

The Influence of Principal Transformational Leadership, Work Culture and Work Environment on Teacher Performance in State Senior High Schools throughout Banjarbaru City

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Abstract

The teacher is the main component that determines the quality of the education process. Therefore, teacher performance becomes the main aspect that is of concern to everyone. In this case, the principal has an important role as the spearhead to improve teacher performance. This can be done through his leadership which can create a conducive work culture and create a good working environment. This study aims to describe and analyze: (1) Principal transformational leadership, work culture, work environment and teacher performance; (2) the influence of transformational leadership on work culture; (3) the influence of transformational leadership on the work environment; (4) the influence of transformational leadership on teacher performance; (5) the influence of work culture on teacher performance; (6) the influence of the work environment on teacher performance; (7) the influence of transformational leadership on teacher performance through work culture; (8) the influence of transformational leadership on teacher performance through the work environment. This research uses descriptive-quantitative research method. The number of samples in this study were 115 teachers. The data collection instrument is a questionnaire that has fulfilled the validity and reliability test requirements. Analysis of the data to test the hypothesis using path analysis. Based on the results of this study it was found that there is a direct influence of: (1) principal transformational leadership on a work culture of 0.832, (2) principal transformational leadership on a work environment of 0.957, (3) principal transformational leadership on teacher performance of 0.847, (4) work culture on teacher performance of 0.752, (5) work environment on teacher performance of 0.798, (6) indirect influence of principal transformational leadership on teacher performance through work culture of 0.626, (7) principal transformational leadership on teacher performance through work environment of 0.762. The conclusion of the research is that there is an influence of the principal's transformational leadership, work culture and work environment on the performance of public high school teachers throughout the city of Banjarbaru. It is recommended for principals to optimize the role of leadership through transformational leadership in order to improve work culture, work environment and teacher performance. Teachers are expected to always improve their performance, especially in the teaching and learning process.

Keyword: Principal Transformational Leadership, Work Culture, Work Environment, Teacher Performance.

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1. INTRODUCTION

Quality education according to Mulyasa (2013: 46) is a requirement to realize the life of an advanced, modern and prosperous nation. As it is known that many countries do not have abundant natural resources but can realize the prosperity and welfare of their people. This can happen as a result of the educators they have of good quality, resulting in quality human resources. In order for education to be of high quality, one of the important factors that must be fulfilled is the

presence of qualified, professional, prosperous and quality teachers and principals.

It is undeniable that education in Indonesia is still far from what is expected, especially when compared to the quality of education in other countries. According to the 2019 UNDP report, Indonesia is ranked in the Human Development Index (HDI): 0.718, ranking 107 out of 189 countries surveyed. There are three factors that cause the low quality of education in Indonesia, namely: 1) National education policies and administration use an inconsistent educational

production function or input-output analysis approach, 2) Education is implemented centrally, 3) Community participation, especially parents students in the implementation of education is very minimal.

The teaching profession is not a job that just fills spare time that can be done by anyone. a teacher must be professional in carrying out their duties as contained in Law no. 14 of 2005 concerning Teachers and Lecturers in Article 1 paragraph (1) point 1 states, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary and secondary education".

Professional teachers are teachers who have the main competencies, namely pedagogic competence and professional competence, because these competencies greatly support the success of the teaching and learning process. Thus, teachers must be able to do their job well. Good teacher performance is needed in order to achieve quality education.

The results of Sudjana's research (2014: 54) show that student learning outcomes are influenced by teacher performance. The teacher is an element of education that is very dominant in improving the quality of the learning process in schools. In line with this, Rusman (2014: 55) argues that the teacher is a very dominant determining factor in the world of education, because a teacher plays a very important role in the learning process, and is the core of the overall educational process in schools. Teacher is a profession that demands skills, competencies and comprehensive abilities.

Teacher performance is the result of work that can be achieved by a teacher in an educational institution in accordance with the duties and responsibilities in achieving educational goals (Koesmono, 2013: 155). The success of a teacher must meet predetermined criteria, if the teacher has met these criteria, it means that a teacher can be said to be successful and has good quality. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 Academic Qualification Standards and Teacher Competencies were fully developed into 4 main competencies, namely pedagogic, personality, social and professional competencies.

Based on the results of preliminary observations conducted at one of the senior high schools in the Banjarbaru City area, there were things that were not expected. There are teachers who enter the classroom to start learning and leave the classroom when carrying out learning activities in the classroom, which are still teacher-centered, resulting in a passive learning situation in the classroom. Some teachers are

still at a low level of competence in understanding learning strategies when viewed in the teaching process in the classroom.

Many factors affect teacher performance. According to Mulyasa (2013: 47) one of the factors that influence teacher performance is the leadership of the principal. Leadership is one of the competencies that must be possessed by a school principal. Aslamiah (2018: 51) explains that the principal has a significant influence on teacher performance, because the principal is a motivator and supervisor in fostering and improving teacher performance.

Many leadership models are applied in various organizations/institutions, both for-profit and non-profit, in this case the principal's transformational leadership plays an important role in developing school culture (Ngang, 2014:33). Transformational leadership studies how leaders can change and build school culture to be more consistent in achieving organizational goals (Sarivirta and Kumpulainen, 2016:116).

Principal transformational leadership is a leadership style that prioritize providing opportunities that encourage all elements of the school (teachers, students, parents, the surrounding community) 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 (Suhaimi, 2018: 38). With the implementation of transformational leadership, subordinates will feel trusted, valued, and respected by their leaders. In the end, subordinates will be motivated to do more than expected (Supardi 2013: 66).

The leadership model that is recognized as making a major contribution to developing quality schools is the transformational leadership model. Transformational leadership facilitates the principal's efforts to accelerate the growth of the capacity of teachers in developing themselves, formulating a shared vision, respecting school values and culture, spurring students to further improve achievement and providing extra coaching to administrative staff to be able to provide the best possible service in serving the needs of students, as well as giving personal attention to the problems of citizens in the school, building intimacy between school members so as to create a conducive climate in achieving school goals (Masaong and Naway, 2014:124).

In addition to transformational leadership factors that affect teacher performance, there is another work culture factor. The understanding of work culture according to Triguno (2014: 32) explains that: Work culture is a habit that is carried out repeatedly by employees in an organization. is a habit that must be adhered to in the context of carrying out work to achieve goals.

According to Ndraha (2015:43) Work culture is a philosophy based on a view of life as values that become the nature, habits, and driving forces, entrenched in the life of a community group or organization which is reflected in attitudes into behaviors, beliefs, ideals, opinions and actions that manifest as work or work. Work culture according to Menpan Decree no 25/Kep/M.Pan/4/2002 concerning Guidelines for the Development of a Work Culture of State Apparatus is the attitude and behavior of individuals from a group of State apparatuses based on values that are believed to be true and become traits and habits in carrying out their duties and work daily.

Based on informal observations of the attitudes and behavior of Banjarbaru Senior High School teachers, there are things that are still lacking and need attention. There are some teachers who show an attitude of indiscipline, especially when entering class not on time according to a predetermined schedule. The working relationship between fellow teachers is less open, some even tend to suspect each other so that it has an impact on disrupting the teacher's internal cooperation and the attitude of respect is felt less and less.

Another factor that affects teacher performance is the work environment. A comfortable work environment will be a driving force for enthusiasm and work efficiency which in turn will encourage work productivity. However, a work environment that exceeds the threshold of the teacher's ability to be creative can have an unfavorable impact on the teacher's personal health.

A good work environment will create a sense of comfort and safety for teachers and school residents. Nitisemito (2015:118) states that the work environment is something that is around workers and can affect themselves in carrying out the tasks assigned. A good or conducive work environment will be able to increase the motivation and passion of teachers in working or teaching, so that they will spend more time at school (good work) because of the calm, coolness, beauty, comfort, security and order in their environment.

Based on the description above, it can be concluded that teachers and their performance can be caused by various factors including the principal's leadership style, work culture and the work environment concerned, researchers are encouraged to try to analyze existing problems by taking the title "The Influence of Principal Transformational Leadership, Work Culture through the work environment on teacher performance in public high schools throughout the city of Banjarbaru".

2. METHODOLOGY

2.1 Research Design

The type of research used is descriptive quantitative research, namely research that can provide an overview of phenomena, show relationships, test hypotheses, make predictions and get the meaning of the implications of a problem to be solved (Ndraha, 2015:65). This research technique is correlational technique. Arikunto (2013: 247) states that correlational research is research that is intended to determine whether there is a relationship between two variables or several variables.

This study intends to determine the relationship between the independent variables, namely the principal's transformational leadership (X), work culture (Z1) and work environment (Z2) as an intermediate variable (intervening), and teacher performance (Y) as the dependent variable, which is formulated into a path analysis model, either directly or indirectly.

2.2 Population and Research Sample

The population in this study consisted of all teachers at SMA Negeri Sekota Banjarbaru which consisted of 4 public schools, totaling 168 teachers. Given the large population in this study more than 100 respondents, then determine the size of the sample using the Slovin formula as follows:

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

Description:

n : Number of Samples

N : Total Population

e : Error tolerance (5%=0.05)

Based on the above formula applied in this study, the research sample size was obtained as many as 118 people. The sampling technique in this study is probability sampling, which provides equal opportunities for each member of the population to be selected as a member of the sample (Prasetyo and Jannah, 2012:48).

2.3 Research Data Analysis

2.3.1 Validity and reliability test

Before being used in the assessment, the observation sheet was first tested for validity and reliability tests. If $r_{xy} > r$ table then the questionnaire item is said to be valid and if $r_{xy} < r$ table the instrument is said to be invalid. The results of the validity are known that the transformational leadership variable consisting of 48 items has 1 invalid item, the work culture of 30 items has 3 invalid items and the work environment of 24 items can be seen that 1 item is invalid.

The reliability results can be seen from the results of Cronbach's Alpha, each variable is more than the required minimum standard of 0.60, then the principal transformational leadership variable (X1), work culture (X2) and work environment (Z) on the dependent variable, namely the level of teacher performance (Y) reliable or good as a data collection tool.

2.3.2 Hypothesis Test

Before testing the hypothesis, the researcher conducted a prerequisite test which included a normality test, a linearity test and a multicollinearity test. After passing the hypothesis prerequisite test, it is continued with hypothesis testing in order to prove the influence of the principal's transformational leadership variable (X1), work culture (X2) and work environment (Z) on the dependent variable, namely the level of teacher performance (Y) either directly or indirectly. by using several analytical tests such as multiple regression test, partial test (T test), coefficient of determination test and path analysis.

3. RESULTS AND DISCUSSION

3.1 Research Results

3.1.1 Results of Research Description

Based on the results of the questionnaire distributed to the respondents, 100% of the questionnaires have been returned and statistically obtained, so it can be seen that the transformational leadership of the majority of principals is in the very high category with the highest percentage of 73.9% and the total average value of the principal's transformational leadership. is 4.358. This figure shows a fairly high value. The teacher variable, the majority of respondents already have a very high work culture with a percentage of 100% and the average value of the total work culture is 4.776. This figure shows a fairly high value. The teacher's work environment variable is the majority of the respondents in the very high category with a percentage of 89.6% and the average value of the total work environment is 4.503. This figure shows a fairly high value and the teacher performance variable, the majority of the respondents already have a very high

performance with a percentage of 86.96% with an average total teacher performance value of 3.701.

3.1.2 Prerequisite Test Results

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

3.1.3 Analysis Test Results

Through the results of multiple regression test, partial test (T-test), the coefficient of determination and path analysis are used to determine the magnitude of the influence of another variable, both direct and indirect. The results of the path analysis test are said to have a significant effect if the significant value is 0.05. The closer the Pearson Correlation value is to 0 then the relationship between the two variables is getting weaker, conversely if the Pearson Correlation value is closer to 1 then the relationship between the two variables is getting stronger. In addition to the magnitude of the Pearson Correlation value, the sign on the Pearson Correlation value also has an effect, if the Pearson Correlation value is positive (+) then it indicates the same direction or unidirectional correlation.

The summary of the calculation of the variable description and the direct and indirect effect of the principal transformational leadership variable (X1), work culture (X2) and work environment (Z) on the dependent variable, namely the level of teacher performance (Y) can be seen in the path coefficient summary table as following:

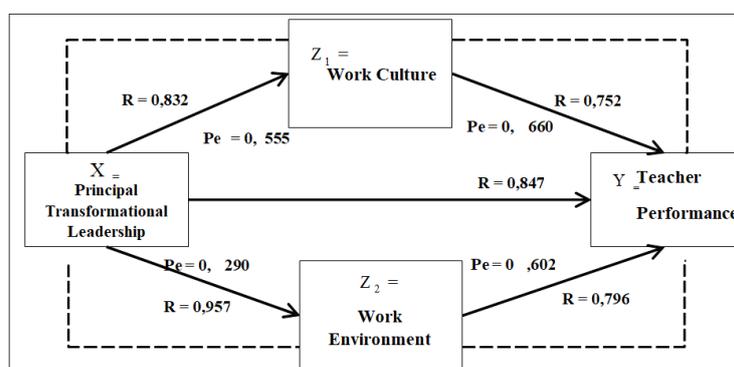


Figure 4.12: Summary of Path Analysis Regression Analysis Test Results

3.2 DISCUSSION

3.2.1 The Direct Effect of Principal Transformational Leadership with the Work Culture of State Senior High Schools in Banjarbaru City

The results of the analysis conducted in this study indicate that there is a direct positive and significant relationship between the principal's transformational leadership and work culture. This is evidenced by the path coefficient value of 0.832 with a *t* count of 19.866 and a significance of 0.000 so that the significance value is less than 0.05. This proves that the principal's transformational leadership can have a direct influence on the work culture of teachers in teaching and improve the achievement and creativity of State Senior High School teachers in Banjarbaru. The magnitude of the influence given by the principal's transformational leadership variable on work culture is indicated by the R² value of 0.692, meaning that 69.2% of high teacher work culture is due to the direct influence of the principal's transformational leadership.

Based on the results of the research on the perception of public high school teachers in Banjarbaru on the transformational leadership of school principals, especially the dimensions of high performance expectations that have effectiveness in helping teachers achieve school goals. It can be seen that the behavior of the principal must be able to create high expectations for teachers to work innovatively and professionally in order to create maximum results.

Transformational leadership is an effort to motivate employees to work towards achieving organizational goals and satisfying their needs at higher levels. Transformational leadership according to Burns is a process in which basically "leaders and followers raise themselves up" (Bush, 2013:77).

Principal leadership is an important factor in improving the performance of teachers, principals must have the competence to provide guidance to teachers, especially at this time where everything is open, so the leadership needed is principals who can empower teachers. Principals with abilities as supervisory supervisors, having a need for achievement, intelligence, assertiveness, self-confidence and good initiative are able to encourage teachers to give their best performance.

The results of this study are in accordance with the opinion of the expert, Robbins (Daryanto, 2015: 90) which states that a work culture is built and maintained based on the philosophy of the founder or leader. Culture is strongly influenced by the criteria used in hiring followers. The leader's actions will greatly affect the behavior that is acceptable or unacceptable to his followers.

The results of other studies that are similar to Aprisal (2018), Mayrina (2018) and Suwendra (2016) state that work culture and transformational leadership are interrelated. Leadership involves more than just exercising power and exercising authority, and it is displayed at different levels. At the individual level, for example, leadership involves providing advice, guidance, inspiration and motivation.

The results of this study are also in line with Rovida's (2019) research which concluded that transformational leadership has a positive effect on work culture. The influence of transformational leadership with work culture is 0.639, which means that there is a direct influence in the high category. This study shows the effect of transformational leadership with work culture is 63.9%. The results of this study are in line with Kailoka's research (2017) and the results of Mayrina's research (2018) which concludes that transformational leadership has an effect on organizational culture, meaning that the more the application of transformational leadership style increases, the organizational culture will also increase.

3.2.2 Direct Influence of Principal Transformational Leadership with the Work Environment of Public Senior High Schools in Banjarbaru City

The results of the analysis in this study indicate that there is a direct positive and significant relationship between the principal's transformational leadership and the work environment. This is evidenced by the Path coefficient of 0.957 with *t*count 43.900 and significant 0.000 so that the significance value is less than 0.05. This proves that the principal's transformational leadership can have a positive and significant direct influence on the work environment of State Senior High School teachers in Banjarbaru. The magnitude of the influence given by the principal's transformational leadership variable on the work environment is indicated by the R² value of 0.916 meaning that 91.6% of the high teacher work environment is due to the direct influence of the principal's transformational leadership.

A work environment with working space arrangement conditions such as the color of the workspace paint can provide morale, for coordination between work units the workplace now has a meeting room, the restrooms around the workspace are now adequate, the workspace is now very adequate. Setting the location of work equipment and cleanliness will create morale. The work spirit is not only felt by the teacher. However, students will also feel enthusiastic in learning. Enthusiasm will facilitate the educational process.

The quality of the work environment can be seen in the school principal's decision making by first asking the teacher's opinion. The involvement of the teacher will make the teacher feel trusted to be

responsible for carrying out the duties of the principal's decisions that have been taken. We are given the freedom to organize our own workspace, I arrange the workspace to add enthusiasm.

Sedarmayanti (2014: 69) states that the conditions of a good work environment, if humans can carry out their work activities optimally, are healthy, safe, and comfortable. The suitability of the work environment can be felt in the long term, while an unfavorable work environment can change the workforce and more time, and does not support the obtaining of an efficient work system design. Thus, the work environment is an activity environment in which employees perform work that can affect the achievement of organizational goals and create comfort in carrying out their duties.

The results of this study are supported by the theory put forward by Armstrong and Ducan (Bolthouse, 2013: 59) which says: "an enabling environment will create the conditions that encourage high performance and effective discretionary behavior". The existence of a conducive environment will form conditions that will improve performance and behavior that leads to effectiveness.

This is in accordance with the results of Hariani's research (2020) which concludes that there is an influence of transformational leadership on the work environment of lecturers at FKIP UMSU. Transformational leadership is a very important factor for the relationship between organizations in higher education. Transformational leadership is effective if it is able to encourage lecturers' motivation in achieving maximum performance.

3.2.3 Direct Effects of Principal Transformational Leadership on Teacher Performance in State Senior High Schools in Banjarbaru City

The results of the analysis in this study indicate that there is a direct positive and significant relationship between the principal's transformational leadership and teacher performance. This is evidenced by the path coefficient of 0.847, this means that there is a positive influence with a high category between the principal's transformational leadership and the performance of public high school teachers throughout the city of Banjarbaru. In other words, the higher the principal's transformational leadership, the higher the teacher's performance. The magnitude of the effect indicated by the R2 value of 0.717 with Sig. 0.000 and tcount of 16.913 are evidence to state that there is a significant influence of the principal's transformational leadership variable on teacher performance that cannot be ignored. The magnitude of the influence given by the principal's transformational leadership variable on teacher performance as indicated by the R2 value of 0.717 means that 71.7% of high teacher performance is due to the principal's transformational leadership.

In relation to the principal's transformational leadership, a principal who has transformational leadership has an attitude of appreciating new ideas, new ways and methods, and new practices carried out by teachers in the process of teaching and learning activities in his school (Yanti, Suhaimi, & Noorhapizah, 2021). According to Luthans (1995: 358) there are seven attitudes of transformational leadership style, namely (1) identifying himself as an agent of change (renewal), (2) having a courageous nature, (3) trusting others, (4) acting on the basis of a value system (not on the basis of individual interests, or on the interests and urging of his cronies), (5) continuously improve his abilities, (6) have the ability to deal with complicated, unclear and uncertain situations, (7) have a vision for the future or visionary.

The activities of public high school teachers in Banjarbaru in carrying out their main functions have ups and downs and are uneven for each teacher. Some of the things that also influence it are the transformational leadership of the principal, how the principal can be used as a role model for his subordinates (teachers), how the principal can provide motivation and support to his subordinates, how the principal is able to move his subordinates is an important aspect that cannot be ignored.

This study is in line with the results of Aslamiah's research (2016) concluding that there is a relationship between the principal's transformational leadership and teacher performance. The relationship between the principal's transformational leadership and teacher performance is 0.511, which means that there is a relationship with the medium category. This study shows a direct relationship between the principal's transformational leadership and teacher performance is 51.1%. Darwanto's research (2014) which states that the relationship between principals' transformational leadership and teacher performance at State Junior High Schools in Tanah Bumbu Regency with a result of 0.662, which means H_0 is rejected and H_a is accepted. This means that there is a positive relationship between the principal's transformational leadership and teacher performance at State Junior High Schools throughout Tanah Bumbu Regency.

3.2.4 Direct Influence of Work Culture on Teacher Performance in State Senior High Schools in Banjarbaru City

The results of the analysis conducted in this study indicate that there is a direct positive and significant relationship between work culture and teacher performance. This is evidenced by the path coefficient of 0.752, with tcount 12.109 and significant 0.000. This means that there is a positive relationship with a high category between work culture and the performance of State Senior High School teachers in Banjarbaru. Based on the acquisition of these values, it can be interpreted that work culture is one of the factors

that affect teacher performance, and when the value of work culture increases, it is followed by an increase in the value of teacher performance.

The magnitude of the influence given by the work culture variable on teacher performance, which is indicated by an R² value of 0.565, means that 56.5% of teacher performance is due to work culture. Work culture reflects how / what the behavior of workers at work. The job of teachers is to provide learning services to students. Teacher competence will affect the success of students in learning, which leads to an increase in the quality of education. Teachers are educators who have the main task of carrying out teaching and learning activities. The teacher's task is not easy because they have to improve the quality of human resources according to certain competency standards and applicable norms and values. The competency qualifications that must be possessed by educators are competencies as learning agents, namely the ability of educators to act as facilitators, motivators, motivators and learning inspiration for students. These competencies consist of (a) pedagogic competence, (b) personality competence, (c) professional competence and (d) social competence.

The hypothesis of this research is that there is an influence of work culture on the performance of SMA Negeri teachers in Banjarbaru. This hypothesis is in accordance with the results of research that proves the influence of work culture on the performance of State Senior High School teachers in Banjarbaru. From the results of the study, it was explained that the work culture possessed by the teacher could affect his performance in carrying out his duties and responsibilities as a teacher or educator.

Achievement of performance carried out by teachers cannot simply be achieved without the existence of factors that can influence or support it, and one of them is work culture. Research conducted by Rusmana (2018) with the title "The Influence of Principal Leadership and Teacher Work Culture on Teacher Performance" explains that 49% of teacher performance is influenced by teacher work culture. So it can be said that the work culture of teachers has a strong influence on the teaching performance of teachers. The study concluded that the teacher's work culture is expected to be able to create an atmosphere and teacher working relationships in creating a conducive work environment. Therefore these conditions are needed in improving teacher performance.

This research is in line with Arianto's (2013) research which found a relationship between work culture and teacher performance. This can be seen from the significance value of 0.015 which is smaller than 0.05 so that it can be concluded that work culture has a positive and significant direct relationship to

performance. Darwin (2019) which concluded that work culture has a positive effect on teacher performance. The relationship between work culture and teacher performance is 0.767, which means that there is a direct relationship in a strong category. This study shows that the direct relationship between the principal's transformational leadership and teacher performance is 76.7%.

3.2.5 The Direct Effect of the Work Environment on the Performance of State Senior High School Teachers in Banjarbaru City

The results of the analysis conducted in this study indicate that the work environment is directly related to teacher performance. This is evidenced by the path coefficient of 0.798, with a tcount of 14.081 and a significant 0.000. This means that there is a positive relationship with a high category between the work environment and the performance of public high school teachers throughout Banjarbaru City. This means that the higher the perceived work environment, the higher the performance and conversely the lower the perceived work environment, the lower the performance.

The magnitude of the influence of the work environment on teacher performance can be seen from R², which is 0.637 or 63.7%, this shows that the work environment has a major influence on teacher performance. Among the work environment, it turns out that the one that has a big influence on teacher performance is 63.7%. The work environment is an external factor that affects the performance of high school teachers in Banjarbaru.

The work environment greatly affects a person's performance, this is because a comfortable and safe work environment will support teacher performance. The work environment here is a physical work environment and a non-physical (psychological) work environment. Teacher performance is achieved optimally because the factors that affect performance have a positive influence. The work environment affects teacher performance. A clean, comfortable, and quiet work environment will give teachers a sense of pleasure. The non-physical work environment is the relationship between the principal and the teacher, the relationship between fellow teachers or colleagues.

Bambang (1991), the work environment is one of the factors that affect the performance of an employee. An employee who works in a work environment that supports him to work optimally will produce good performance, on the contrary an employee who works in an inadequate and unsupportive work environment to work optimally will make the employee concerned become lazy, tired quickly so that the employee's performance will be low.

The results of research conducted by Rahardjo (2014), based on the results of research and discussion,

the conclusions that can be drawn are that the work environment has positive results, the work environment has a relationship with increasing teacher performance, teachers can work safely and comfortably, can be supported by a conducive work environment. Prita's research (2019) concluded that the work environment has a positive and significant effect on teacher performance through the work motivation of teachers in the Accounting and Finance Expertise Program at Business and Management Vocational Schools in Semarang City. This implies that directly or indirectly the work environment affects teacher performance through work motivation. Research conducted by Rahardjo (2014) shows that the work environment has a significant effect on teacher performance through teacher motivation. This shows that a good work environment will support the morale of the employees or teachers to work and complete their work, so that the teacher's performance will increase.

3.2.6 Indirect Effects of Principal Transformational Leadership on Teacher Performance through the Work Culture of State Senior High School Teachers in Banjarbaru City.

The path coefficient is 0.626, the significance value of the Sobel test is 0.039007, the z-count value of the Sobel test is 16.040, therefore it can be concluded that by using a 95% confidence level there is a positive and significant indirect effect of the transformational leadership variable. schools through a work culture on the professional attitude of senior high school teachers in Banjarbaru. This can be seen from the attitude of the teacher who shows a sense of satisfaction being fulfilled so that he feels that he always provides openness, and does not feel rivaled by other colleagues but will instead help share knowledge and work together with other colleagues.

Although there is an influence of transformational leadership on performance through work culture, but the acquisition of the value of the direct influence between the principal's transformational leadership and performance is much greater than the acquisition of indirect influence, it is better that the principal's transformational leadership variable affects the teacher's performance variable directly.

Bersona revealed that transformational leaders are leaders who at every level are responsible for the dissemination of the organization's strategic goals, and convincing their followers to implement these goals effectively (Danim, 2014: 59). The principal as a leader must be able to encourage the emergence of a strong desire with enthusiasm and create a sense of confidence in the teacher (Wahjosumidjo, 2005: 105). According to Bass (2000:23) transformational leaders are leaders who encourage followers to build a self-concept that is identical to the leader's mission concept, strive for consistency so that followers are motivated to direct extra efforts in carrying out work.

Usman (2012) said that transformational leadership is leadership that is able to create fundamental changes and is based on religious values, systems and culture to create innovation and creativity for its followers in order to achieve the vision that has been set.

The results of this study are in line with Rusmana's research (2018) which found an indirect effect of transformational leadership on performance through work culture. This is evidenced by the results of the calculation of the Path Analysis statistical test which shows that the contribution of the indirect influence on performance through work culture is 0.013 or with a percentage of 1.3%. Research by Yulianty (2017), Sopaheluwakan (2020) and Priantika (2019) concludes that indirectly leadership style has a positive and significant effect on teacher performance through teacher professionalism.

3.2.7 Indirect Effects of Principal Transformational Leadership on Teacher Performance through the Work Environment of State Senior High School Teachers in Banjarbaru City

The results of the analysis carried out in this study indicate that transformational leadership is indirectly related to teacher performance through the work environment. This is evidenced by the Path coefficient of 0.762, the significance value of the Sobel test obtained a value of 0.02018, the z-count value of the Sobel test is 37.744, therefore it can be concluded that by using a 95% confidence level there is a positive and significant indirect effect of the variable of teacher performance through the work environment on the transformational leadership of the principal of a public high school teacher in Banjarbaru. This can be seen from the attitude shown by the teacher related to performance to always listen to the leader and do tasks according to the leader's orders. Although there is a relationship between the principal's transformational leadership and teacher performance through the work environment, the acquisition of the value of the direct relationship between transformational leadership and performance is much higher. greater than the acquisition of an indirect relationship, the better the transformational leadership variable of the principal affects the teacher's performance variable directly.

This is in line with research conducted by Rahardjo (2014) which states that there is an influence of the work environment on teacher performance. The work environment also obtained positive results, the work environment has a relationship with improving teacher performance, teachers can work safely and comfortably and can be supported by a conducive work environment.

Transformational leadership is the ability to inspire and motivate followers to achieve results that

are greater than originally planned and for internal rewards (Thoha, 2014: 100).

The work environment as a source of information and a place to carry out activities, a good working environment must be achieved so that employees feel at home and comfortable in the room to complete work so that they can have high efficiency. A good work environment will have an impact on increasing the quality of work, giving peace to the eyes and spiritual desire (As'ad. 2014:21)

The results of research Asgari, Ahmad & Samah.(2018) regarding transformational leadership can have a direct effect on teacher performance, but can also have an indirect effect on teacher performance, namely job satisfaction as an intermediary or mediation. The magnitude of the ongoing effect is indicated by the P31 value, which is 0.125 while the indirect effect is greater than the direct effect. The position of job satisfaction as an intervening variable or intermediary for leadership style and employee performance reinforces the influence that already exists.

4. CONCLUSION

The conclusion of this study is the description of the principal's transformational leadership, the work culture is in a high classification and the work environment in SMA Negeri in Banjarbaru City is in a high classification. while the teacher's performance is in the very good classification. There is a direct influence between the principal's transformational leadership, work culture and work environment with the performance of public high school teachers throughout the city of Banjarbaru. There is a direct influence between the principal's transformational leadership and work culture with the work environment of public high school teachers throughout the city of Banjarbaru and there is an indirect influence of the principal's transformational leadership and work culture with teacher performance through the work environment of public high school teachers throughout the city of Banjarbaru

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