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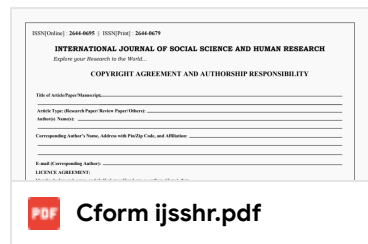
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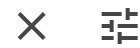
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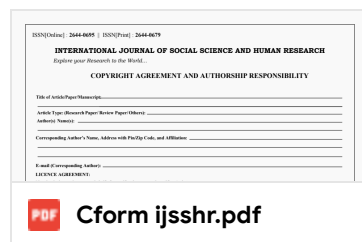
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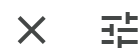
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The Effect of Transformational Leadership of School Principles, Quality Culture and Job Satisfaction on Teacher Performance



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ABSTRACT: Teacher performance is defined as a job accomplishment or a person's results based on the quality and quantity acquired in carrying out the obligations assigned to them. Teacher competency, lesson design, learning activities, and learning evaluation are all aspects that affect teacher effectiveness and help students achieve their educational goals. Therefore, the purpose of this study is to investigate at the direct and indirect effects of transformational leadership, quality culture, and work satisfaction on teacher performance. This study is a descriptive correlational study that includes path analysis. A total of 221 participants were included in the study. Data was collected using instruments that tested for validity and reliability, including principals' transformational leadership (26 items), quality culture (23 items), and work satisfaction (22 items), while teacher performance was measured using teacher performance assessment. 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 the direct and indirect effects between variables, by first doing normality, linearity, and homogeneity tests. The results showed that there were direct and indirect effects between the principal's transformational leadership, quality culture, and job satisfaction on teacher performance. The data analysis of this research used path analysis. The results showed that there was an influence of the principals' transformational leadership and quality culture through job satisfaction on teacher performance, either directly or indirectly.

KEYWORDS: principal transformational leadership, quality culture, job satisfaction, teacher performance

INTRODUCTION

Teacher performance refers to the quality and quantity of work completed by a teacher in accordance to the duties he or she is responsible for, and is based on the teacher's professional responsibilities. Teacher performance is related to the tasks and functions of teachers as decision makers related to areas of teaching and education implementation, such as learning planning, implementation, and evaluation, according to Madjid (2018: 91).

Several factors influence a teacher's effectiveness in the classroom, including the principal's leadership, quality culture, and job happiness. According to the findings of the researcher's examination of various previous studies, the principal's transformational leadership has an impact on teacher performance. As Aslamiah & Normianti (2019) stated that the principal's transformational leadership has a positive and significant relationship to teacher performance. The existence of a direct relationship or influence of transformational leadership on teacher performance was revealed by Warni, et al. (2021) who stated that there was a direct relationship between transformational leadership and teacher performance.

Burns defines transformational leadership as a process which basically "leaders and followers raise each other to a higher level of morality and motivation" (Komariah & Triatna, 2015: 77). The leader in this context is the principles of organizational development and human performance in order to develop his leadership aspect as a whole through motivating staff and calling for higher ideals and moral values.

Principals have an important and quite heavy role in carrying out school programs according to their duties and functions as educators, managers, administrators, and leaders (Depdiknas, 2007: 9). The principal is a particularly powerful character in formal education because, as a self-identification figure with the ability to lead by example, he or she can provide direction to instructors so that they can perform their tasks and obligations. The principal is accountable for his leadership and has the ability to coach and supervise his students.

According to Burn (1978), transformational leadership is one of several leadership paradigms that is characterized as a process of reciprocal improvement between leaders and followers to a higher degree of morality and motivation (Yukl, 2016: 298).

Bass & Riggio, (2016: 76) termed transformational leadership as "Four I" which includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The principal is a hugely strong character in formal

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education because, as a self-identification figure with the ability to lead by example, he or she can provide direction to instructors so that they can perform their tasks and obligations. The principal is accountable for his leadership and has the ability to coach and supervise his students. Depdiknas, (2007: 9) stated that principals have an important and quite heavy role in carrying out school programs according to their duties and functions as educators, managers, administrations, and leaders.

In addition to the transformational leadership of school principals, quality culture is also considered a factor that determines teacher performance. As the opinion of Sarifani & Rasto (2017) which states that quality culture is one of the determinants of teacher performance. Likewise, Mursyaid's research (2021) which states that there is a significant influence of quality culture on performance. Widaryat (2017: 5) explains the notion of quality culture as "quality values and beliefs in a society that are used as a source of raising high-quality behavioral conformism for the supporting community".

A quality culture is a system that creates an environment that allows for the long-term improvement of educational quality in schools. The goal of implementing a quality culture in schools is to improve the effectiveness of instruction in those institutions. Every school should have implemented a quality culture so that the school has its own advantages that improve the quality of education in the school.

In addition to the principal's transformational leadership and quality culture, teacher job satisfaction also determines teacher performance. Widayati (2020) states that there is a strong influence between job satisfaction variables on teacher performance variables. Similarly, research by Warni et al (2021) which states that there is a direct relationship between job satisfaction and performance. Job satisfaction, or individual feelings about work that bring contentment to someone so that the work is appreciated and cultivated well, has an impact on performance. It is required to evaluate or evaluate the performance based on the parameters and indicators that have been set and are measured effectively and efficiently in order to determine the success of the performance. A conducive environment must be formed that includes the provision of learning support facilities, suitable remuneration, transparent management, a pleasant working environment, and the ability to build teacher job satisfaction, all of which can contribute to the production of maximum teacher performance.

METHOD

This research is correlational descriptive research, which is research that aims to describe and analyze direct and indirect relationships. The population in this study were all public elementary school teachers in North Labuan Amas District, Hulu Sungai Tengah Regency as many as 221 people. A sample of 142 people, the method of determining sample members was taken using the Proportional technique Random Sampling. Data were collected through teacher performance assessment instruments, transformational leadership instruments were measured through idealistic influence, motivational inspiration, intellectual stimulation and individual considerations. Quality culture instruments are measured through the effectiveness of intracurricular learning, extracurricular activities, principal leadership, library management and school environment, teacher job satisfaction instruments are measured through the work itself, salary, promotion, supervision, and co-workers.

This study employed a correlational descriptive study, trying to describe and analyze direct and indirect correlation. There were 221 people in this study, all of them were public elementary school teachers in North Labuan Amas District, Hulu Sungai Tengah Regency. The proportional methodology with random sampling was used to determine sample members from a sample of 142 persons. Teacher performance assessment measures were used to collect the data, while transformational leadership instruments were used to examine idealistic impact, motivating inspiration, intellectual stimulation, and individual considerations. Teacher job satisfaction is measured by the work itself, salary, promotion, supervision, and coworkers, whereas quality culture is determined by the effectiveness of intracurricular learning, extracurricular activities, principle leadership, library administration, and school atmosphere. The instrument was analyzed through validity and reliability tests of the description of the collected data using path analysis to see direct and indirect relationships, by first testing normality, linearity, homogeneity.

A total of four questionnaires were used in this study, namely the principal's transformational leadership questionnaire, quality culture and job satisfaction through teacher performance. Data collection was carried out using an instrument consisting of the principal's transformational leadership idealized influence, inspiration motivation, intellectual stimulation, and individualized consideration (26 items), effectiveness of intracurricular, extracurricular, principal leadership, library management and school environment quality culture (23 items), the work itself, Salary, promotion, supervision, and co-workers job satisfaction (22 items) which have been tested for validity and its reliability while teacher performance is measured through teacher performance assessment on lesson planning, implementation of learning activities, and learning assessments. This study used quantitative research to determine the relationship between the principal's transformational leadership, quality culture and job satisfaction on teacher performance in North Labuan Amas District, Hulu Sungai Tengah Regency.

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FINDINGS AND DISCUSSION

Based on the findings of assisted data with SPSS, the direct and indirect correlation coefficients is described in Table 1.

Table 1. Summary of path analysis results

Structural 1				
Transformational Leadership and Quality Culture on Job Satisfaction				
Variable	Path Coefficient	T	p	R2 -
Transformational Leadership	0.672	14.511	0.000	0.708
Quality Culture	0.424	9,158	0.000	
Structural 2				
Transformational Leadership, Quality Culture, and Job Satisfaction on Performance				
Variable	Path Coefficient	T	p	R2 -
Transformational leadership	0.507	8.101	0.000	0.725
Quality culture	0.419	4.081	0.004	
Job Satisfaction	0.780	9.451	0.000	

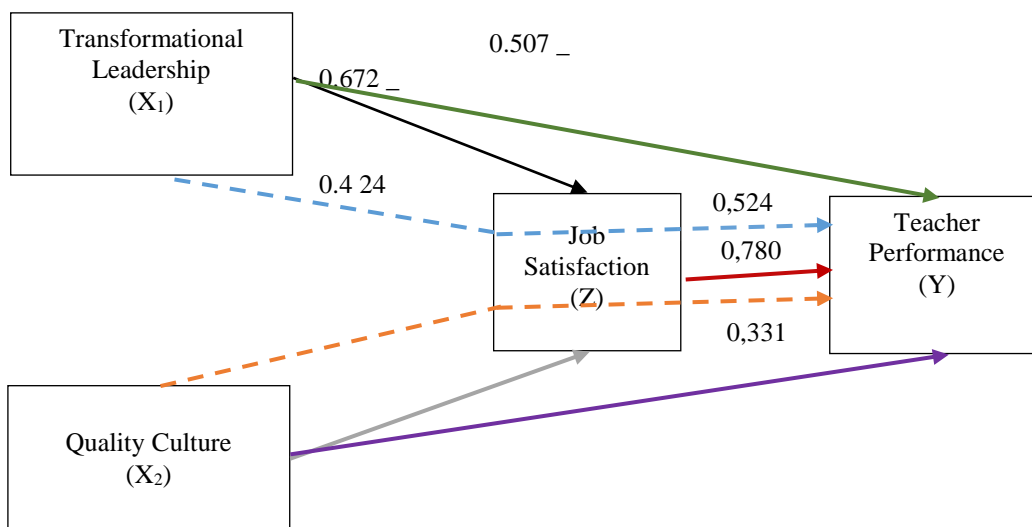


Figure 1. Path Analysis Model X₁, X₂, Z and Y

Based on Table 1 and Figure 1, the hypothesis in this study can be seen in Tables 2 and 3.

Table 2 . Summary of Hypothesis Testing Decisions H₁ H₂ H₃ H₄ H₅

Hypothesis		p	Decision
H ₁	There is a significant positive relationship between transformational leadership and job satisfaction	0.000	Accepted
H ₂	There is a significant positive relationship between quality culture and job satisfaction	0.000	Accepted
H ₃	There is a significant positive relationship between transformational leadership and teacher performance	0.000	Accepted
H ₄	There is a significant positive relationship between quality culture and teacher performance	0.004	Accepted
H ₅	There is a significant positive relationship between job satisfaction and teacher performance	0.000	Accepted

Table 3 . Summary of H₆ and Hypothesis Testing Decisions H₇

Hypothesis				
	Direct	Indirect	Decision	
H ₆	There is an indirect positive relationship between transformational leadership and teacher performance on job satisfaction	0.672	0.524	Accepted
H ₇	There is an indirect positive relationship between quality culture and teacher performance on job satisfaction	0.419	0.331	Accepted

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Table 2 is a summary of the decisions H_1 , H_2 , H_3 , H_4 , and H_5 with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 3 is a summary of the decisions on hypothesis testing H_6 and H_7 provided that if the direct correlation coefficient is smaller than the indirect correlation coefficient, then the hypothesis is accepted. Based on the results of the analysis in Tables 2 and 3, this study established a relationship between variables which can be explained as follows.

A. The Effect of Transformational Leadership on the Job Satisfaction of State Elementary School Teachers in North Labuan Amas District, Hulu Sungai Tengah Regency

The results of the path analysis show that the principal's transformational leadership has a Beta value of 0.672 with a significance value of 0.000, which means that the principal's transformational leadership directly has a significant effect on the job satisfaction of public elementary school teachers in North Labuan Amas District, Hulu Sungai Tengah Regency.

Transformational leadership is a leadership model for a leader who tends to motivate subordinates to work better and focuses on behavior to help transformation between individuals and organizations. According to Hater & Bass (1988) in Wahyuddin (2016: 45), transformational leaders are charismatic leaders and have a central and strategic role in bringing the organization to achieve its goals.

Transformational leaders can create an example for their staff by acting as a role model, encouraging them to be creative, imaginative, and problem-solving experts. Furthermore, transformational leaders are concerned about the challenges that members of the business confront, and they consistently provide incentive to increase performance and promote job happiness for employees.

Because job satisfaction is one of the most significant factors in a business, employees will strive to provide their best efforts in the company's best interests. Job satisfaction is an attitude toward work that is based on features of work and is the consequence of a person's impression of something that is felt in his work (intrinsic & extrinsic). Therefore, conducive working conditions are expected to create job satisfaction for a member of the organization.

The relationship between transformational leadership and job satisfaction is in line with the research of Ismail et al., (2014) which reveals that there is an interaction between leadership and job satisfaction. Likewise, Aslamiah (2015) states that there is a direct relationship between transformational leadership and job satisfaction. The same was said Dewi (2018) that transformational leadership style affects job satisfaction. In addition, research study by Warni, et al. (2021) pointed out that there is a direct relationship between transformational leadership and job satisfaction. Ali et al., (2017) stated that "transformational leadership has a significant effect on job satisfaction" (transformational leadership has a significant effect on job satisfaction). Hutagaol (2018) in his research states that transformational leadership directly affects job satisfaction. Boamah et al., (2018) stated "Transformational leadership had a strong positive influence on workplace empowerment, which in turn increased job satisfaction". Maulida & Suriansyah (2019) stated that there is a relationship between transformational leadership and job satisfaction. Wote & Patalatu (2019) stated that transformational leadership has a significant effect on job satisfaction. Jameel & Ahmad (2019) in their research study stated that transformational leadership plays an important role to improve job satisfaction, which means that transformational leadership plays an important role in developing job satisfaction. Purnomo & Novalia, (2019) stated that transformational leadership has a direct and positive influence on job satisfaction. Aslamiah et al., (2019) stated that leadership has a relationship with job satisfaction. Febriani & Aslamiah (2019) stated that transformational leadership contributes to the formation of job satisfaction.

B. The Influence of Quality Culture on Job Satisfaction of State Elementary School Teachers in North Labuan Amas District, Hulu Sungai Tengah Regency

The results of path analysis show that quality culture has a Beta value of 0.424 with a significance value of 0.000, which means that quality culture directly has a significant effect on job satisfaction of State Elementary School teachers in North Labuan Amas District, Hulu Sungai Tengah Regency.

Job satisfaction is determined by how well one's expectations and the benefits received match. Work performance, discipline, and quality of work are all affected by teacher job satisfaction. Teachers who are happy with their jobs are more likely to have a beneficial impact on education quality. On the other side, low teacher work satisfaction will have a detrimental impact on the improvement of educational quality.

A quality culture is a system that creates an environment that allows for the long-term improvement of educational quality in schools. The goal of implementing a quality culture in schools is to improve the effectiveness of instruction in those institutions.

The results of this study are in line with research Elçi' & Ki'tapçı, (2010) in their research stated that quality culture has a significant effect on job satisfaction. Furthermore, Tetuko (2012) which states that culture has a positive and significant effect on job satisfaction. Hosan et al. (2019) also state that culture has an influence on job satisfaction. Antariksa (2020) also states that culture affects job satisfaction. Juwaini & Fahlevi (2021) claimed that work culture has a significant role in job satisfaction. Murtedjo & Suharningsih (2016) mentioned that the culture that takes place in a turn educational institution contributes to teacher

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job satisfaction. Hamonangan & Samsir (2021) in their research stated that work culture has an effect on teacher job satisfaction. Damanik & Situmorang (2021) stated that "Quality culture has a positive effect on job satisfaction".

C. The Effect of Transformational Leadership on Teacher Performance in Public Elementary Schools in North Labuan Amas District, Hulu Sungai Tengah Regency

The results of the path analysis show that the traditional leadership of the principal has a Beta value of 0.507 with a significance value of 0.000, which means that the principal's transformational leadership directly has a significant effect on the performance of public elementary school teachers in North Labuan Amas District, Hulu Sungai Tengah Regency.

Leadership is the process of influencing others to take steps or actions towards a common goal. Therefore, leadership is an activity to influence others to want to work to achieve predetermined goals (Purwanto, 2015: 212).

A person will be a leader if he has advantages over his followers. Essentially, a leader must possess three advantages: first, mental advantages, which include the benefits of using one's mind, knowledge of how to move the organization, and the ability to make quick and precise decisions; second, spiritual advantages, which imply that a leader must be able to demonstrate his nobility of character to his subordinates. Because a leader is essentially a role model for his followers, he or she must have good morale. Third, physical advantages, namely, a leader's acts, deeds, attitudes, and words should be a role model for his followers; and finally, bodily advantages, namely, a leader should be in better physical shape than his followers in order to act quickly. However, the problem of bodily excess is not a major factor (Rivai, 2014: 7).

Aslamiah & Normianti (2019) stated that there is a direct relationship between the principal's transformational leadership on teacher performance. Transformational leadership that prioritizes providing opportunities that encourage all elements or elements of the school, namely: teachers, students, employees/staff, parents, surrounding communities and others, to work on the basis of a noble value system, so that all elements in the school are willing to participate optimally in achieving the school's vision.

According to Dharma (2015), transformational leadership is a picture in an educational school environment that brings a person into his work in different types and levels of behavior. Competence determines the process aspects of the performance of a job. Leadership describes the relationship between leaders and those who are led and how a transformational leader directs those who are led will determine the extent to which his performance goals are achieved.

The existence of a direct relationship or influence of transformational leadership on teacher performance is in line with the research of Warni et al (2021) which states that there is a direct relationship between transformational leadership and teacher performance. Hutagaol (2018) states that the principal's transformational leadership has a direct effect on teacher performance. Maris et al. (2016) stated that transformational leadership has an effect on performance. Marlina et al. (2019) states that transformational leadership has a direct effect on teacher performance. Setiawan (2015) states that transformational leadership has an effect on performance. Sulaxono (2020) points out that there is a link between transformational leadership and teacher performance. Sunarsi (2017) revealed that transformational leadership has an effect on performance. Susmiyati (2016) states that transformational leadership has an effect on performance. Wote & Patalatu (2019) stated that transformational leadership style has an effect on performance. Jyoti & Bhau (2015) mention that transformational leadership directly affects performance.

D. The Influence of Quality Culture on the Performance of Public Elementary School Teachers in North Labuan Amas District, Hulu Sungai Tengah Regency

The results of the path analysis show that quality culture has a Beta value of 0.419 with a significance value of 0.004, which means that quality culture directly has a significant effect on the performance of State Elementary School teachers in North Labuan Amas District, Hulu Sungai Tengah Regency.

Culture and performance are interrelated with each other based on the perfect relationship between the processes that take place in an organization (Aramina, 2015). Culture is the driving force for decisions, actions and impact on performance

Sarifani & Rasto (2017: 145) state that quality culture has a positive and significant effect on teacher performance. Widaryat (2017: 5) explains the notion of quality culture as "quality values and beliefs in a society that are used as a source of raising high-quality behavioral conformism for the supporting community". Explained further about school culture which includes school values and beliefs. School values and beliefs are the basis for implementing a quality culture in schools. Value is the appreciation of the school community about what is considered right-wrong, good-bad, as well as worthy and unworthy; while belief is an attitude about how something should be done. Thus, school culture was originally a rule and order that was mutually agreed upon by the school community, internalized, and carried out continuously until it became a habit.

Sarifani & Rasto (2017) state that quality culture has a positive and significant effect on teacher performance. This shows that quality culture is a predictor of improving teacher performance. The level of quality culture will be followed by the level of teacher performance. Thus, from the results of the study it can be concluded that to improve teacher performance, it can be done by increasing the managerial skills of the principal and improving the quality culture. The same thing is also expressed by Mursyaid (2021) in his research which states that there is a significant influence of quality culture on employee performance. Wu (2015) stated that "The results indicate a chain effect that quality culture serves as an antecedent for infrastructure practices to

The Effect of Transformational Leadership of School Principals, Quality Culture and Job Satisfaction on Teacher Performance

take effect and infrastructure practices provide a supporting foundation for core practices to generate positive impact on quality performance. Anything that breaks on the chain will cause a problem in quality practices implementation . ” breaks in the chain will cause problems in implementing quality practices).

Friedli et al. (2018) state that "Quality culture as an enabler of high-quality performance " (quality culture is a driving factor for the emergence of high-quality performance). Hilman & Abubakar (2017) state that "quality culture has a significant positive effect on university performance". Antariksa (2020) culture in an organization, including that quality culture affects teacher performance. Aziizah (2018) assumes that culture influences teacher performance. Elçi & Ki'tapçı (2010) stated that quality culture influences performance. Hartono (2019) states that the culture of a school or educational institution has a significant direct effect on teacher performance.

E. The Effect of Job Satisfaction on the Performance of Public Elementary School Teachers in North Labuan Amas District, Hulu Sungai Tengah Regency

The results of path analysis show that job satisfaction has a Beta value of 0.780 with a significance value of 0.000, which means that job satisfaction directly has a significant effect on the performance of State Elementary School teachers in North Labuan Amas District, Hulu Sungai Tengah Regency.

Job satisfaction is a term used to describe how people feel about their jobs and the conditions in which they work. According to Hariandja (2002), job satisfaction is a set of positive and negative emotions that people experience as a result of numerous elements or dimensions in their work. Employment satisfaction is achieved when a person is satisfied with his or her job and the conditions that develop at his or her workplace. The pleasure will occur when a teacher may feel that his requirements are being addressed fairly through his work and the atmosphere in which he works, as long as he is considerate. The indicates that satisfying these needs include: salary or wages, promotions, patterns of interaction between co-workers, bonuses and health benefits, as well as other facilities found in the work and work environment.

Performance is the result of work achieved by someone in an organization in accordance with their respective authorities and responsibilities in order to achieve organizational goals legally, in accordance with morals and ethics (Prawirosentono, 2016: 2) .Meanwhile, according to (Simamora, 2014: 327), performance is a person's level of achievement in fulfilling work. Good performance will be shown 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 transfers and promotions for the employee concerned.

Job satisfaction received and felt by an employee will affect the results obtained from his work. By obtaining job satisfaction by employees, both by giving appropriate salaries, the work given according to their expertise, and good relations with superiors, this will improve the performance of the employees. So there is a much stronger relationship between job satisfaction and employee performance (Luthans, 2016: 186) . Employees who are satisfied at work will always have a positive attitude and always have high creativity (Handoko, 2017: 132) .

Widayati (2020) states that there is a strong influence between job satisfaction variables on teacher performance variables. Similarly, research study by Warni, et al. (2021) which states that there is a direct relationship between job satisfaction and performance. Abidin (2017) states that satisfaction has an effect on performance. Afifah & Musadieq (2017) state that job satisfaction affects performance. Aslamiah (2015) states that job satisfaction affects performance. Hutagaol (2018) reveals that performance is influenced by job satisfaction. Mardianti, et al. (2020) states that job satisfaction directly affects performance. Wote & Patalatu (2019) stated that job satisfaction has an effect on performance. Aslamiah, et al., (2019) stated that there is a positive and significant relationship between job satisfaction and performance. Hartono (2019) states that job satisfaction directly affects performance. Suriansyah (2020) also states that job satisfaction can have an effect on performance

F. Indirect Effect of Transformational Leadership on Performance through Job Satisfaction of State Elementary School Teachers in North Labuan Amas District, Hulu Sungai Tengah Regency

The results of the analysis show that the principal's transformational leadership indirectly affects performance through job satisfaction with a value of 0.523 with, which means that indirectly the principal's transformational leadership affects teacher performance through the job satisfaction of State Elementary School teachers in North Labuan Amas District, Hulu Sungai Tengah Regency. .

The results of this study are in line with the research of Djuraidi & Laily (2020) which states that job satisfaction is able to mediate the effect of transformational leadership on performance . Hutagaol (2018) states that there is an indirect relationship between leadership and performance through job satisfaction. Tetuko (2012) states that indirectly leadership has a significant effect on performance through job satisfaction. Warni, et al (2021) stated that indirectly there is a positive and significant relationship between the principal's transformational leadership and teacher performance through job satisfaction. The results of Amri & Rahardja's research (2016) show that a person's performance can be improved by job satisfaction and transformational leadership. Furthermore, transformational leadership and job satisfaction affect employee performance through employee loyalty.

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Leadership style has a positive and significant effect on employee job satisfaction. Leadership style is an important factor that influences work behavior such as performance. Leadership style directly affects Job Satisfaction through his meticulousness in creating an attractive job and work environment, delegation of responsibilities and proper application of regulations. Therefore, a leader with the right leadership style will lead to employee satisfaction with his work.

G. Indirect Effect of Quality Culture on Performance through Job Satisfaction of State Elementary School Teachers in North Labuan Amas District, Hulu Sungai Tengah Regency

The results of the analysis show that indirectly quality culture affects performance through job satisfaction with a value of 0.331 with, which means that indirectly quality culture affects teacher performance through job satisfaction of State Elementary School teachers in North Labuan Amas District, Hulu Sungai Tengah Regency.

Tetuku (2012) states that indirectly, culture has a significant effect on performance through job satisfaction. This result validates that job satisfaction is an intervening or intermediary for quality culture. Thus, job satisfaction is the dominant variable in influencing teacher performance. From the findings, it can be seen that the value of the influence of quality culture on job satisfaction is greater than the value of the influence of quality culture on performance. As a result, quality culture is more dominant in influencing job satisfaction when compared to the influence of quality culture on performance.

CONCLUSION

There is a direct and indirect correlation between the principal's transformational leadership, quality culture and job satisfaction on teacher performance. Teachers should further improve mastery of the basic competencies of the subjects they teach, namely by first studying the basic competencies of each subject so that they are able to realize the objectives of learning. Should take a closer approach to the teachers personally. This is in order to increase the influence of the principal's deal on the teachers who are his subordinates so that in the future the principal can more easily mobilize the teachers.

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