **Work Culture**

The fundamental purpose of work culture is to develop qualified human resources to be aware that they are in a relationship. The nature of the role as customers, suppliers, and communication with others effectively and efficiently is encouraging. Therefore it seeks to change traditional touch into modern management behavior to be embedded in a high spirit of trust, cooperation, and discipline.

Work culture is a set of behavior patterns that are inherent in every individual in an organization (Ekosusilo, 2020; Lynch, 2005). Building a culture also means increasing and maintaining positive sides and getting used (habituating process) specific behavior patterns to

create a new, better form. Saebani (2012) says that work culture consists of two attitudes, namely:

- 1) Towards work, which is to love working with all heart, so that it works for the consciousness and necessities of life;
- 2) Attitudes at work are resilient, trustworthy, diligent, hard-working, dedicated, responsible, careful, thorough, careful, strong willing to learn about their duties and obligations, such as helping each employee.

Positive work culture will be beneficial for an organization. Every member of an organization needs warm and friendly communication. They feel required by the organization and respected by the organization. Suggestions, opinions, and even constructive criticism from the work scope for the educational institution's advancement will positively value each individual in the organization. Conversely, a hostile work culture will adversely affect an organization. Expressing different opinions even though it is constructive, other behavior even though it is good with most personnel will be ridiculed in the organization. This kind of atmosphere will result in a low and less productive work ethic.

Work culture reflects how / what workers behave at work. The job of the teachers is to provide learning services to students. Their competence will affect student success in learning, which leads to improving the quality of education. Teachers are educators who have the main task of carrying out teaching and learning activities. The teacher's job is not easy because it improves human resources' quality according to specific competency standards and prevailing norms and values. The competency qualifications that educators must have are competence as learning agents, namely educators' ability to act as facilitators, motivators, stimulators, and inspirations. These competencies consist of (a) pedagogical competence, (b) personality competence, (c) professional competence, and (d) social competence (Damayanthi, 2018; May et al., 2020; Tanang & Abu, 2014).

## **Teacher Performance**

As an educator, the teacher is a person or group of people whose profession manages teaching and learning activities and a set of other roles that enable teaching and learning activities to take place more effectively through transformation (Petek & Bedir, 2018; Tanang & Abu, 2014). Education personnel is tasked with organizing teaching, training, researching, developing, managing, or

providing technical services in education. One element of the teacher is as an educator, whose main task is to teach. Teachers' or educators' presence is a motivator, stabilizer, and communicator in learning, aiming to disseminate learning material to students, both in the classroom (school) and outside the school.

The success of a teacher can be seen if all the existing criteria have been achieved. Teacher performance cannot be separated from the supporting factors and problems that obstruct learning correctly and adequately to complete the teacher's teaching goals. According to Kurniawati (2017), the factors influencing teacher performance include the ability factor, skilled following their field, and motivation factors in dealing with work situations. The teacher performance standards, according to Sagala (2007), are as follows: "1) Education and Teaching, 2) Conducting research and Science Development by teachers, 3) Community Service, 4) Professional Attitude, and 5) Work Motivation."

The results of observations at KCD Will XII Tasikmalaya on October 2, 2019, regarding teacher performance stated that the Teacher Performance Assessment in Sariwangi District High School, Tasikmalaya Regency in terms of the average PKG value has not increased from year to year. Hence, the credit score value each year is still constant. Or stagnant at a credit score of 23.99. Even in one of the schools, there was a small credit score, only reaching 14.75, namely at SMA IT Al-Mukhtar. One shows that teacher performance needs to be improved.

Based on the background that has been stated, the purpose of this study is to analyze and test: 1) The effect of the principal's transformational leadership on teacher performance; 2) The influence of teacher work culture on teacher performance; 3) The impact of the principal's transformational leadership and teacher work culture on teacher performance.

## **METHOD**

### **Research Methods and Approaches**

The research method used in this research is descriptive with a quantitative approach (see Apriyanto, 2020; Apriyanto & Anum, 2020; Apriyanto & Nurhayaty, 2019; Hidayat et al., 2019; Kusuma & Apriyanto, 2018; Santoso & Apriyanto, 2020b, 2020a; Triana et al., 2020). Descriptive

research is a method that describes what is done based on facts or events on the object under study (Darlington & Scott, 2002; Nassaji, 2015; Steven J, Taylor; Bogdan, Robert; Marjorie L, 2016). It is processed into data, and then an analysis is carried out so that, in the end, a conclusion is generated. This quantitative approach is made by testing hypotheses obtained from primary data by distributing questionnaires to respondents.

### Research Object

The object of this research consists of principal transformational leadership (X1), which includes the dimensions of Charismatic (Idealized influence), Intellectual Stimulation, Individual consideration, and Inspirational motivation so that the X1 variable consists of 14 indicators; Teacher Work Culture (X2) includes dimensions of aspects of loyalty, discipline, commitment, leadership, aspects of work performance so that the variable X2 consists of 24 indicators. Teacher Performance (Y) includes Education and Teaching dimensions, Conducting research and Knowledge Development by teachers, Community Service, Professional Attitude so that the Y variable consists of 28 indicators.

### Variables and The Variable Operations

The variables in this study are two independent variables and one dependent variable. The three variables are:

1. The independent variable (X1), namely: the principal transformational leadership
2. Independent variable (X2), namely: work culture
3. The dependent variable (Y), namely teacher performance

The effect of the independent variable on the dependent variable can be described as follows:

No	Schools	Total numbers (Respondents)	Sample (Respondents)	Integration (Respondents)
1	SMAN 1 Sariwangi	58	25,78	26
2	SMA Muhammadiyah Leuwisari	37	16,44	16
3	SMA IT Al-Muhtar	31	13,78	14
Total numbers		126	56,00	56

Table 1. Number of Respondents

Sources: KCD XII, 2019

Fig. 1 The Causal Relationship Between Research Variables

Description:

- X<sub>1</sub> = Principal Transformational Leadership
- X<sub>2</sub> = Teacher Work Culture
- Y = Teacher Performance
- € = Epsilon (other variables not studied)

### Research Sampling Techniques

The sampling technique in this study is carried out through stratified random sampling. The population in this study is 126 civil servant teachers in SMA Sariwangi, Tasikmalaya Regency. The Slovin formula (1960) is used and quoted by Sevilla (1964) and stated by Husein (2003) as follows :

$$n = \frac{N}{1 + N(e)^2}$$

n = Number of samples

N = total population

e = Percent slack for precision (10%)

Based on the calculation results, it can be determined that the number of samples used as respondents is 56 teachers. The next step is to choose a balanced sample size of 56 people from each group or sub-population, from n<sub>1</sub>, n<sub>2</sub>... .., to n<sub>3</sub>, sampling is done through stratified random sampling with a formula.

$$n_1 = \frac{N_i}{N} \times n$$

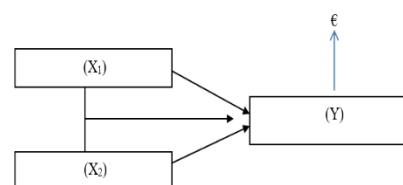
n<sub>1</sub> = sample size per stratum

N<sub>i</sub> = population size per stratum

N = population size

n = sample size

The details can be seen in the table below:



### Data Collection Techniques

The data collection technique is carried out by distributing questionnaires given to the teachers as the respondents, by asking questions that logically relate to the research problem and are structured/closed questions concerning the respondent's opinion. It uses the Likert scale to distribute.

## Data Analysis Techniques

### 1. The Validity and reliability of the instrument Test

The validity test of the questionnaire is carried out to determine the accuracy of a measuring instrument. In connection with testing the validity of the instrument according to Akdon (2007) explains that validity is "a measure that indicates the level of reliability or validity of a measuring instrument." The validity test of the three instruments is an instrument to measure the principal's transformational leadership (X1), teacher work culture (X2), and teacher performance (Y); tested respectively with content validity test and construct validity. The alpha value is used to determine the instrument's reliability; it can be seen from the Alpha value, if the alpha value is greater than the  $r_{table}$  value, it can be said to be reliable.

### 2. Descriptive Statistical Analysis and Hypothesis Test

All data collected is analyzed so that the meaning of the data collected can be seen and the research results will be known. In the implementation of data processing through computer assistance with the SPSS 17.0 (Statistical Product and Service Solutions) program, with manual steps, as follows:

- (1) Selecting data so that it can be further processed by checking each respondent's answer according to predetermined criteria.
- (2) Determine the weighted value of each possible answer on each item, research variables using a predetermined rating scale, then determine the score.
- (3) Looking at the observed variables' description, each indicator is searched for a statistical measure that shows the central tendency's symptoms. From this analysis, it can be seen that the average, median, standard deviation, and data variance of each variable. The following formula is used to determine the general trend of respondents' answers to each research variable:

$$P = \frac{\bar{x}}{X_{id}} \times 100\%$$

Description:

P = Percentage average score searched for

$\bar{x}$  = The average score of each variable

$X_{id}$  = the ideal score of each variable

The results obtained are then adjusted to the predetermined criteria as stated by Akdon (2007), namely:

90%	-	100%	=	Very high
80%	-	89%	=	High
70%	-	79%	=	High enough
60%	-	69%	=	Moderate
50%	-	59%	=	Low
49%	-	Under	=	Very low

(Sugiyono, 2017:6)

- (4) Analyze the strength of the relationship between the principal transformational leadership variables (X1), work culture (X2), and teacher performance (Y), namely using product-moment correlation analysis, with the following formula:

$$r_{xy} = \frac{n \sum xy}{\sqrt{(n \sum x^2)(n \sum y^2)}}$$

$$r_{xy} = \frac{n (\sum x_1 y_1) - (\sum x_1)(\sum y_1)}{\sqrt{\{n \sum x_1^2 - (\sum x_1)^2\} \{n \sum y_1^2 - (\sum y_1)^2\}}}$$

(Sugiyono, 2007: 228 )

Description:

$r_{count}$	=	The correlation coefficient of the 1 <sup>st</sup> item score with the 1 <sup>st</sup> total score
$(\sum X_1, Y_1)$	=	The sum of the scores of the 1 <sup>st</sup> item with the 1 <sup>st</sup> total score
$\sum X_1$	=	Total score of 1 <sup>st</sup> item
$\sum Y_1$	=	The 1st sum total score
$\sum X_1^2$	=	Sum of score squared 1 <sup>st</sup> item score
$\sum Y_1^2$	=	Sum of scores squared to the 1 <sup>st</sup> total score
n	=	Number of samples

The value of r is in the interval  $-1 \leq r \leq 1$ ; if the value is -1, it means perfect negative correlation, and if the value of  $r = 0$  means there is no correlation, if the value of  $r = 1$  means the correlation is very strong.

Meanwhile, the meaning of the value of r shows the correlation interpretation.

- 0.800 - 1.000 = Very strong
- 0.600 - 0.799 = Strong
- 0.400 - 0.599 = Middle
- 0.200 - 0.299 = Weak
- 0.000 - 0.199 = Very weak

(5) To analyze the effect of variables x1 and x2 on variable y using the multiple moment product correlation formula:

$$R_{y.X_1X_2} = \frac{\sqrt{r^2_{yX_1} r^2_{yX_2} - 2r_{yX_1} r_{yX_2} r_{X_1X_2}}}{(1 - r^2_{X_1X_2})}$$

Description

- $R_{X_1X_2Y_1}$  = Multiple correlation coefficient value
- $r^2_{X_1Y}$  = The coefficient of determination x1 with respect to y
- $r^2_{X_2Y}$  = The determination coefficient of x2 to y
- $r_{X_1Y}$  = Simple correlation coefficient x1 to y
- $r_{X_2Y}$  = The simple correlation coefficient x2 to y
- $r^2_{X_1X_2}$  = Simple correlation coefficient x1 to x2
- $r_{X_1X_2}$  = The determination coefficient x1 to x2

(6) To determine the functional relationship between variables, the regression method used is simple linear regression and multiple linear regression;

a. The Formula of simple linear regression

$$Y = a + bX$$

Description :

- Y = The predicted variable value
- X = Independent variable that has a certain value to predict
- a = Constant value Y, if x = 0
- b = The value of the direction as a determinant of predictions shows the value of the increase in (+) or the value of decrease (-) in the y variable

The values of a and b can be determined by the least-squares method, with the following equation:

$$b = \frac{n \sum xy - (\sum x)(\sum y)}{n \sum x^2 - (\sum x)^2}$$

$$\frac{\sum y - bX}{N}$$

$$a = Y - bX$$

Description :

- B = Regression coefficient
- a = Intercept value
- y = Regression value
- $\sum XY$  = Total score of items to total score
- $\sum X$  = The total score of items
- $\sum Y$  = Total score
- $\sum X^2$  = Sum of squares of items scores
- $\sum Y^2$  = The sum of the squares of the total score
- N = Number of samples

b. Multiple Regression with the formula:

$$Y = a + b_1X_1 + b_2X_2$$

(Sugiyono, 2017:66)

Description :

- Y = The predicted variable value
- X = Independent variable that has a certain value to be predicted
- A = Constant value Y, if x = 0
- $b_1$  and  $b_2$  = partial regression coefficient

(7) Data Normality Testing

In data normality, the Kolmogorov-Smirnov test is used with the SPSS program. The test criteria are to compare the probability value with a significance of 0.05. If the probability is smaller than the real level of 5%, the data is typically distributed, and if it is bigger, the data distribution is not normally distributed.

### 3. Hypothesis testing

Before testing the hypothesis, several things need to be done first, namely describing the data, calculating the requirements for analysis, and testing the hypothesis. The statistic used to test the three hypotheses is the one-sample  $t_{\text{test}}$ . Meanwhile, the statistic used to test the associative hypothesis is the Pearson Product Moment Correlation Test. The  $t_{\text{test}}$  and  $F_{\text{test}}$  are used with the respective formulas as follows:

T- test formula:

$$t = \frac{r\sqrt{(n-2)}}{\sqrt{(1-r^2)}}$$

(Sugiono, 2017:257)

Description :

t = the calculated t value

r = X variable correlation value

n = Number of sample members

The value of the product-moment correlation coefficient is counted with the formula above to test the significance of the relationship, the value of t is then compared with the t table value, if the t value is far in the rejection area of Ho, it can be stated that the null hypothesis is rejected. The alternative hypothesis Ha is accepted or applies statistical hypothesis as follows:

Ho :  $\mu = 0$  ( It has no effect)

Ha:  $\mu \neq 0$  ( It affects)

The F test formula is used to test the two variables (X1, X2) compared to the variable (Y); the following formula is used:

F Test Formula:

(Sugiyono, 2017:286)

Description:

R = Multiple correlation coefficient

k = number of independent variables

n = number of independent variables

If the F count is much greater than the  $F_{table}$  or ( $F_{count} > F_{table}$ ), the multiple correlation coefficient is significant. It can apply to the entire population.

## RESULTS AND DISCUSSION

### 1. The Influence of Principal's Transformational Leadership on Teacher Performance

Data processing results show that the principal's transformational leadership in SMA Sariwangi District, Tasikmalaya Regency, is generally at high criteria. However, several indicators need to be improved, namely increasing intelligence and training teachers specifically and personally.

The results of statistical processing with the help of the SPSS 17.0 program are presented in the table as follows:

**Table 1 Correlation Coefficient of X1 – Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.614 <sup>a</sup>	.377	.365	6.02974

a. Predictors: (Constant), Principal Transformational Leadership

Based on the table above, it is known that the correlation coefficient (r) is 0.614 with a strong correlation category. Thus the principal's transformational leadership and teacher performance fall into the strong correlation category. Then from the table, the multiple correlation coefficient (r<sup>2</sup>) of 0.377 is an index of determination or the percentage of the influence of X1 on Y.

One shows that the principal's transformational leadership affects 37.7% on teacher performance while other factors influence 62.3%. Furthermore, to find out the results of hypothesis testing can be seen in the table as follows:

$$F = \frac{R^2/k}{1-R^2} \quad \text{a of X1 - Y } t_{count}$$

**Table 3. Value of X1 - Y  $t_{count}$**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	32.151	11.731		2.741	.008
	Principal Transformational Leadership	1.359	.238	.614	5.711	.000

a. Dependent Variable: Teacher Performance

Based on the table above, it can be explained that the  $t_{count}$  value is 5.711 at a significance level of 0.05 ( $t_{count} > t_{table}$ ) with a significant value of 0.000 ( $0.000 < 0.05$ ), indicating a significant regression model, meaning that Ha is accepted and Ho is rejected. It is following the first hypothesis of this study, which states: "The principal's transformational leadership has a positive effect on teacher performance." It means that the more influential the principal's transformational leadership, the more teacher performance increases. One is in line with Werang (2014) research, with the research title "Principal Transformational Leadership, Teacher Morale, and Job Satisfaction on Teacher Performance in Merauke City." The data analysis results show that the principal's transformational leadership, teacher work morale,

and teacher job satisfaction positively and significantly affect teacher performance.

Several main things make transformational leadership possible, namely: 1) increasing awareness of the importance of a job task and the value of the job assignment, 2) emphasizing team development and achieving school goals, 3) prioritizing the needs of the highest level. Support individually at all levels (teachers, students) also needs to be done, including moral support and appreciation for good individual work. Besides, it is necessary to develop a school culture in an atmosphere of mutual respect between students, students, teachers, teachers, teachers, and other parties. The willingness to change on an understanding and paradigm needs to be encouraged, namely by fostering a participatory level in decision making, delegation, and encouraging teachers to make decisions according to the scope of their duties and the limits of their authority.

## 2. The Effect of Teacher Work Culture on Teacher Performance

The work culture in SMA Sariwangi District, Tasikmalaya Regency, is generally in high criteria. However, some indicators need to be improved, namely openness and motivation. Results of statistical processing with the help of the SPSS 17.0 program presented in the table as follows:

**Table 3. The Correlation Coefficient of X2– Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.637 <sup>a</sup>	.405	.394	5.88869

a. Predictors: (Constant), Work Culture

Based on the table above, the correlation coefficient (r) is 0.637 in a strong correlation; thus, teacher work culture and teacher performance have a strong relationship. While the multiple correlation coefficient (r<sup>2</sup>) of 0.405 is an index of determination or the percentage of the influence of X<sub>2</sub> on Y. Thus, the work culture of teachers has an effect of 40.5% on teacher performance, while other factors influence 59.5%. The results of hypothesis testing can be seen in the table as follows:

**Table 4. Value of X2 - Y t<sub>count</sub>**

Model		Coefficients		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
	B	Std. Error	Beta		
1	(Constant)	26.661	11.946	2.232	.030
	Work Culture	.818	.135	6.067	.000

a. Dependent Variable: Teacher Performance

Based on the table above, it can be explained that the t<sub>count</sub> value is 6.067 at a significance level of 0.05 (t<sub>count</sub> > t<sub>table</sub>) with a significant value of 0.000 (0.000 < 0.05), indicating a significant regression model, H<sub>a</sub> is accepted, and H<sub>0</sub> is rejected. According to the second hypothesis of this study: "Teacher work culture positively affects teacher performance." One means that the higher the work culture of the teacher, the higher the teacher's performance. This condition is in line with Kurniawati (2017), the title of the study "Pengaruh Kepemimpinan Transformasional Kepala Sekolah dan Iklim Organisasi Sekolah terhadap Kinerja Guru." The results showed an effect of the principal's transformational leadership and school organizational climate on teacher performance, with a correlation coefficient of 0.813 and a coefficient of determination of 0.660 (66.0%).

Work culture in the organization is interpreted as a shared meaning system of primary values shared and supported by the organization. The strength and weakness of organizational work culture, according to Robbins (2007) is shown by: "To what extent are the primary values of innovation and risk-taking, attention to detail, outcome orientation, people-orientation, Team-orientation, aggressiveness, and stability."

## 3. The Influence of Principal's Transformational Leadership and Teacher Work Culture on Teacher Performance

The performance of teachers in SMA Sariwangi District, Tasikmalaya Regency, is generally at high criteria. However, several indicators need to be improved, including designing and conducting research either in groups or independently to develop learning; make scientific papers or research reports appropriately based on scientific requirements for consideration of learning improvement; and presenting papers in scientific discussions, seminars at schools, regional or national/international levels. The results of statistical processing with the help of the SPSS 17.0 program are presented in the table as follows:

**Table 5. Correlation Coefficients of X1, X2 – Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730 <sup>a</sup>	.533	.516	5.26528

a. Predictors: (Constant), Principal Transformational Leadership, Work Culture

Based on the table above, it can be explained that the correlation coefficient (r) is 0.730, with a strong correlation; thus, the principal's transformational leadership and teacher work



culture with teacher performance have a strong relationship. The multiple correlation coefficient ( $r^2$ ) of 0.533 is an index of determination or the percentage of the influence of  $X_1$  and  $X_2$  on  $Y$ . Thus; it can be stated that the principal's transformational leadership and teacher work culture have an effect of 53.3% on teacher performance, while 46.7% are influenced by other factors, such as management information systems, organizational climate, and academic supervision of supervisors. The results of hypothesis testing can be seen in the table as follows:

**Table 6. ANOVA<sup>b</sup>**

**Table 1. Number of Respondents**

Sources: KCD XII, 2019

Tabel 8

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1679.651	2	839.826	30.293	.000 <sup>a</sup>
	Residual	1469.331	53	27.723		
	Total	3148.982	55			

a. Predictors: (Constant), Principal Transformational Leadership, Work Culture  
b. Dependent Variable: Teacher Performance

Based on the table above, it can be seen that the value of  $F_{count}$  is 30.293 at a significance level of 0.05 ( $F_{count} > F_{table}$ ) with a significant value of 0.000 ( $0.000 < 0.05$ ), indicating a significant regression model. It means that  $H_a$  is accepted and  $H_o$  is rejected. Under the third hypothesis of this study, it states: "The principal's transformational leadership and teacher work culture have a positive effect on teacher performance." One means that the more influential the principal's transformational leadership is, the higher the teacher's work culture, the more teacher performance increases.

Furthermore, to look for the linear regression equation, which is presented in the table as follows:

**Tabel 7. Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	4.044	12.217		.331	.742
	Work Culture	.575	.136	.448	4.221	.000
	Principal Transformational Leadership	.896	.235	.405	3.814	.000

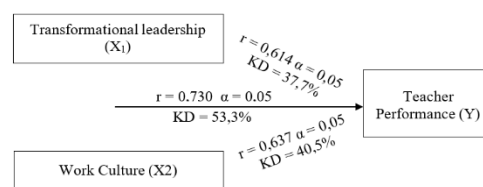
a. Dependent Variable: Teacher Performance

Based on the table above, the regression equation can be explained as follows:  $Y \hat{=} a + b_1X_1 + b_2X_2 = 4.044 + 0.896X_1 + 0.575 X_2$ , where  $X_1$  = Principal Transformational Leadership,  $X_2$  = Teacher Work Culture and  $Y$  = Teacher

Performance; A constant of 4.044 states that if there is no increase ( $X = 0$ ) then  $Y$  is 4.044. The regression coefficient of 0.896 for the principal's transformational leadership variable states that each addition (due to the + sign) of one score in the principal's transformational leadership ( $X_1$ ) will increase the score by 0.896 on teacher performance. The regression coefficient of 0.575 for the teacher work culture variable ( $X_2$ ) will increase the score of 0.575 on teacher performance.

The causal relationship of each variable is presented in the following figure:

**Fig. 2 Causal Relationship between Variables  $X_1$ ,  $X_2$  and  $Y$**



## CONCLUSION

Based on the results of the discussion that has been carried out, several conclusions can be drawn following the problem under study, as follows:

The principal's transformational leadership in SMA Sariwangi District, Tasikmalaya Regency, is generally at high criteria. However, several indicators need to be improved, namely increasing intelligence and training teachers specifically and personally. The hypothesis testing results indicate that the principal's transformational leadership has a positive effect on teacher performance. means that the more influential the principal's transformational leadership is, the more teacher performance increases.

Teachers' work culture in SMA Sariwangi District, Tasikmalaya Regency, is generally at high criteria. However, some indicators need to be improved, namely openness and motivation. The results of hypothesis testing indicate that teacher work culture has a positive effect on teacher performance. It means that the higher the work culture of the teacher, the higher the teacher's performance.

The performance of teachers in SMA Sariwangi District, Tasikmalaya Regency, is generally at high criteria. However, several

indicators need to be improved, including designing and conducting research either in groups or independently to develop learning; make scientific papers or research reports appropriately based on scientific requirements for consideration of learning improvement; and presenting papers in scientific discussions, seminars at schools, regional or national/international levels. The hypothesis testing results indicate that the principal's transformational leadership and teacher work culture positively affect teacher performance. It means that the more influential the principal's transformational leadership is and the higher its work culture, the more teacher performance increases.

## REFERENCES

- Akdon, R. (2007). *Rumus dan Data dalam Aplikasi Statistika*. Alfabeta.
- Apriyanto, S. (2020). *Trump and the Language Use: An Analysis of President 's Quotes through CTA*. 22968, 22968–22982.
- Apriyanto, S., & Anum, A. (2020). *Personality of Politicians as the Object of Public Assessment*. <https://doi.org/10.4108/eai.20-9-2019.2290820>
- Apriyanto, S., & Nurhayaty, A. (2019). Born In Social Media Culture: Personality Features Impact In Communication Context. *Icollit*, 167–175. [icollit.ums.ac.id/2018](http://icollit.ums.ac.id/2018)
- Bass, B. M. (1985). *Leadership and Performance Beyond Expectations*. The Free Press.
- Batyko, R. J. (2012). *The Impact of Japanese Corporate and Country Culture on Crisis Communications: A Case Study Examining Tokyo Electric Power Company* (Vol. 66). College of Communication and Information of Kent State University.
- Carroll-Lind, J., Chapman, J. W., Gregory, J., & Maxwell, G. (2006). The key to the gatekeepers: Passive consent and other ethical issues surrounding the rights of children to speak on issues that concern them. *Child Abuse and Neglect*, 30(9), 979–989. <https://doi.org/10.1016/j.chiabu.2005.11.013>
- Damayanthi, B. W. R. (2018). Academic Performance of Students: the Effect of Class Room Level Factors and Private Tutoring. *American Journal of Educational Research*, 6(3), 262–269. <https://doi.org/10.12691/education-6-3-13>
- Danim, S., & Suparno, D. (2009). *Manajemen dan kepemimpinan transformasional kekepalasekolahan: visi dan strategi sukses era teknologi, situasi krisis, dan internasionalisasi pendidikan*. Rineka Cipta.
- Darlington, Y., & Scott, D. (2002). *Qualitative Research in Practice: Stories From the Field*. Allen & Unwin.
- Ekosusilo, M. (2020). The impact of organizational culture, compensation on job satisfaction, and work motivation on school principal performance in Indonesia: Mediating role of supply chain practices. *International Journal of Supply Chain Management*, 9(1), 765–773.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing Paradigms in Qualitative Research. *Handbook of Qualitative Research*, 105–117.
- Hidayat, O., Apriyanto, S., Program, P., Science, A., Tun, U., & Onn, H. (2019). *Drama Excerpt: Tool in Enhancing Speaking Ability for Junior High School*. 2(3), 1–9.
- Husein, U. (2003). *Evaluasi Kinerja Perusahaan*. Gramedia.
- Jogulu, U. D., & Pansiri, J. (2011). Mixed methods: A research design for management doctoral dissertations. *Management Research Review*, 34(6), 687–701. <https://doi.org/10.1108/01409171111136211>
- Kurniawati, S. (2017). *Pengaruh Kepemimpinan Transformasional Kepala Sekolah Dan Iklim Organisasi Sekolah Terhadap Kinerja Guru*. 1–12. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/18350/15489>
- Kusuma, H. A., & Apriyanto, S. (2018). Strategy on Developing English Learning Material for Specific Purposes. *IJECA (International Journal of Education and Curriculum Application)*, 1(3), 39. <https://doi.org/10.31764/ijeca.v1i3.2144>
- Lincoln, Yvonna S and Guba, E. G. (1988). Criteria for Assessing Naturalistic Inquiries as Reports. *ERIC*, 1–26.
- Lynch, O. H. (2005). Humor at work: using humor to study organizations as a social process [Texas A&M University]. In *Texas A&M University* (Issue May). <http://handle.tamu.edu/1969.1/2390>
- May, L. F., Abdurrahman, A., Hariri, H., Sowiyah, S., & Rahman, B. (2020). The Influence of Principal Managerial Competence on Teacher Performance at Schools in Bandar Lampung. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 5(1), 121–130. <https://doi.org/10.24042/tadris.v5i1.5391>
- Nassaji, H. (2015). Qualitative and descriptive

- research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Petek, E., & Bedir, H. (2018). An adaptable teacher education framework for critical thinking in language teaching. *Thinking Skills and Creativity*, 28(July 2017), 56–72. <https://doi.org/10.1016/j.tsc.2018.02.008>
- Robbins, S. P. (2007). *Perilaku Organisasi*. PT Indeks.
- Saebani, B. A. (2012). *Filsafat Manajemen*. CV Pustaka Setia.
- Sagala, S. (2007). *Manajemen Strategik dalam Peningkatan Mutu Pendidikan*. Alfabeta.
- Santoso, D., & Apriyanto, S. (2020a). Algorithms of language in speech by the president of republic indonesia. *International Journal of Psychosocial Rehabilitation*, 24(6), 125–136. <https://doi.org/10.37200/IJPR/V24I6/PR260010>
- Santoso, D., & Apriyanto, S. (2020b). Pragmatics implicature analysis of police interrogation: Forensic linguistics analysis. *International Journal of Psychosocial Rehabilitation*, 24(6), 115–124. <https://doi.org/10.37200/IJPR/V24I6/PR26000>
- Steven J, Taylor; Bogdan, Robert; Marjorie L, D. (2016). Introduction to Qualitative Research Methods. In *A Guidebook and Resource* (Fourth Edi). Wiley. <https://doi.org/10.1017/CBO9781107415324.004>
- Tanang, H., & Abu, B. (2014). Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia. *Journal of Curriculum and Teaching*, 3(2), 25–42. <https://doi.org/10.5430/jct.v3n2p25>
- Triana, Y., Sari, I. F., & Apriyanto, S. (2020). Language features and causes of suicide case from forensic linguistics point of view. *International Journal of Psychosocial Rehabilitation*, 24(6), 7955–7966. <https://doi.org/10.37200/IJPR/V24I6/PR260803>
- Werang, B. R. (2014). Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Moral Kerja Guru, Dan Kepuasan Kerja Terhadap Kinerja Guru Sdn Di Kota Merauke. *Jurnal Cakrawala Pendidikan*, 1(1), 128–137. <https://doi.org/10.21831/cp.v1i1.1869>