

The Relationship between Principal Transformational Leadership, Work Environment and Job Satisfaction with Teacher Performance in Public Elementary Schools in Mataraman District, Banjar Regency

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Abstract

Teacher's Work Performance is the main factor in learning process, in other word, when there is an improvement in the quality of education, it cannot be separated from the teacher's role as the main factor in the whole educational process. There are a lot of factors that has important roles in giving contribution to this work performance, for example: Transformational Leadership factor, Work Environment, and Job Satisfaction. The purpose of this study was to analyze the direct and indirect relationship between Principal Transformational Leadership, Work Environment, Job Satisfaction with Teacher Performance at Public Elementary Schools in Mataraman District, Banjar Regency. This study uses a descriptive-quantitative research method. The number of samples used for this study is 118 teachers. The instrument for data collection is questionnaire that already fulfills the requirement of validity and reability test. The data analysis for testing the correlations in this study uses Path Analysis (*Analisis Jalur*). According to this study, it is shown that there is a direct correlation between: (1) principal's transformational leadership and teacher's work performance by 0.479, (2) principal's transformational leadership and job satisfaction by 0.506, (3) work environment and teacher's work performance by 0.588, (4) work environment and job satisfaction by 0.633, (5) job satisfaction and teacher's work performance by 0.627, (6) principal's transformational leadership and teacher's work performance through job satisfaction by 0.317, (7) work environment and teacher's work performance through job satisfaction by 0.397. The conclusion of this study is that there is a correlation between Principal's Transformational Leadership, Work Environment, Job Satisfaction and Teacher's Work Performances at State Elementary Schools in Mataraman District, Banjar Regency. It is recommended for the Principals that this research can be used as an input for a consideration to improve and increase the leadership behavior/role at school in order to make an improvement in work environment either physical or non-physical, job satisfaction which will have effects to the improvement of teacher's work performance. For the teachers, it is expected that this study can be a self-reflection and as an input to create a productive working environment, improve job satisfaction and work performance.

Keywords: Transformational Leadership, Work Environment, Job Satisfaction, Teacher's Performance.

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1. INTRODUCTION

Teacher performance is the main factor in the learning process, in other words, an increase in the quality of education cannot be separated from the role of the teacher as the main element in the entire educational process. This is stated in the Ministry of National Education (2005) Teachers have a very important role in determining the success of education. Professional teachers are expected to produce quality

graduates. Teacher professionalism as the spearhead in implementing the curriculum in the classroom needs attention. In addition, Mulyasa (2011: 5) argues that teachers are the most influential component in the creation of quality educational processes and outcomes

Many factors are considered to affect teacher performance, one of which is the principal's transformational leadership. The principal's

transformational leadership is believed to be one of the supporting factors in improving the quality of teacher performance (Yanti, Suhaimi, & Noorhapizah, 2021). Bass and Riggio (2006:14) Transformational leaders motivate others to do more than they originally intended and transformational leaders also tend to have followers who are more committed and satisfied. In addition, transformational leaders empower followers and pay attention to their individual needs and personal development, helping followers to develop their own leadership potential.

The principal's transformational leadership not only pays attention to the need for self-actualization and appreciation, but also raises awareness for leaders to do their best in running the leadership wheel by paying more attention to human factors, performance, and growth and organization (Aslamiah, 2016:37). This is in line with research by Bienstock And Marker (2015:117) which shows that there is a significant direct relationship between transformational leadership and performance. Kurniawan (2016) also concludes that there is a close relationship between transformational leadership and teacher performance.

In addition to transformational leadership factors that affect teacher performance, there are also work environment factors. As one of the important components for teachers in carrying out their work activities, the work environment certainly has a vital role in influencing performance. Nawawi (2014: 90) states that the work environment is everything that is around the workers and that can affect them in carrying out the tasks assigned, such as cleaning, music, lighting, and others. Sedarmayanti (2017: 63) suggests that broadly speaking, the type of work environment is divided into 2, namely; physical work environment and non-physical work environment. Both types of work environment, both physical environment and non-physical environment, greatly determine the performance of teachers and can improve their performance. An inadequate work environment will be able to reduce performance, preferably a good work environment will increase performance further.

The next factor influencing teacher performance is the job satisfaction factor. Job

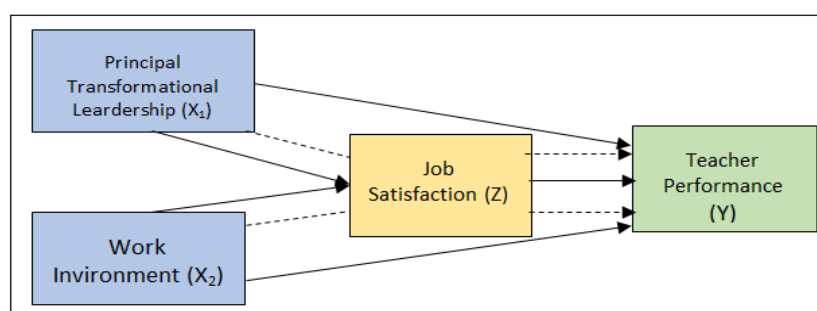
satisfaction is basically a person's affective or emotional response about his job where job satisfaction presents a set of factors in improving the quality of work (Priansa, 2014:55). Strauss and Sayles (Ghuftron, 2015:109) stated that job satisfaction is important for self-actualization. Teachers who do not get job satisfaction will never reach psychological maturity and will become frustrated which causes teachers to like to daydream, have low morale, get tired or bored quickly, emotionally unstable, often absent and result in a decrease in teacher performance and vice versa.

In addition to teacher performance, job satisfaction is also one of the factors that are influenced by transformational leadership and the work environment. As Hartono, Sulaiman, & Suhaimi (2019) suggests about transformational leadership that has an effect on job satisfaction, that principals' practice of transformational leadership will achieve satisfaction among teachers and motivate them to do their best in the workplace. Similarly, Tucker & Russell (Ragaisis, 2018) suggest that transformational leadership improves follower satisfaction and the quality of life of organizational members by implementing innovation and encouraging others to pursue their role in the organization.

2. METHODOLOGY

The technique used in this research is correlational technique. Cooper and Schindler (Aslamiah, 2016) explain the relationship between variables based on theory and previous research as well as empirical data. In addition, Notoatmodjo. (2015:52). states that correlational research is research that aims to determine whether there is a relationship between two or more variables.

This study aims to determine the relationship between the independent variables, namely the director's transformational leadership (X_1) and the work environment (X_2), job satisfaction (Z) as the intermediary variable (stakeholder) and teacher performance (Y) as the dependent variable.). In summary, the relationship between the independent variable, the intermediate variable, and the dependent variable is shown in the following figure:



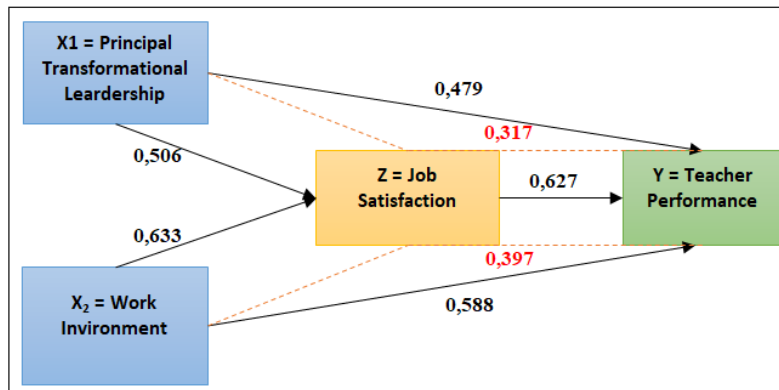
Gambar 2.1: Research Design

The population in this study is the total number of teachers who teach at State Elementary Schools in the Mataraman District taken from 22 schools as many as 198 people. Meanwhile, the research sample was 118 respondents using proportional random sampling, which is sampling randomly by taking into account the proportions in the population. Then the stages of data analysis of this research can be summarized as data description, descriptive analysis, analysis of test requirements, and hypothesis testing.

3. RESULTS AND DISCUSSION

3.1 Research Results

Through the results of multiple regression test, partial test (T test), coefficient of determination test and path analysis. The summary of the calculation of variable descriptions and direct and indirect relationships of the principal's transformational leadership (X1), work environment (X2) and job satisfaction (Z) with the dependent variable, namely the level of teacher performance (Y) through can be seen in the summary table of path coefficients as follows:



Gambar 4.11: Results of Analysis of the Relationship Between Principal Transformational Leadership (X1), Work Environment (X2), Job Satisfaction (Z) and Teacher Performance (Y)

3.2 DISCUSSION

3.2.1 Relationship between Principal Transformational Leadership and Teacher Performance in Teachers SDN Mataraman District, Banjar Regency

The criteria for acceptance and rejection of the hypothesis are if the significance value is <0.05 or the $t_{count} > t_{table}$ value for $n = 118$, then H_0 is rejected. The regression test analysis in this study showed that the sig value was $0.034 < 0.05$ or the t_{count} value was $2.144 > t_{table}$ value. Based on this analysis, the hypothesis that there is no relationship between transformational leadership and teacher performance (Y) is rejected. This means that there is a positive and significant relationship between transformational leadership and the performance of elementary school teachers in Mataraman District, Banjar Regency.

The results of this study are in line with the opinion expressed by Graen (Jyoti & Bhau, 2015) by building high-quality relationships, transformational leaders, by example and treatment convince followers to work in better ways to achieve organizational goals. Furthermore, Daft (Jyoti & Bhau, 2015) says the optimistic behavior of leaders that forms the basis of transformational leadership can influence followers and produce positive results for the organization.

One leadership style that is considered to be effective in improving the quality of performance is transformational leadership. A transformational leader

is not only able to motivate himself for the betterment of the organization but is also able to motivate his followers and direct them to achieve increased performance more than they expected. As McShane and Glinow (Subheki, 2017) argue that transformational leadership is a leadership perspective that explains how leaders change a team or organization by creating, communicating, and modeling a vision for the organization or work unit and inspiring employees to strive to pursue that vision.

Also stated that transformational leaders and their high expectations of teachers help them develop their skills and enable them to complete assigned tasks efficiently and effectively and have higher performance. which is reflected in the development of the educational learning process (Yanti, Suhaimi, & Noorhapizah, 2021). Furthermore, the results in this study are also in line with Marlina's research (2019) which found a relationship between the principal's transformational leadership and teacher performance. This is evidenced by the results of the calculation of the R value, which shows that the direct relationship between the principal's transformational leadership and teacher performance is 0.256 or with a percentage of 26.5%.

3.2.2 The Relationship of Transformational Leadership with Job Satisfaction of Teachers SDN Mataraman District, Banjar Regency

Regression test analysis in this study shows that the sig value is $0.000 < 0.05$ or the t_{count} value is $3.700 > t_{table}$ value. Based on this analysis, the

hypothesis that there is no relationship between transformational leadership and job satisfaction is rejected. This means that there is a positive and significant relationship between transformational leadership and job satisfaction of elementary school teachers in Mataraman District, Banjar Regency.

The results of this study are also in line with the opinion of Layton (Haj & Jubran, 2016) which states that the principal's practice of transformational leadership will achieve satisfaction among teachers and motivate them to do their best in the workplace. Similarly, Tucker & Russell (Ragaisis, 2018) suggest that transformational leadership improves follower satisfaction and the quality of life of organizational members by implementing innovation and encouraging others to pursue their role in the organization.

Transformational leadership is one type of leadership that is always believed to have an influence in increasing the motivation of followers to do more than what they can do. Influences in the form of motivation and solutions provided consistently by transformational leaders are able to increase self-confidence in followers which in turn will have an effect on increasing performance which previously they (followers) represented as job satisfaction.

The same thing was also found in the research of Shabab and Inaa (2018) that transformational leadership had a significant effect on employee job satisfaction. This is evidenced by the results of the coefficient of determination R Square = 0.754; ($F = 21.036$; $p = 0.000$) this means that there is a positive relationship between transformational leadership and job satisfaction of 75.4%.

3.2.3 The Relationship between the Work Environment and Teacher Performance in SDN Mataraman District, Banjar Regency

The regression test analysis in this study showed that the sig value was $0.002 < 0.05$ or the tcount value was $3,202 >$ the ttable value. Based on this analysis, the hypothesis that there is no relationship between the work environment and teacher performance is rejected. This means that there is a positive and significant relationship between the work environment and the performance of elementary school teachers in Mataraman District, Banjar Regency.

The results in this study are in line with the opinion of Fisher and Fraser (Sari, 2013) that improving the quality of the work environment can make schools more effective in providing better process performance. Saondi (Rasyidah, 2019) said that the factors that affect performance can be classified into two types, namely internal factors and external factors. One of the external factors related to performance is the work environment.

Quality in a work environment is said to be able to have an influence on increasing productivity and performance in an organization because when workers (employees) are in an environment that supports their activities, workers will work better and produce maximum performance. Furthermore, Nitisemito (Vijaya & Sriyathi, 2015) states that the work environment is everything that is around the worker, which can affect him in carrying out his duties. Fielmand (Elfita, Zulhaini & Mailani, 2019) states that the work environment is a work environment with job satisfaction, there is a positive relationship and the work environment affects the work performance of an organization.

3.2.4 Relationship between Work Environment and Job Satisfaction of Teachers SDN in Mataraman District, Banjar Regency

Regression test analysis in this study shows that the sig value is $0.000 < 0.05$ or the tcount value is $6.694 >$ ttable value. Based on this analysis, the hypothesis which reads that there is no relationship between work environment and job satisfaction is rejected. This means that there is a positive and significant relationship between the work environment and the job satisfaction of elementary school teachers in Mataraman District, Banjar Regency.

The results of this study are in line with the opinion of Robbins (Sari, 2018) which states that the factors of job satisfaction are challenging work, appropriate rewards, supportive working conditions, and supportive coworkers. Supportive coworkers are part of the non-physical work environment. Barnawi & Arifin (Elfita, Zulhaini & Mailani, 2019) suggest that the work environment in an organization has an important meaning for individuals who work in it, because the environment will affect individual satisfaction at work.

Job satisfaction is one of the most important factors in an organization. Job satisfaction and job dissatisfaction of employees in working directly or indirectly will affect the quality of their work. One of the factors that are often mentioned as influential in increasing job satisfaction is the work environment factor. As Lingga (Ghufron, 2015: 125) suggests the determinants of job satisfaction into two aspects, namely the physical and non-physical environment. Both aspects have a significant influence on job satisfaction.

The results of this study are in line with Marlina's research (2019) in her research finding the effect of the work environment on job satisfaction. This is evidenced based on the results of the t-test of the physical work environment variable on the employee job satisfaction variable, the t significance value is 0.022. These results indicate that $\text{Sig.t} < \alpha (0.05)$

then the effect of the physical work environment on employee job satisfaction is significant.

3.2.5 The Relationship between Job Satisfaction and Teacher Performance in SDN in Mataraman District, Banjar Regency

Regression test analysis in this study shows that the sig value is $0.000 < 0.05$ or the tcount value is $3.878 > t_{table}$ value. Based on this analysis, the hypothesis that there is no relationship between job satisfaction and teacher performance is rejected. This means that there is a positive and significant relationship between job satisfaction and the performance of elementary school teachers in Mataraman District, Banjar Regency.

The results of this study are in line with the opinion of Lawler & Porter (Bienstock And Marker, (2015) stating "there is a relationship between Satisfaction and Performance. Some indications of the level of job satisfaction can be derived from the analysis of labor turnover, absenteeism or grievance rates. Chapman and Chambers (Aslamiah, 2018) in their research stated that teacher job satisfaction is one of the important factors in the effort for teachers to continue to work as well as possible at the school.

The position of job satisfaction is said to be very strategic in influencing the quality of performance in a work unit or organization. Workers or employees who have job satisfaction will usually achieve the expected performance and vice versa. The results of this study are in line with research Hartono, Sulaiman, & Suhaimi (2019) in his research finding that job satisfaction has a positive relationship to teacher performance. Furthermore, this study is also in line with the research of Shabab and Inaa (2018) which found the effect of job satisfaction on performance. This is evidenced by the path coefficient value of 0.222. Based on the results of these studies, it can be concluded that job satisfaction has a significant relationship with performance of 22.2%.

3.2.6 The Relationship of Principal Transformational Leadership with Teacher Performance through Job Satisfaction of Teachers SDN in Mataraman District, Banjar Regency

The results of the Sobel test analysis showed that the Zcount value was $2.6439 > 1.96$ from the Ztable value. This means that job satisfaction is a variable that can mediate transformational leadership on teacher performance or in other words transformational leadership is indirectly related to teacher performance through job satisfaction.

The results of this study are in line with the opinion of Tarter, Hoy & Kottkamp (Aslamiah, 2018) which states that considering the importance of principal leadership on school achievement, 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.

The application of transformational leadership style in an organization is said to have a lot of influence on improving performance. However, in some situations, a leader is sometimes not able to directly influence so that it requires an intermediary factor that is considered capable of being a bridge for the leader to exert influence in order to improve employee performance. One of several factors that are considered capable of being a bridge for transformational leadership in order to improve performance is the factor of job satisfaction.

Bayram and Dinç (Kurniawan (2016) stated "Transformational leadership is the best way to identify interaction between employee and supervisor and it has a key role for being part of fostering and stimulating information exchange for creation of highly satisfied employees in an organization, which contributes to the accomplishment of the organization". Rasyidah (2019) in her research found that transformational leadership has a positive relationship with teacher performance through teacher job satisfaction. This is evidenced by the path coefficient value of 0.275, this means that there is an indirect relationship with a low category between leadership transformational with teacher performance through job satisfaction with a percentage of 27.5%.

3.2.7 Relationship between Work Environment and Teacher Performance through Job Satisfaction of Teachers SDN in Mataraman District, Banjar Regency

The results of the Sobel test analysis showed that the Zcount value was $5.845 > 1.96$ from the Ztable value. This means that job satisfaction is a variable that can mediate the work environment on teacher performance or in other words the work environment is indirectly related to teacher performance through job satisfaction.

The results of this study are in line with the opinion expressed by Nitisemito (Sari, 2018) that the work environment is everything that exists in the worker's environment that can affect him in carrying out the assigned tasks. The work environment in an organization has an important role for the smooth production process because a good work environment can not only satisfy employees in carrying out their duties, but also has an effect on improving employee performance.

Everything that is around workers always has its own influence on the quality of their performance. As one of the factors that is said to be inseparable in influencing performance, the work environment certainly has an important role of its own. A condition

that is formed in a work environment that is felt by workers is directly or indirectly able to affect their feelings towards their work, either in the form of job satisfaction or dissatisfaction. Job satisfaction or dissatisfaction felt by workers (employees) formed from the work environment will later affect the quality of the resulting performance.

Fielmand (Elfita, Zulhaini & Mailani, 2019) states that the work environment is a work environment with job satisfaction, there is a positive relationship and the work environment affects the work performance of an organization. The results of this similar research are also in line with the research of Elfita, Zulhaini & Mailani. (2019) in his research found that transformational leadership has a positive relationship with teacher performance through teacher job satisfaction in Banyumas Regency. This is evidenced by the value of R square or correlation index of 0.277, this means that there is an indirect relationship with a low category between transformational leadership and teacher performance through job satisfaction with a percentage of 27.7%.

4. CONCLUSION

The conclusion of this study is the description of the principal's transformational leadership, work environment variables and job satisfaction variables are included in the high category, while the teacher performance variable is included in the fairly good category. The results of the path analysis show that there is a significant direct relationship between the principal's transformational leadership, work environment, job satisfaction with the performance of elementary school teachers in Mataraman District, Banjar Regency, there is a significant direct relationship between the principal's transformational leadership and work environment with job satisfaction and there is an indirect relationship. both the transformational leadership of the principal and the work environment through job satisfaction on the performance of elementary school teachers in Mataraman District, Banjar Regency

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