

Correlation Among Principal Transformation Leadership Work Spirit Work Commitment and Teacher Performance at State Junior High Schools in Balangan Regency

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Correlation among Principal Transformational Leadership, Work Spirit, Work Commitment and Teacher Performance at State Junior High Schools in Balangan Regency



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ABSTRACT: Teacher is one of the most important components in education. Teachers are the foundation of all educational activities, particularly those involving the teaching and learning process in schools. As a result, it is crucial to increase teacher performance in order to improve education. The effectiveness of teachers is a key aspect in attaining educational objectives. The purpose of this research is to look into the direct and indirect links between transformational leadership, spirit, work commitment, and teacher performance. This study employs a quantitative method with fact exposure. This study included 276 participants from 24 State Junior High Schools. Proportional random sampling was utilized as the sample method. With 163 respondents, the number of samples was obtained using the Slovin formula. The data was obtained using a questionnaire consisting of transformational leadership (48 items), spirit (39 items), work commitment (25 items), teacher performance using teacher performance assessment (78 items). This research instrument tested the level of validity and reliability using the product moment person correlation test. The research data were analyzed using path analysis to see direct and indirect correlations between variables, by first doing normality, linearity, and multicollinearity tests. The results of the study show that there is a direct and indirect correlation between transformational leadership, spirit, work commitment and teacher performance.

KEYWORDS- transformational leadership , work spirit, work commitment, performance

INTRODUCTION

Teacher is one of the most fundamental aspects of education. Teachers, particularly those involved in the school teaching and learning process, are the backbone of education. As a result, in order to improve educational outcomes, teacher performance must be improved. A teacher's success in teaching and learning activities, both within and outside the classroom, can be seen directly or indirectly as a measure of his performance (Arifin & Barnawi, 2014). The performance of a teacher greatly affects the progress of schools and the educational process, because the performance of teachers in schools involves the behavior of teachers in carrying out classroom teaching. A teacher will produce high performance, depending on the management of the learning process. Research results from Manullang (2017) & Joseph (2014). Trianda et al., (2014) show that teacher performance greatly affects student learning outcomes. Problems that arise related to performance, such as teachers who are often late, do not carry out a careful planning process, teach not to use media and teaching aids, and conduct modest evaluations. This is a serious concern for all of us. Based on the results of a survey conducted by the Education Office of Balangan Regency (2021), it was found that teacher performance was less than optimal in public junior high schools in Balangan Regency. A total of 37.5% of state junior high school teachers in Balangan Regency have not been maximal in carrying out their main tasks and functions, especially in the process of planning learning programs, carrying out learning activities, and conducting learning evaluations.

Many factors affect teacher performance including the principal leadership. This is explained by Kasmir (2016) that the factors that affect performance are: (a). Ability, (b). Knowledge, (c). Work design, (d). Behavior, (e). Motivation, (f). Leadership, (g). Leadership style, (h). Organizational culture, (i). Job satisfaction, (j). Work environment, (k). Loyalty, (l). Commitment (m). Work discipline. This is in line with the opinion of Hasibuan (2012) that the factors that affect performance are organizational commitment, work discipline, leadership, compensation and organizational culture. In line with Mulyasa (2013) who states that one of the factors that effect teacher performance is the leadership of the principal. Leadership is competence that must be owned by the principal. The application of transformational leadership causes subordinates to feel trusted, valued, and respected by leader. In the end, subordinates will be motivated do more than expected (Supardi, 2013). According to Masaong and Naway in Suriansyah (2014), the recognized leadership model as make a big contribution to develop quality school is a transformational leadership model. Transformational leadership facilitates principals efforts to accelerate capacity growth teachers in developing themselves, formulating vision, respecting school values and culture, encouraging students for more improve

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performance and provide extra coaching to administrative staff to be able to provide the best service in serving needs students, as well as giving personal attention to community problems at school, build intimacy between school residents so as to create a conducive atmosphere climate in achieving school goals .

The principal transformational leadership is in a strategic position in fostering a conducive work spirit and good teacher work commitment so that teachers can work more optimally. Good principal leadership will have an impact on the spirit and work commitment of teachers so that in the end the performance of teachers in the school achieves maximum results. Basically the principal transformational leadership, spirit and work commitment of teachers are enough to determine the improvement of teacher performance. Therefore, if the commitment that grows in the teacher is strong to carry out his duties well, the teacher's performance will also increase. The transformational leadership has good school principals, strong spirit and high work commitment of teachers will make a major contribution to improving teacher performance in State Junior High Schools in Balangan Regency.

METHOD

This study aims to analyze the direct and indirect correlation between variables: transformational leadership on teacher performance, transformational leadership on work spirit, transformational leadership on work commitment, work enthusiasm on performance, work commitment on performance, transformational leadership on performance through work spirit, transformational leadership on performance through work commitment. The population of the study were 276 State Junior High School teachers in Balangan district . The sampling technique used is proportional random sampling. The number of samples is determined based on the Alpha Cronbach formula with 163 people . Data were collected using a questionnaire consisting of transformational leadership (idealized effect , inspirational motivation , intellectual stimulation, individual consideration), work spirit (aggressive behavior, individual feelings at work, adjusting to leadership and coworkers, ego involvement at work), commitment work (trust, involvement, loyalty), teacher performance using teacher performance assessment. The questionnaire was prepared using a Likert scale : never, sometimes, often, very often. The validity of the instrument was tested by the expert, and its reliability using the product moment person correlation. The data collected uses path analysis to see direct and indirect correlations between variables, by first testing normality, linearity, and multicollinearity. The rejection and acceptance of the hypothesis were based on a significance level of 0.05. The media used to calculate the analysis is with the help of the SPSS 25 application. Furthermore, the hypothesis testing in this study uses path analysis, as follows:

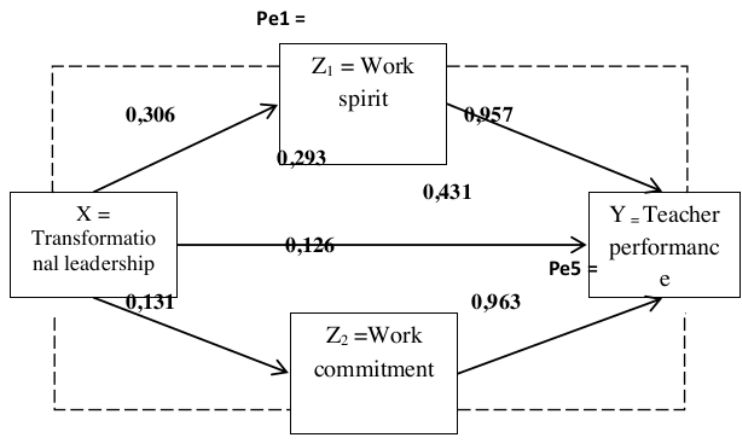


Figure 1: path analysis

Information:
 —————> Direct Effect
 - - - - -> Indirect Effect

FINDINGS AND DISCUSSION

The results of linear regression analysis show the model of the correlation between the principal transformational leadership (X), spirit (Z1), work commitment (Z2) and teacher performance (Y), as follows:

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Table 1. Regression Analysis of X against Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47,907	2,399		19,972	.000
	Transformational leadership	.194	.156	.431	2,675	.016

a. Dependent Variable: Teacher Performance

Based on Table 1, the R value is 0.431, which means that there is a significant and direct correlation between transformational leadership and teacher performance.

Table 2. Regression Results of X's correlation with Z1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	90,419	9,516		9,502	.000
	Transformational leadership	.266	.065	.306	4,076	.000

a. Dependent Variable: spirit

Based on Table 2, it can be seen that the R value is 0.306, which means that there is a significant and direct correlation between transformational leadership and work spirit.

Table 3. Regression Results of X's correlation with Z2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	67,591	8,212		8,230	.000
	Transformational leadership	.094	.056	.131	4,675	.026

a. Dependent Variable: Work Commitment

Based on Table 3, the R value is 0.131, which means that there is a significant and direct correlation between transformational leadership and work commitment.

Table 4. Regression Results of Z1 correlation to Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,091	.709		25,498	.000
	Work spirit	.230	.005	.957	42,003	.000

a. Dependent Variable: Teacher Performance

Table 4 shows that the R value is 0.957, which means that there is a significant and unidirectional correlation between work enthusiasm and teacher performance.

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Table 5. Regression Results of Z2's correlation with Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23,099	,550		42,009	,000
	Work Commitment	,306	,007	,963	45,156	,000

a. Dependent Variable: Teacher Performance

Table 5 points out that the R value is 0.963, which means that there is a significant and unidirectional correlation between work commitment and teacher performance .

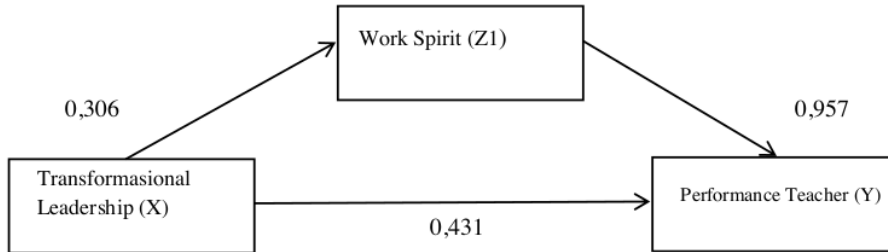


Figure 1. Path Model of correlation X to Y Through Z1

Based on the above calculations, it can be concluded that the indirect correlation between the principal transformational leadership and teacher performance through spirit is 0.293.

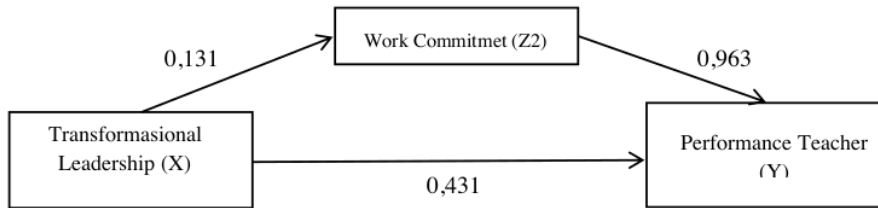


Figure 2. Path Model of X to Y correlation Through Z2

indirect correlation between the principal transformational leadership and teacher performance through work commitment is 0.126.

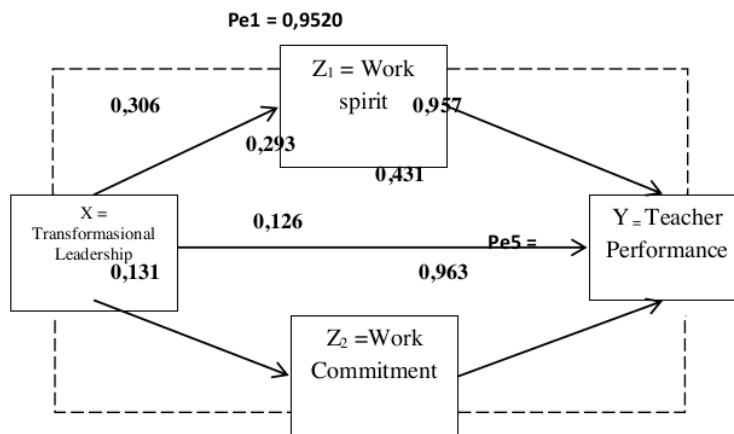


Figure 3. The results of the analysis of the correlation between variables

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Table 6. Direct and Indirect correlations

Variable	Direct correlation	Sig.	Variable	Indirect correlation	Sig.
X – Z1	0.306	Significant	X – Y	0.293 _	Significant
X – Z2	0.131	Significant	Total =0.424		
X – Y	0.431	Significant			
Z1 – Y	0.957	Significant	X – Y	0.126 _	Significant
Z2 – Y	0.963	Significant	Total = 0.557		

Based on Table 6 and Figure 3, it is known that the correlation variables in this study are stated to be significantly related.

A. The Correlation between Principal Transformational Leadership, and Teacher Performance at SMP Negeri Balangan Regency

Based on the results of the path analysis between the principal transformational leadership and teacher performance, the path coefficient value is 0.431 with a t count of 2.675 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that the principal transformational leadership has a positive and significant direct correlation with the performance of State Junior High School teachers in Balangan Regency in planning, implementing and assessing learning. This means that if the principal transformational leadership is getting better, the better the performance of teachers/education staff will be.

The amount of effect a leader has determines what and how a job is carried out in an organization he leads. Transformational leadership is a type of leadership that is considered capable of improving the performance of its followers because transformational leadership not only pays attention to the need for self-actualization and appreciation but also raises awareness for leaders to do their best by paying more attention to human factors, performance, and organizational growth.

The results of this study strengthen previous research Sr (2016); Werang (2014); Octaviarnis et al., (2021); Rifa'i, (2020); Salihin et al., (2019); Prahesti et al., (2017); Akbar & Imaniyati (2019) ; Awaru, (2015) who stated that there is a direct and significant correlation between transformational leadership and performance. This illustrates that the transformational leadership that has been carried out has had a positive effect on teacher performance at work. Other relevant research conducted by Normianti et al., (2019) ; Andriani et al., (2018) ; Ariffin (2014) ; Hersanti & Rahmatika (2020); Sirait (2021) showing that the better the transformational leadership of the principal, the better the performance of teachers in the school and vice versa.

B. The Correlation between Principal Transformational Leadership and the Work Spirit of State Junior High School Teachers in Balangan Regency

Based on the results of the path analysis between the principal transformational leadership and teacher spirit, the path coefficient value is 0.306 with a t count of 4.076 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that the principal transformational leadership has a positive and significant direct correlation with the spirit of state junior high school teachers in Balangan Regency. This means that if the principal transformational leadership is getting better, the better the work spirit of the teacher will be.

Based on the results of the distribution of respondents' data in the diagram, it shows that the respondents' answers regarding the statements of teacher work commitment are in a very high position. This shows that the loyalty, trust and involvement of the teachers towards the school is very high.

Leadership is a process of social effect, where a leader effects his subordinates (members) to encourage activities in a group or organization to work together to achieve predetermined goals. According to Nawawi (2003), leadership is the ability to move, motivate and effect people to be willing to take actions that are directed at achieving goals. He further said that the term leadership comes from the word leader with its definition, namely someone who moves other people around him (around him, his subordinates, under his influence) to follow the leader.

According to Nitisemito in Darmawan (2018) that work enthusiasm and passion are difficult to separate from performance. If the enthusiasm and enthusiasm for work increases, the work will be completed more quickly and all the bad effects of decreasing spirit such as absenteeism will be minimized, increasing spirit and enthusiasm for work, thereby increasing performance.

The principal acts as a motivator both to 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 to the maximum . Leaders also motivate teachers to improve the competence and careers of teachers by providing opportunities to participate in various trainings or develop higher education. Leaders with sincerity motivate teachers in working at least reinforcement and praise fairly and equitably and most importantly a leader is always open in every criticism and suggestion or in

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dealing with any existing problems. With the attitude and nature of the leadership will certainly make the motivation of the teacher to be high.

The work spirit of teachers needs to get attention from the principal as a leader. spirit is a factor that comes from within the teacher himself in the form of a desire to carry out his work better without pressure from anyone. Teachers who have high spirit will certainly always try in various ways so that the tasks they carry out achieve the desired goals. All of these things are very necessary in achieving the success of the school learning process. It can be said in other words that teachers who have a work spirit will be successful in carrying out the learning process in the classroom.

According to Danim (2012), which states that the power and effect of leaders in increasing spirit can be seen through interactions (correlations, tasks, position power) between superiors and subordinates. According to the results of the research, the answers of respondents, several indicators of leadership greatly affect the spirit of teachers in working such as intellectual stimulation of the principal / principal intelligence. Leaders are able to manage and implement good working correlations with their subordinates or teachers, such as always informing all notifications to teachers. The intelligence of the leadership is seen from how to solve all problems in the school, the leader always conducts deliberation with subordinates before making decisions and is open to receiving suggestions. Intellectual leadership in motivating teachers is seen from the division of tasks for teachers, although it is carried out in deliberation, the leadership must be sensitive in understanding the teacher's character so that the delegation of tasks must be in accordance with the abilities of the teachers.

Partially the effect of leadership on teacher spirit can be seen from the principal (individual consideration) which means that there is concern for individual teachers from the principal. leadership also has a positive and significant effect on teacher spirit. One of the leadership roles that most affects teacher spirit is the attitude of the leader who is open and always listens or is sensitive to what the teachers want. Teachers will be motivated if all the wishes that are part of improving the learning process itself can be heard by the leadership as teachers listen and respect the opinions of their students. A good leader will always give his subordinates the opportunity to speak and listen to what they need and expect, because listening to the good intentions and wishes of a teacher will further strengthen the work spirit of the teacher himself, they feel valued and needed.

Interest in leadership concern in helping and directing the development of teacher competence to take initiative, take risks, encourage innovation and overcome obstacles to problems or difficulties has proven to play an important role in increasing teacher spirit at work, teachers will feel calm and comfortable at work and can meet all needs in their work. increase spirit. Several previous research results are in line with the results of these studies (Rawat, 2015); (Muslim et al., 2020); (Larasati & Martono, 2020); (Khayin et al., 2022); (Muhammad et al., 2022); showed a significant positive effect between transformational leadership (X) on spirit (Z1).

C. The Correlation between Transformational Leadership and Work Commitment of State Junior High School Teachers in Balangan Regency

Based on the results of the path analysis between the principal transformational leadership and teacher work commitment, the path coefficient value is 0.131 with a t count of 4.675 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that the principal transformational leadership has a positive and significant direct correlation with the work commitment of State Junior High School teachers in Balangan Regency in carrying out official duties as well as attitudes and behavior.

As a leader in school organizations, the principal plays an important role in leading, regulating, directing and fostering all activities related to school organizations. Aspects of progress and setbacks in a learning process are also the responsibility of the principal according to Permendikbud number 6 of 2018 in managerial functions, planning, supervision, support functions and social functions. Of the several functions of the principal, it is very decisive in bringing the school he leads to realize a quality learning process. One of the impacts is the form of discipline that is formed on educators in schools.

Based on the results of the distribution of respondents' data in the diagram, it shows that the respondents' answers regarding the statements of teacher work commitment are in a very high position. This shows that the loyalty, trust and involvement of the teachers towards the school is very high. Leadership is a process of social effect, where a leader effects his subordinates (members) to encourage activities in a group or organization to work together to achieve predetermined goals. According to Nawawi (2003), leadership is the ability to move, motivate and effect people to be willing to take actions that are directed at achieving goals. He further said that the term leadership comes from the word leader with its definition, namely someone who moves other people around him (around him, his subordinates, under his effect) to follow the leader.

According to Mulyana in Maromy (2019) Teacher performance can be achieved successfully if the teacher is committed to students and their learning process, the teacher masters in depth the material or material taught to students, the teacher is responsible for monitoring student learning outcomes through various evaluation techniques, the teacher is able to think systematically, and then the teacher realizes that he is part of the learning community. This implies that the teacher as an

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individual has involvement with the school, with the subject matter, learning objectives, and the teacher's intention to maintain organizational membership, all of which will affect the learning process he does.

A teacher who is committed to the task, has several attitudes, including: his inner attitude exudes the figure of a teacher, ready wherever he is, and responsive to change. With the existing commitment, always trying to improve his competence as a teacher. Therefore, organizational personnel must have a high commitment so that they are able to devote their energy to providing the best service in accordance with their main duties and functions so that the sustainability and success of the organization (education) can be realized. This study strengthens previous research study, namely research conducted by (Eliyana et al., 2019); (Atmojo, 2012); (Aranda et al., 2017); (Elatotagam, 2017); (Oupen & Yudana, 2020); (Cookson & Stirk, 2019); (Thamrin, 2009); (Yellow, 2022); stated that there is a significant correlation between the principal transformational leadership and work commitment.

D. The correlation between Work spirit and Teacher Performance at State Junior High Schools in Balangan Regency

Based on the results of the path analysis between teacher spirit and teacher performance, the path coefficient value is 0.957 with a t count of 42.003 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that teacher spirit has a positive and significant direct correlation with the performance of State Junior High School teachers in Balangan Regency in carrying out official duties as well as attitudes and behavior. This means that the higher the work spirit of the teacher, the better the performance of the teacher/educational staff.

spirit is an impulse contained in the teacher as a result of effects that come from within himself or from outside, which causes, directs, and organizes behavior to carry out the tasks he carries. Indicators of measuring the spirit variable in this study refer to the theory of Blum Saifuddin (2005) including aggressive behavior, individual feelings at work, adjusting to leaders and co-workers, and ego involvement at work. Wibowo (2012) states that work enthusiasm is an encouragement to a series of processes of human behavior in achieving goals. While the elements contained in the spirit of work include the elements of generating, directing, maintaining, showing intensity, being continuous and having a purpose. spirit is an important factor that supports discipline where spirit is a condition that moves a person to achieve goals or achieve desired results.

The work spirit of State Junior High School teachers in Balangan Regency is seen from indicators of aggressive behavior seen from the accuracy of completing work, the majority of teachers are very good and there are rarely delays in completing their work from the specified deadline and the majority completing work according to the ability of the teacher. Based on these answers, it shows that there is a suitability of the employee's abilities and an agreement on the time to complete the work determined by the responsibilities of the employee. In this case, the leadership plays an important role in motivating employees to properly complete the work with the attention given in the form of facilities and work rules that are in accordance with the capacity of each teacher.

Based on the results of the study seen from the results of the respondents' answers, it can be seen that the work spirit of teachers really affects discipline in work. From the data obtained that teachers have obeyed the regulations that apply in the organizational environment. Awareness of unsupervised discipline shows a positive thing, the effect of leadership and applicable regulations. The regulations are intended to control the behavior of employees and continue to direct employees to stay focused in carrying out assigned tasks so that the process of achieving goals runs smoothly. The majority of teachers often come to the office earlier than the specified time, indicating the high enthusiasm of employees to work or complete work. Thus, it can be said that there are factors that make the organizational environment a comfortable place for employees to work or stay silent in their spare time.

If an employee has an awareness and sense of responsibility for his duties, the spirit of working well will be stronger so as to create high employee work discipline which ultimately provides good performance in accordance with the goals of the organization. Based on the description above, there is a positive effect between work spirit on teacher discipline. In other words, the high spirit of teachers, the awareness of discipline will certainly be higher, and vice versa. This is in line with research conducted (Pratama & Wardani, 2018); (Dantes & Yudana, 2013); (Azwar, 2016); (Indrawati, 2019); (Kusumawati, 2015); (Parhusip et al., 2020). The results of this study are in accordance with the theory of Veithzal Rivai which states that work enthusiasm is a series of attitudes and values that effect individuals to achieve specific things according to individual goals. These attitudes and values are something that is invisible which gives the strength to encourage the individual to behave in accordance with the rules in achieving goals (Rivai, 2010).

Teacher performance is basically the performance of teachers in carrying out their duties as educators. The quality of teacher performance is effected by the work spirit possessed by teachers and education staff which with high spirit will improve the quality of educational outcomes. The teacher is the party most in direct contact with students in the educational process or learning in school educational institutions. So that when teachers are committed to providing educational services in the school environment, teacher performance also shows good results in carrying out their duties as teachers who have the expertise to educate students in the context of fostering students.

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E. The Correlation between Work Commitment and Teacher Performance at State Junior High Schools in Balangan Regency

Based on the results of the path analysis between teacher work commitment and teacher performance, the path coefficient value is 0.963 with a t count of 45.165 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that teacher work commitment has a positive and significant direct correlation with the performance of State Junior High School teachers in Balangan Regency in carrying out official duties as well as attitudes and behavior. This means that the higher the perceived work commitment, the better the performance and conversely, the lower the perceived work commitment, the worse the performance.

Commitment is a person's willingness to sacrifice his time and energy relatively more than what has been assigned to him. In this study, the commitment in question is the responsibility of a teacher both to his work, laws and regulations, professional organizations, colleagues, students, workplaces, and leaders in the organization where the teacher works.

Teacher performance is basically the performance of teachers in carrying out their duties as educators. The quality of teacher performance is effected by the work commitment of teachers and education staff which with a high work commitment will improve the quality of educational outcomes. The teacher is the party most in direct contact with students in the educational process or learning in school educational institutions. So that when teachers are committed to providing educational services in the school environment, teacher performance also shows good results in carrying out their duties as teachers who have the expertise to educate students in the context of fostering students.

This research is in line with research (Handini, 2020); (Kusumayani et al., 2013); (Hayati et al., 2020), (Azikin et al., 2019); (Sukanto & Pardjono, 2013) who stated that the correlation between work commitment and teacher performance. In line with the results of research (Suriansyah, 2014); (Ningsih, 2016) that there is a correlation between teacher work commitment and teacher performance.

F. The Correlation between Principal Transformational Leadership and Teacher Performance through the Work Spirit of State Junior High School Teachers in Balangan Regency

Based on the results of the path analysis between the principal transformational leadership and teacher performance through teacher spirit, the path coefficient value is 0.293 with a t count of 4.5781 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that there is a positive and significant correlation between the principal transformational leadership and teacher performance through the spirit of public junior high school teachers in Balangan Regency in trust and involvement in school development.

One of the important competencies that must be possessed by a leader is the ability to motivate his subordinates. The principal acts as a motivator both to subordinates and the surrounding environment. This is transmitted through work situations, work environment, work discipline, high motivation, providing various learning resources and giving rewards. In addition, a leader must have inspirational motivation (inspirational motivation) where the leader has time to communicate with employees and can motivate subordinates to do their job to the maximum. Effective leadership will be able to encourage teacher motivation so that performance productivity, loyalty and satisfaction increase. With the right leadership style, a leader can effect his subordinates which can generate motivation for his subordinates.

Several studies that are in line with the effect of leadership on motivation are Normianti (2019) entitled "The correlation of Principal Transformational Leadership, Teacher Work Motivation, Teacher Organizational Commitment and Teacher Performance in Public Elementary Schools in Labuan Amas District". The results of the research show that: (1) There is a correlation between the principal transformational leadership and the work motivation of elementary school teachers in South Labuan Amas District. The results of the study by Indrawati (2019) concluded the same thing that the principal transformational leadership had a significant correlation and effect on teacher performance through spirit.

The results of this study are in accordance with the opinion of Tarter, Hoy & Kottkamp in Aslamiah (2012) who stated that considering the importance of the principal transformational leadership on teacher performance, a principal must be able to encourage and create a conducive atmosphere, which allows teachers to work comfortably and calmly, full of intimacy and mutual respect so that job satisfaction and high commitment to the organization grow, which will then affect performance.

Transformational leadership is essentially to effect the way teachers work and if this is carried out according to the situation, conditions and desires of the teachers, it creates comfort and satisfaction for the teachers in their work so as to improve teacher performance in carrying out their duties. Applying good transformational leadership will produce teachers who are satisfied with their work so that teachers can work optimally.

G. The Correlation between Principal Transformational Leadership and Teacher Performance through the Work Commitment of State Junior High School Teachers in Balangan Regency

Based on the results of the path analysis between the principal transformational leadership and teacher performance through teacher work commitment, the path coefficient value is 0.126 with a t count of 2.3819 and a significance of 0.000 so that the

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significance value is less than 0.05. The correlation between the principal's transformational leadership and teacher performance through teacher work commitment is smaller than the value of the direct correlation of principal transformational leadership to teacher performance so that the direct correlation of principal transformational leadership to teacher performance is better.

The realization of optimal performance cannot be separated from the support of work commitment and a well-implemented transformational leadership style in an institution. Transformational leadership is believed to be a leadership style that is able to create a high work commitment to employees. As research conducted by Mubarak & Darmanto (2015); (Karyawan, 2016) who concluded that there is a significant indirect correlation between transformational leadership and performance through work commitment.

The existence of an indirect effect of leadership on teacher performance at SMP Negeri Balangan Regency through the work commitment variable, this proves that good transformational leadership will make all teachers committed to work harder and feel valued so that they will work optimally. Transformational leadership has a very big effect in improving performance, because leadership is a role model and spotlight from subordinates. Thus, if an organization wants to have high performance, leadership is needed that is able to move subordinates so that they feel motivated to do work with high enough performance.

CONCLUSION

The conclusion that is drawn from this study is that there is a direct and indirect correlation among the principal transformational leadership, spirit, work commitment and teacher performance at the Balangan Regency State Junior High School. Teachers as educators should be more active and innovative in an effort to improve teacher performance. The principal should always provide positive direction so that it can increase the enthusiasm and work commitment of teachers at work. Educational institutions should provide opportunities for teachers to develop themselves. This research should be used as a reference and reference for conducting relevant research studies in the field to achieve the betterment in education.

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