Original Research Article

The Effect of Transformational Leadership of School Principles, Work Culture and Teacher's Work Commitment on Teacher Performance at State Junior High School, City of Banjarbaru

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Abstract

This study aims to analyze the direct and indirect influence between the principal's transformational leadership, work culture and teacher work commitment on teacher performance at SMPN Banjarbaru City. This research is a descriptive correlation with a quantitative approach which is formulated into a path analysis model. The research population was 407 teachers from 14 schools and 202 respondents were taken as research samples using proportional random sampling technique. Collecting data using a questionnaire instrument and data analysis using descriptive analysis, classical assumption test, and hypothesis testing and path analysis. The conclusion of this study is that there is a significant direct relationship between transformational leadership, work culture and work commitment with teacher performance. There is an indirect relationship of transformational leadership through work commitment to the performance of Banjarbaru City Junior High School teachers. There is an indirect relationship between work culture through work commitment and the performance of SMPN Banjarbaru City teachers.
Keywords: Transformational, Culture, Commitment, Teacher Performance.

I. INTRODUCTION

The teacher is a very essential factor in determining the success of an organization in the field of education. To ensure the maintenance of order and the smooth implementation of tasks in achieving school goals, teachers are needed who are full of loyalty and obedience to applicable regulations and are aware of their responsibilities to carry out school goals. Therefore, the teacher resource profession needs to continuously grow and develop in order to carry out its functions professionally (Sastrohadiwiryo, 2018).

As is known, there have been many curriculum changes from the beginning of independence to this reform era, but these have not brought changes to education itself. What must be done in order to become a quality education, one of which demands an increase in teacher performance. The performance of teachers in carrying out their roles and duties in schools, especially in the learning process in the current context, requires development and changes in a more innovative direction.

The phenomenon of problems that occur in the regions, especially in the City of Banjarbaru regarding the performance of teachers must be addressed immediately and the need to improve the quality of teachers. Teachers still have not mastered the progress of science and technology. There are still many teachers who only continue the habit of implementing the educational curriculum so that teachers lack creativity in innovating learning activities and exploring learning methods and strategies, teaching materials and new patterns of learning relationships in accordance with the progress of the times and the characteristics of today's students.

Based on the results of the initial data found both from experience as a teacher, interviews with several principals and initial observations in several schools, related to the performance of teachers in the Banjarbaru City area, especially at the State Junior High School (SMPN) level, there are still many teacher performance problems that need to be improved. This can be seen from there are teachers who only use the

lecture method in learning, so that the learning hours run out by the teacher while the students are passive and only listen to the teacher's explanation. In addition, some teachers only adopt existing learning tools from various sources, or modify learning tools from colleagues who both teach the same subjects. So that in carrying out its duties and functions, it is limited to obligations only.

The results of Benjamin and Flyinn's research (Saragih 2017) conclude that the highest influence on teacher performance comes from school leaders, a school principal becomes the direct leader of teachers who have duties and responsibilities to improve the quality of teacher teaching performance. The transformational leadership model is very suitable to be applied to principals who have the ability to influence teachers and encourage them to explore new ways of doing things and new opportunities to learn. Furthermore, according to Yammario and Bass (Suriansyah and Aslamiah, 2012), transformational leaders must be able to persuade their subordinates to carry out tasks beyond their own interests for the benefit of the larger organization.

According to Benjamin & Flyinn (Danim, 2014) transformational leadership is able to inspire others to see the future optimistically, project an ideal vision, and be able to communicate that vision so that it can be achieved. This opinion is in line with Aslamiah (2015) which states that transformational leadership is a leadership model for a leader who tends to motivate subordinates to work better and put more emphasis on behavior to help transformation between individuals and organizations.

In addition to the principal's leadership factor, the success of teacher performance is also influenced by work culture. Renchler (Darmawan, 2013) states that there is a relationship between school culture and teacher performance. This means that in order to improve the quality of education, it is necessary to understand school culture, because the education process cannot be separated from cultural influences. This statement is supported by Pai (Aslamiah, 2018) which states that teacher performance is influenced by culture which consists of elements of core values, beliefs and attitudes.

Good or bad school work culture can cause changes in teacher behavior to be negative or positive. A positive influence can lead to changes towards improvement, in this case an increase in teacher performance which in turn can achieve organizational goals. While the negative influence has an effect on teacher performance which can cause delays, even deliberately slowing down the work of teachers.

In addition to the principal's leadership and work culture, the factors that influence teacher performance are teacher work commitment, where as an educator must be able to bring changes in behavior and changes in students' mental attitudes in development towards appropriate educational goals, teachers have good quality work and are implemented if In a teacher there is a high commitment in carrying out their duties (Wirawan, 2013). Teachers who have a high commitment will be responsible by being willing to give all their abilities because they feel they have the organization. A strong sense of belonging will make teachers feel useful and comfortable in the organization (Yuwono, 2016).

Based on the description above, there are many factors that affect the performance of teachers, especially teachers of SMP Negeri Banjarbaru City, such as the principal's transformational leadership, work culture and teacher commitment. This is the background of the problem so that it takes the basis for conducting research on the influence of principals' leadership and teacher work culture, teacher work commitment to the performance of Banjarbaru City Junior High School teachers.

II. METHOD

The type of research used is quantitative research. This study also uses the type of explanatory research. The population of this study was 14 units of public junior high school in Banjarbaru with the number of teachers in the city of Banjarbaru there were 407 teachers, consisting of civil servant teachers (PNS) as many as 370 undergraduates and 37 masters in 2019/2020. The instrument in the form of a questionnaire was used to obtain information from respondents by distributing questionnaires for each variable, namely, the variables of the Principal's Transformational leadership (X1), work culture (X2) and work commitment (Z). While the teacher's performance variable (Y) was obtained by documentation. So this study tries to reveal causality (causal or explanatory) in the form of the influence between the principal's transformational leadership, teacher work culture and teacher work commitment to teacher performance at SMP Negeri Banjarbaru. This study uses a descriptive method, with the type of correlational study .

III. RESULT AND DISCUSSION

The researcher started the study by testing the validation and reliability of the instrument randomly on 30 SMPN teachers in Banjarbaru City who were not included in the research sample. After all instruments were declared valid, then on July 25, 2021, a questionnaire was distributed to 202 SMPN teachers in Banjarbaru City as the actual research sample.

A. Research result

1. Test Results Descriptive Analysis of Research Variables

a. Transformational Leadership Variables
The results of data calculations can be seen in the following table:

Table-1Descriptive Statistics of Transformational Leadership Variables

	N	Range	Min	Max	mean	Std. Deviation	Variance
Transformational leadership	202	57,00	78.00	135.00	105,2079	12.99929	168,981
Valid N (listwise)	202						

Based on the calculation results can be made a table about the frequency distribution as follows:

Table-2Frequency Distribution of Transformational Leadership Variables

No	Interval Class			Frequency	Percentage (%)
1	78	-	84	10	4.95
2	85	-	91	21	10,40
3	92	-	98	34	16.83
4	99	-	105	44	21.78
5	106	-	112	38	18.81
6	113	-	119	18	8.91
7	120	-	126	25	12.38
8	127	-	133	10	4.95
9	134	-	140	2	0.99
Total				202	100

Based on the calculation of the frequency category of work culture, it can be seen that there is no assessment of the principal's transformational leadership in the medium, low and very low categories. The school principal's transformational leadership score was in the very high category with 84 or 54.90% respondents and the high category as many as 69 (45.10%). This can prove that the principal's transformational leadership is in the very high category.

b. Work Culture Variables
The results of data calculations can be seen in the following table:

Table-3Statistical Descriptive Organizational Culture Variables

	N	Range	Min	Max	mean	Std. Deviation	Variance
Organizational culture	202	34.00	74	108	88,9802	,54923	7.80608
Valid N (listwise)	202						

Based on the results of the above calculations can be made a table about the frequency distribution as follows:

Table-4Frequency Distribution of Teacher Work Culture Variables

No	Interval Class			Frequency	Percentage (%)
1	74	-	77	17	8.42
2	78	-	81	23	11.39
3	82	-	85	25	12.38
4	86	-	89	42	20.79
5	90	-	93	37	18.32
6	94	-	97	29	14.36
7	98	-	101	18	8.91
8	102	-	105	6	2.97
9	106	-	109	5	2.48
Total				202	100

Based on the calculation of the frequency category of the work culture variable, it can be seen that the majority of organizational culture scores are in the high category with 141 (69.80%) respondents, followed

by the moderate category as many as 51 (25.25%) respondents and the very high category as many as 10 (4.95%)). This can prove that the work culture of public junior high school teachers throughout the city of Banjarbaru is in the high category.

c. Work Commitment Variable

The research questionnaire regarding teacher work commitment consists of 30 statement items. The results of data calculations can be seen in the following table:

Table-5Descriptive Statistics of Teacher Work Commitment Variables

	N	Range	Min	Max	mean	Std. Deviation	Variance
Work Commitment	202	37,00	75.00	112.00	92.6782	,57113	8.11733
Valid N (listwise)	202						

Based on the calculation results can be made a table about the frequency distribution as follows:

Table- 6Frequency Distribution of Teachers' Work Commitment Variables

No	Interval Class		Frequency	Percentage (%)
1	75	- 78	7	3.47
2	79	- 82	16	7.92
3	83	- 86	23	11.39
4	87	- 90	37	18.32
5	91	- 94	41	20,30
6	95	- 98	28	13.86
7	99	- 102	21	10,40
8	103	- 106	19	9.41
9	107	- 112	10	4.95
Total			202	100

Based on the calculation of the frequency category above, it can be seen that there is no assessment of teacher work commitment in the low and very low categories. The majority of respondents' answers to the teacher's work commitment variable were in the high category, there were 145 (71.78%) respondents, followed by the very high category as many as 29 (14.36%) and the medium category by 28 (13.86%).

d. Teacher Performance Variables

The results of data calculations can be seen in the following table:

Table-7Descriptive Statistics of Teacher Performance Variables

	N	Range	Min	Max	mean	Std. Deviation	Variance
Teacher Performance	202	28.00	27,00	55.00	42.5000	,45296	6,43780
Valid N (listwise)	202						

Based on the results of the above calculations, a table on the frequency distribution of teacher performance can be made as follows:

Table-8Frequency Distribution of Teacher Performance Variables

No	Interval Class		Frequency	Percentage (%)
1	27	- 29	6	2.97
2	30	- 32	10	4.95
3	33	- 35	15	7.43
4	36	- 38	21	10,40
5	39	- 41	32	15.84
6	42	- 44	38	18.81
7	45	- 47	31	15.35
8	48	- 50	26	12.87
	51	- 55	23	11.39
Total			202	100

Based on the calculation of the frequency category above, it can be seen that there is no teacher performance assessment in the very low category. The teacher's performance score is in the very high category, there are 39 (19.31%) respondents, the high category is 111 (54.95%), the medium category is 43 (21.29) and there are still 9 (4.46%) teacher performance belongs to the low category. This can prove that the performance of Banjarbaru City Junior High School teachers is in the high category.

2. Analysis Prerequisite Test Results

a. Normality Test Results

1) Normality Regression Model 1 (X_1, X_2, $Z \rightarrow Y$)

Based on the results of the normality test of regression model 1, it was found that the significance *of Kolmologorov-Smirnov Z* (Asymp Sig 2-Tailed) for transformational leadership variables, organizational culture and work commitment to the teacher performance variable data was 0.200 > (0.05) so that the data distribution was distributed normal.

2) Normality Regression Model 2 (X_1, $X_2 \rightarrow Z$)

Based on the results of the normality test of regression model 2, it was found that the significance *of Kolmologorov-Smirnov Z* (Asymp Sig 2-Tailed) for the transformational leadership variable, organizational culture on work commitment was 0.200 > (0.05) so that the data distribution did not deviate from the normal curve or it can be stated that the data is normally distributed.

b. Linearity Test Results

Based on the linearity test through the SPSS program, it can be seen that the variables of transformational leadership, work culture and work commitment to the teacher performance variable produce a linear line value *(deviation from linearity)* > 0.05 and a significance value < 0.05, it can be concluded that the data is in the form of a linear function. The linearity test of transformational leadership and work culture variables on the work commitment variable on teacher performance resulted in a linear line value *(deviation from linearity)* > 0.05 and a significance value < 0.05, so it can be concluded that the data is in the form of a linear function.

c. Multicollinearity Test Results

Based on the multicollinearity test through the SPSS program, it can be seen that in model 1 it can be seen that transformational leadership, work culture and work commitment to the teacher performance variable produce a *tolerance value* > 0.10, and a VIF value < 10,

it is concluded that the regression model does not occur multicollinearity. The multicollinearity test in model 2 shows that the variables of transformational leadership and work culture on work commitment produce a *tolerance value* > 0.10, and a VIF value < 10, it is concluded that the regression model does not occur multicollinearity, so it can be concluded that the data is non-multicollinear in the regression model.

d. Heteroscedasticity Test Results

1) Heteroscedasticity Test Model 1 (X_1, X_2, $Z \rightarrow Y$)

Based on the data from the Glejser test above, it can be interpreted that in the regression analysis there are no symptoms of heteroscedasticity, it shows the significance value (p-value) of the principal's transformational leadership variable is 0.896, the significance value (p-value) of the organizational culture variable is 0.180 and the significance value is 0.180. (p-value) variable is 0.638. These results clearly show that none of the independent variables statistically significant affects the dependent variable the value of ABS_RES (Teacher Performance), this is because the independent variable has a significance probability value above 0.05 or 5%.

2) Heteroscedasticity Test Model 1 (X_1, $X_2 \rightarrow Z$)

Based on the data from the Glejser model 2 test above, it can be interpreted that in the regression analysis there are no symptoms of heteroscedasticity, this is indicated by the significance value (p-value) of the principal's transformational leadership variable of 0.722 and the significance value (p-value) of the organizational culture variable of 0.722. 0.287. These results clearly show that none of the independent variables statistically significant affects the dependent variable the value of ABS_RES (Work Commitment), this is because the independent variable has a significance probability value above 0.05 or 5%.

3. Hypothesis Test Results

Testing the analysis to answer the hypothesis in this study is to prove the effect of transformational leadership (X1), work culture (X2) and work commitment (Z) on teacher performance (Y) partially. The results of the analysis test consist of the results of the linear regression test, the results of the t test (*partial*), the coefficient of determination ($R2^{)}$ and path analysis (*path analysis*).

a. The Direct Effect of Principal Transformational Leadership on Teacher Performance at SMPN Banjarbaru City.

Table-9Summary of Test Results Analysis of the Effect of Principal Transformational Leadership on Teacher Performance

Variable	Standardized Coefficients Beta	Significance (t-test)			Coefficient
		T Count	T Table	Sig	R Square
Transformational Leaders (X_1) - Teacher Performance (Y)	0.592	10,394	1,972	0.000	0.351
Constant Value		: 11,643			
Standard Error Of Estimate		: 5,20031			

Based on the calculation of the hypothesis test that produces data as shown above, it can be determined:

1) Regression Line Equation

Based on the table above, it shows the value of R^2 (R Square) of 0.351. R value ^{2} this is used in calculating the value of e_1 (*Constanta*) . So it can be concluded that there is a positive influence between transformational leadership on teacher performance. The better the transformational leadership of the principal, the better the performance of teachers at SMPN Banjarbaru City will increase.

2) Correlation Coefficient and Determination Coefficient

Based on the results of the analysis in table 4.23 above, it can be seen that the correlation coefficient value of *R square is* 0.351, meaning that 35.1% changes in the teacher performance variable can be influenced by the transformational leadership variable of the

principal, while the remaining 100% - 35.1% = 64 ,9% teacher performance is influenced by other variables outside the principal's transformational leadership variable.

3) Significance Test (t Test)

Based on the output of data processing, it can be seen the value of Sig. of 0.000 < 0.05 and 10.394 > 1.972. Thus **Ho is rejected and H$_1$ accepts,** meaning that there is a significant influence between the principal's transformational leadership on teacher performance at SMPN Banjarbaru City.

b. The Direct Effect of Principal's Transformational Leadership on the Work Commitment of Banjarbar City Junior High School Teachers u

Summary of Test Results Analysis of the Effect of Principal Transformational Leadership on Teacher Work Commitment

Variable	Standardized Coefficients Beta	Significance (t-test)			Coefficient
		T Count	T Table	Sig	R Square
Transformational Leadership (X_1) - Work Commitment (Z)	0.478	7,688	1,972	0.000	0.228
Constant Value		: 61.302			
Standard Error Of Estimate		: 7.14953			

Based on the calculation of the results of hypothesis testing that produces data as shown in above, it can be determined:

1) Regression Line Equation

Based on the table above, it shows the value of R^2 (*R Square*) of 0.228. R value ^{2} this is used in calculating the value of e_1 (*Constanta*) . So it can be concluded that there is a positive influence between the principal's transformational leadership on teacher commitment. The better the transformational leadership of the principal, the higher the level of teacher work commitment at the Banjarbaru City Junior High School will increase.

2) Correlation Coefficient and Determination Coefficient

Based on the results of the analysis in the table above, it can be seen that the correlation coefficient value of *R square is* 0.228, meaning that 22.8% of changes in the teacher's work commitment variable can be influenced by the transformational leadership variable of the principal, while the remaining 100% - 22.8% = 77, 2% of teachers' work commitment is influenced by other variables outside the principal's transformational leadership variable.

3) Significance Test (t Test)

Based on the output of data processing, it can be seen the value of Sig. of 0.000 < 0.05 and 7.688 > 1.972. Thus Ho is rejected and H1 $_{is}$ accepted this means

that there is a significant influence between the principal's transformational leadership on the work commitment of teachers at the Banjarbaru City State Junior High School.

c. The Direct Effect of Work Culture on Teacher Performance at SMPN Banjarbaru City

Table -10Summary of Test Results Analysis of the Effect of Work Culture

Variable	Standardized Coefficients Beta	Significance (t-test)			Coefficient
		T Count	T Table	Sig	R Square
Work Culture (X $_2$) - Teacher Performance (Y)	0.449	7,114	1,972	0.000	0.202
Constant Value		: 9,525			
Standard Error Of Estimate		: 5,76558			

Based on the calculation of the results of hypothesis testing that produces data as shown above, it can be determined:

1) Regression Line Equation

Based on the table above, it shows the value of R2 (^{R} *Square*) of 0.202. The value of R ^{2} is used in calculating the value of e $_1$ (*Constanta*). So it can be concluded that there is a positive influence between teacher work cultures on teacher performance. The better the teacher's work culture, the better the performance of teachers at the Banjarbaru City Junior High School will increase.

2) Correlation Coefficient and Determination Coefficient

Based on the results of the analysis in the table above, it can be seen that the correlation coefficient value of *R square is* 0.202, meaning that 20.2% changes in the teacher performance variable can be influenced by the teacher's work culture variable, while the remaining 100% - 20.2% = 79.8% teacher performance is influenced by the variable. other variables outside the teacher's work culture.

3) Significance Test (t Test)

Based on the output of data processing, it can be seen the value of Sig. of 0.000 < 0.05 and 7.114 > 1.972. Thus **Ho is rejected and H $_1$ accepts,** meaning that there is a significant influence between teacher work cultures on teacher performance at SMPN Banjarbaru City.

d. The Direct Effect of Work Culture on the Work Commitment of SMPN Banjarbaru City Teachers

Table-11Summary of Test Results Analysis of the Effect of Work Culture

Variable	Standardized Coefficients Beta	Significance (t-test)			Coefficient
		T Count	T Table	Sig	R Square
Work Culture (X $_2$) - Work Commitment (Z)	0.294	4,350	1,972	0.000	0.086
Constant Value		: 65,473			
Standard Error Of Estimate		: 7,77791			

Based on the calculation of the results of hypothesis testing that produces data as shown above, it can be determined:

1) Regression Line Equation

Based on the table above, it shows the value of R2 (^{R} *Square*) of 0.086. The value of R ^{2} is used in calculating the value of e $_1$ (Constanta). So it can be concluded that there is a positive influence between teacher work cultures on teacher work commitment. The better the work culture of teachers, the commitment of teachers at SMPN Banjarbaru City will increase higher.

2) Correlation Coefficient and Determination Coefficient

Based on the results of the analysis in the table above, it can be seen that the correlation coefficient value of *R square is* 0.086, meaning that 8.6% changes in the teacher work commitment variable can be influenced by the teacher's work culture variable, while the remaining 100% - 8.6% = 91, 4% of teachers' work commitment is influenced by other variables outside the teacher's work culture variable.

3) Significance Test (t Test)

Based on the output of data processing, it can be seen the value of Sig. of 0.000 < 0.05 and 4.350 > 1.972. Thus, Ho is rejected and H1 is accepted, meaning

that there is a significant influence between teacher work culture and teacher work commitment at SMPN Banjarbaru City.

f. Indirect Effects of Principal Transformational Leadership Through Work Commitment on Teacher Performance at SMPN Banjarbaru City

Table-12Results of the Effect of Transformational Leadership

Variable	Path Analysis	Standardized Coefficients		Determinant
		B	Std. Error	R Square
Transformational leadership – Teacher Performance	Path 1 (p1)	0.592	0.028	0.351
Transformational leadership – Work Commitment	Path 2 (p2)	0.478	0.039	0.228
Work Commitment – Teacher Performance	Path 3 (p3)	0.571	0.046	0.326

The results of the SPSS output above, the *standardized beta regression coefficient of* the learning leadership variable on teacher performance is 0.592 and a significance of 0.000 which means that transformational leadership affects teacher performance

directly. The *standardized beta* coefficient value of 0.167 is the *path value* or p $_1$

The magnitude of the regression coefficient of each variable can be seen in the following *path diagram:*
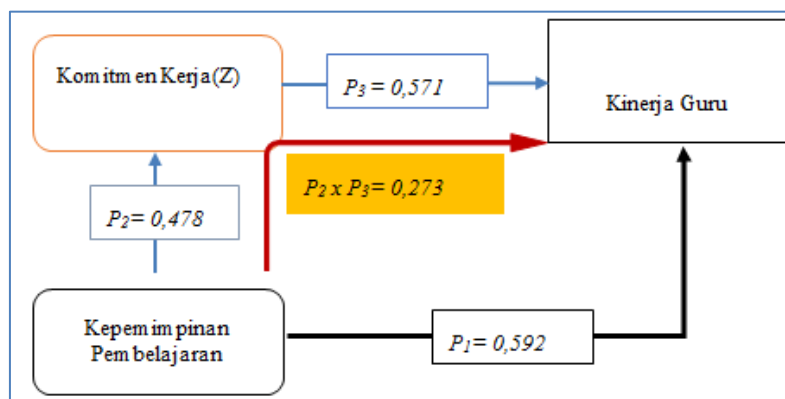
Gambar-1: Diagram Path Pengaruh Kepemimpinan Transformasional melalui Komitmen Kerja terhadap Kinerja Guru

Based on the path diagram above, it shows that transformational leadership can have a direct effect on teacher performance and can also have an indirect effect, namely from transformational leadership through work commitment (as an *intervention*) and then to teacher performance. Judging from the magnitude of the regression coefficient, it can be seen that the direct influence of the principal's transformational leadership on teacher performance is greater than the indirect effect of the principal's transformational leadership through work commitment (*intervening*) on teacher performance, so it can be concluded that the work commitment variable as a mediating variable (*intervening*) cannot strengthen the influence of the principal's learning leadership on the performance of teachers of SMPN Banjarbaru City.

Testing the hypothesis of the indirect influence of the principal's transformational leadership through work commitment on the performance of SMPN Banjarbaru City teachers was carried out by using the *Sobel test* to determine whether the effect was significant or not. Steps for testing *Sobel test* using the formula Sp2p3 : $= \sqrt{p3^2 Sp2^2 + p2^2 Sp3^2 + Sp2^2 Sp3^2}$, get the result 0.0222 .

Based on the results of Sp2p3 above, it can be calculated the t-statistical value or t-count value. Comparing t-count with t-table according to the level of significance, if t-count > t-table, the mediation coefficient is significant. The calculation results show that t count (12,256) > t table (1,972). The results of the Sobel test show that the t-count value is greater than the

t-table (5%), so it can be concluded that the mediation coefficient of 12.256 is significant, thus Ho is rejected and H1 is _{accepted}, meaning that there is a significant influence between the principal's transformational leadership through work commitment. teachers on teacher performance at SMPN Banjarbaru City.

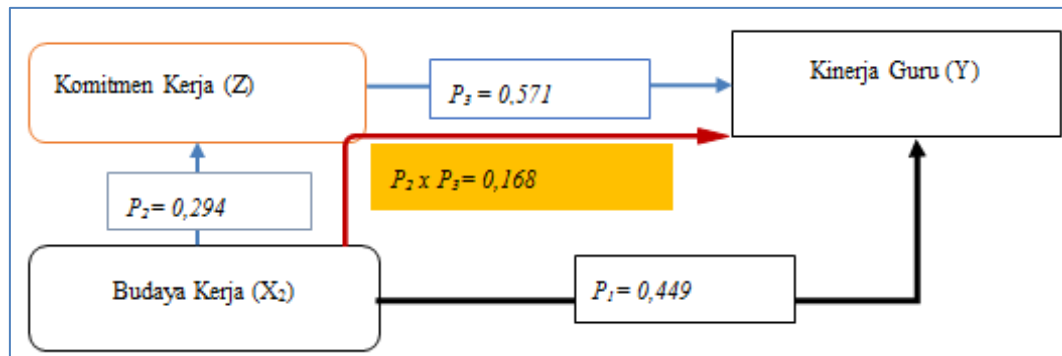g. Indirect Effect of Work Culture through Work Commitment on Teacher Performance at SMPN Banjarbaru City

Table- 13 Result of Work Culture Influence

Variable	Path Analysis	Standardized Coefficients		Determinant
		B	Std. Error	R Square
Work Culture – Teacher Performance	Path 1 (p1)	0.449	0.028	0.351
Work Culture – Work Commitment	Path 2 (p2)	0.294	0.070	0.228
Work Commitment – Teacher Performance	Path 3 (p3)	0.571	0.046	0.326

The results of the SPSS output above, the *standardized beta regression coefficient* of the work culture variable on teacher performance is 0.449, which means that work culture directly affects teacher performance. The *standardized beta* coefficient value of 0.449 is the *path value* or p $_1$.

The magnitude of the regression coefficient of each variable can be seen in the following *path diagram*:

Gambar-2: Diagram Path Pengaruh Budaya Kerja melalui Komitmen Kerja terhadap Kinerja Guru

Testing the hypothesis of the indirect influence of work culture through work commitment. The performance of Banjarbaru Junior High School teachers was carried out by using the *Sobel test* to determine whether the effect was significant or not. Steps for testing *Sobel test* using the Sp2p3 formula: = $\sqrt{p3^2 Sp2^2 + p2^2 Sp3^2 + Sp2^2 Sp3^2}$ get a result of 0.0400 . Based on the results of Sp2p3 above, it can be calculated the t-statistical value or the calculated t-value , compare t arithmetic with t table according to the level of significance, if t arithmetic > t table then the mediation coefficient is significant. The calculation results show that t count (4,200) > t table (1,972). The

results of the Sobel test show that the t-count value is greater than the t-table (5%), it can be concluded that the mediation coefficient of 4.200 is significant, thus Ho is rejected and H1 is accepted, meaning that there is a significant influence between work cultures through teacher work commitment to teacher performance at SMPN Banjarbaru City.

4. Analysis Results (*Path Analysis*)

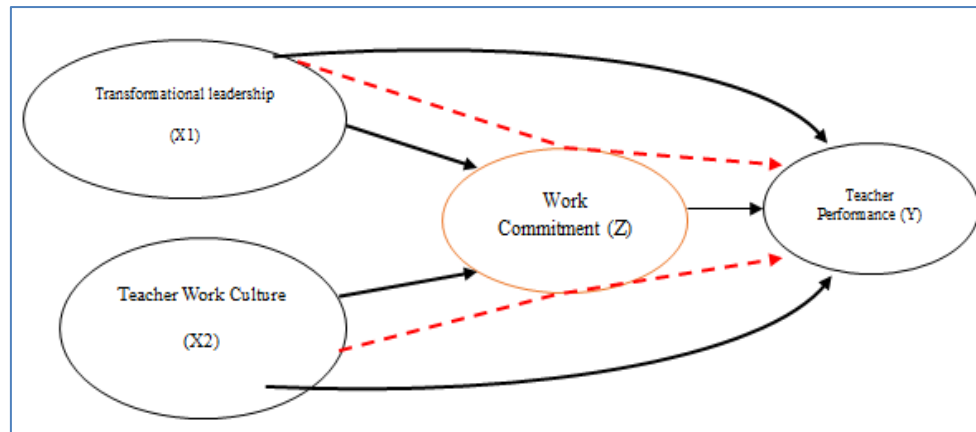Overall path analysis (*path analysis)* based on the value of regression analysis are:

Fig-3: Summary of Path Analysis Regression Analysis Test Results

The summary of the calculation of the direct and indirect effects of the influence of transformational leadership (X1) , work culture (X2) and work commitment (Z) on Teacher performance (Y) at SMPN Banjarbaru City can be seen in the summary table of the path coefficients as follows:

Table-14: Summary of Path Analysis Regression Analysis Test Results

Variable Effect	Direct Influence	Indirect Influence	Information
Transformational Leadership (X $_1$) – Teacher Performance (Y)	0.592	-	Significant
Transformational Leadership (X $_1$) – Work Commitment (Z)	0.478	-	Significant
Work Culture (X $_2$) – Teacher Performance (Y)	0.449	-	Significant
Work Culture (X $_2$) – Work Commitment (Z)	0.294	-	Significant
Work Commitment (Z) – Teacher Performance Y)	0.571	-	Significant
Transformational Leadership (X $_1$) – Work Commitment (Z) - Performance (Y)	-	0.273	Significant
Work Culture (X $_2$) – Work Commitment (Z) - Teacher Performance (Y)	-	0.168	Significant

DISCUSSION

A. Transformational Leadership on Teacher Performance at SMPN Banjarbaru City

Based on the results of the first hypothesis test, it can be seen that there is a significant influence of the principal's transformational leadership variable (X1) on the performance (Y) of the Banjarbaru City Junior High School teacher. The results of this study are evidenced by the results of the analysis using simple regression, the correlation coefficient value of 0.592 shows a positive value, meaning that there is a positive influence between transformational leadership on teacher performance. The better the transformational leadership of the principal, the better the performance of teachers at SMPN Banjarbaru City will increase . In addition, seen from the results of the t-test, it can be seen that the significance value is 0.00 0 < 0.05 and 10.394 > 1.972 at the 5% significance level, which means that the influence of transformational leadership on teacher performance is significant.

Based on the results of the descriptive test of respondents' answers to transformational leadership, including the high category as many as 11 1 (54.95 %),

this shows the principal has been able to create working conditions or conditions that provide stimulation for teachers to work optimally. Transformational leadership according to Bass (Danim, 2014) defines transformational leadership based on the influence and relationship of the leader with followers or subordinates

The results of this study are also in line with the results of Rahmadin's research, (2017) The Relationship between Transformational Leadership Style, Work Motivation and Work Climate on Teacher Performance at SMPN Martapura District, Banjar Regency. In the results, the regression coefficient value of transformational leadership (X1) is 0.524, meaning that there is a relationship between transformational leadership (X1) on teacher performance (Y). The significance value (Sig t) of transformational leadership (X $_1$) on teacher performance (Y) is 0.000, which means Sig t < (0.05). This means that there is a significant relationship between transformational leadership (X1) on teacher performance (Y Guru at SMPN Martapura District, Banjar Regency.

B. Transformational Leadership on Teacher Commitment at SMPN Banjarbaru City

Based on the results of the second hypothesis test, it can be seen that there is a significant influence of the transformational leadership variable on teacher commitment at SMPN Banjarbaru City. This is evidenced by the coefficient value of 0.478 indicating a positive value, which means that for every 1 point increase in the transformational leadership coefficient, the teacher's work commitment will increase by 0.592 points. So it can be concluded that there is a positive influence between the principal's transformational leadership on teacher commitment. The better the transformational leadership of the principal, the higher the level of work commitment of teachers at SMPN Banjarbaru City will increase. Judging from the results of the t-test can be seen the value of Sig. of 0.000 < 0.05 and 7.688 > 1.972. This indicates that there is a significant influence between the transformational leadership of the principal on the work commitment of teachers at SMPN Banjarbaru City.

The results of this study are in line with research conducted by Arief (2017), Kurniawan (2019), Bienstock And Marker (2015) and Aslamiah. (2019) each concluded that transformational leadership has a significant and significant effect on work commitment to teachers. In line with research by Mowday & Steers (2016) his research concludes that leadership has a positive and significant effect on work commitment.

Based on h result The correlation coefficient value *R square , the effect* of the principal's transformational leadership on the work commitment of teachers at SMPN Banjarbaru City is 0.228 , meaning 22.8 % of changes in the teacher's work commitment variable can be influenced by the transformational leadership variable of the principal , while the remaining 100% -22 , 8 % = 77.2 % teacher work commitment is influenced by other variables outside the principal's transformational leadership variable.

Nahlawi (2020) said that the commitment of teachers in addition to growing from within each other was also influenced by the principal as an element of leadership. Nahlawi's opinion above has been proven by several studies related to the influence of principal's leadership on teacher commitment. Faris' research (2018) concludes that the principal's leadership has a direct influence on teacher commitment by 34.6% and the remaining 65.4% is an influence outside the principal's leadership.

C. The Direct Effect of Work Culture on Teacher Performance at SMPN Banjarbaru City

Based on the results of the *Path Analysis test*, it can be seen that there is a significant relationship between work culture variables and the performance of Banjarbaru City Junior High School teachers. This is evidenced by several test results such as the regression coefficient value of 0.449 showing a positive value, which means that every 1 point increase in the teacher's work culture coefficient, the teacher's performance will increase by 0.449 points. Thing this explains that there is a positive influence between teacher work cultures on teacher performance. The better the teacher's work culture, the better the performance of teachers at SMPN Banjarbaru City will increase.

Judging from the results of the t-test can be seen the value of Sig. of 0.00 0 < 0.05 and the value of sig. of 7,114 > 1,972 sig level. in the table, thus the influence of work culture on performance is significant, this indicates a positive influence of work culture on teacher performance, meaning that the better the level of work culture, the higher the teacher's performance.

This research is in line with Armstrong's opinion (Sudarmanto, 2014) which emphasizes that culture can create a conducive work environment for performance improvement and change management. This is also supported by the opinion of Cameron and Quinn (Sudarmanto, 2014) who say that culture has a very strong influence on long-term organizational performance and effectiveness.

The result of *R Square* or the coefficient of determination is 0, 202, meaning that 20, 2 % changes in the teacher performance variable can be influenced by the teacher's work culture, while the remaining 100% - 20, 2 % = 79.8 % teacher performance is influenced by other variables outside the variable. Teacher work culture. Work culture is basically the values that become a person's habit in determining the quality of a person at work. Luthan and Schein (Sardono, 2014) highlight one of the important characteristics of organizational culture. Organizational culture in schools is also characterized by the existence of norms that contain standards of behavior from school members, both for students and teachers.

D. The Direct Effect of Work Culture on Teacher Commitment at SMPN Banjarbaru City

Based on the results of the regression test, it can be seen that there is a significant influence of the work culture variable with the work commitment of the Banjarbaru City Junior High School teacher. This is evidenced by the value of the coefficient of teacher work culture of 0.294 indicating a positive value, which means that for every 1 point increase in the coefficient of teacher work culture, teacher work commitment will increase by 0.294 points; this indicates a positive influence between teacher work cultures on commitment teacher work. The better the work culture of teachers, the higher the work commitment of teachers at SMPN Banjarbaru City will increase.

The results of this study are in line with research by Aslamiah & Irawati (2019) which states that work culture directly affects teacher commitment. Similarly,

Suriansyah's research (2018) which states that work culture has an influence on teacher commitment. In addition, previous research conducted by Carmen and William (2017), based on the results of data analysis there is a significant influence between organizational cultures on teacher commitment.

Judging from the results of the t-test can be seen the value of Sig. of 0.034 < 0.05 and 2.152 > 1.659. Thus the influence of work culture on teacher work commitment is significant, this shows a positive influence of work culture on teacher commitment, meaning that the better the work culture in the organization, the higher the commitment of teachers. The *adjusted R square value* or the coefficient of determination is 0.086 , meaning that 8.6 % of changes in the teacher's work commitment variable can be influenced by the teacher's work culture variable , while the remaining 100% - 8.6 % = 91.4 % of the teacher's work commitment is influenced by the variable other variables outside the teacher's work culture.

The high commitment of the teachers at the new Banjar City Junior High School cannot be separated from the influence of the applied work culture. Work culture has an impact on work commitment based on its socialization. The success of further socialization of work culture will have a positive impact on teacher work commitment while its failure means that it will have a negative impact on teacher work commitment. Kurniawan (20-20) stated the influence of organizational culture dimensions, namely teamwork, communication, appreciation and recognition, training and development on organizational commitment and found that all dimensions of organizational culture are important determinants of organizational commitment.

E. The Direct Effect of Teacher Work Commitment on Teacher Performance at SMPN Banjarbaru City.

Based on the results of the hypothesis test, it can be seen that there is a positive influence of the teacher's work commitment variable on the performance of the SMPN Banjarbaru City teacher. This is evidenced by several test results such as the regression coefficient value of 0.571 showing a positive value which can be interpreted, an increase of 0.571 of teacher performance for each one-unit increase of the teacher's work commitment variable. Judging from the results of the t-test can be seen the value of Sig. of 0.002 < 0.05 and 9.838 > 1.972 , this indicates a positive influence of teacher work commitment on teacher performance, meaning that the higher the teacher's work commitment at work, the better teacher performance will be. Several studies are in line such as Ruslan (2018), Priantoro (2020) and Rahmadin (201 7) whose research results conclude that there is a relationship between work commitment variables and teacher performance.

The results of the study on teachers at SMPN Banjarbaru City showed that the majority of respondents' answers to the teacher work commitment variable were 145 (71.78 %) respondents had a high work commitment, so it was expected to improve teacher performance. This condition can be observed from the respondent's statement that teacher loyalty and trust accept that the workplace in accordance with its commitment will always be passionate about work so that trust will improve performance and teacher commitment will be willing to put in a high degree of effort for the benefit of the organization, in order to facilitate achieving organization goals.

F. Indirect Influence of Transformational Leadership Through Teacher Commitment to Teacher Performance at SMPN Banjarbaru City

The indirect effect of principal transformational leadership through work commitment with teacher performance at SMPN Banjarbaru City has a coefficient value of 0.273 and the results of the Sobel test show that t count (1 2 , 256) > t table (1, 972). So it can be concluded that the mediation coefficient is significant, thus Ho is rejected and H $_1$ accepts which means that there is a significant influence between the transformational leadership of school principals through teacher work commitment to teacher performance at SMPN Banjarbaru City.

The results of this study are in accordance with Bass's theory (Aslamiah, 2016) which states that the interaction between transformational leaders and teachers is to change the behavior of teachers to feel capable and highly committed so that they strive to achieve higher and quality work performance. Furthermore, Bass said that making a work commitment by aligning the wishes of the leader with the wishes and needs of the teacher in achieving maximum performance and this can only be done with learning leadership. The results of this study are also in accordance with the opinion of Tarter, Hoy & Kottkamp (Aslamiah, 2016) which stated that considering the importance of the principal's transformational leadership on teacher performance , a principal must be able to encourage and create a conducive atmosphere, which allows teachers to work comfortably and comfortably. Calm, full of intimacy and mutual respect so that a high commitment to the organization grows, which will then affect performance. The same thing was also stated by Miner (Aslamiah, 2016) that the interaction between qualified superiors and subordinates will have the impact of high commitment such as work loyalty, high productivity and maximum performance.

The results of the questionnaire research show teachers with strong commitments such as having awareness and sense of responsibility for their duties,

having loyalty to the organization and student achievement and having a sense of reciprocity to the organization which ultimately provides good performance in accordance with the goals of the organization. According to Glickman (2014) a good commitment reflects a person's sense of responsibility for the tasks assigned to him. This encourages work enthusiasm, enthusiasm for work, and the realization of school organizational goals.

The results of the questionnaire show that the teacher's work commitment is faced with an interconnected attitude towards the school organization and or provides maximum work results in order to achieve school goals, the feeling of being involved in a job or feeling that the job is fun, and the feeling that the organization is a place to work and a place to live. All these components are owned by the teacher, it will automatically increase work motivation through passion and enthusiasm for work.

Teacher performance should be based on a strong commitment to the school as the organization where they work and practice their knowledge. One effort to realize a strong commitment to the organization is how the principal as a leader conditions teachers and other education personnel to work and carry out their duties according to the expectations of the principal as a leader in educational organizations.

G. Indirect Influence of Work Culture Through Teacher Work Commitment to Teacher Performance at SMPN Banjarbaru City

The calculation of the value of the indirect influence of the work culture variable on the teacher's performance through the work commitment variable has a coefficient value of 0.16 8. This value indicates that the value is positive, meaning that there is an indirect influence of work culture through work commitment to teacher performance at SMPN Banjarbaru City.

The results of the research from respondents' answers related to the influence of work culture through work commitment to the performance of SMPN Banjarbaru City teachers seen from the habits applied in schools to the way teachers work such as habits or culture in good work, this can be seen from the indicators of support and work atmosphere on creativity, the willingness of teachers to improve self-ability and stability or seriousness in work, work culture of helping each other, helping each other, caring for each other. The work culture is in accordance with the wishes expected by the teachers so that the culture can increase the commitment of teachers to work and ultimately be able to produce maximum performance.

This result is supported by the research of Suwendra (2016) in his research which found that a positive work culture will lead to a good commitment to work so as to improve employee performance. Susanto

(2019) concluded that work culture will increase work commitment if the work culture contains positive norms or habits in accordance with the wishes of employees in an effort to improve performance.

In relation to the influence of work culture through work commitment to the performance of SMPN Banjarbaru City teachers, it can be seen that there are mutually agreed norms in work such as being responsible for all learning outcomes in the form of student achievement, maintaining the good name of the school by setting an example for the school environment, communication and harmonious interaction with co-workers and resolving work conflicts in a family manner. Such norms become a culture in schools that must be obeyed by teachers and by walking consistently, it makes working comfortable so that it creates positive thoughts both towards work and the results obtained.

This study supports the research conducted by Yeh and Hong (2017) which said that *Organizational Commitment will positively and significantly affect job performance*, this shows that employees are willing to stay and devote themselves to achieving work goals because they have the same values and goals in the organization, As employees have organizational commitment, their productivity will increase and so will work performance. This statement is in line with Robbins (201 3:99), explaining that with a work commitment or positive feelings about one's work which is the result of an evaluation of its characteristics, it will be able to make an employee able to work well and try to be able to provide benefits to the company.

IV.   CONCLUTIONS

Based on the table above, the results of the *path analysis regression analysis are* able to answer the hypotheses in this study, namely:

1. There is a direct influence of the principal's transformational leadership on teacher performance at SMPN Banjarbaru City.
2. There is a direct influence of the principal's transformational leadership on the work commitment of teachers at SMPN Banjarbaru City.
3. There is a direct influence of work culture on teacher performance at SMPN Banjarbaru City.
4. There is a direct influence of work culture on the work commitment of teachers at SMPN Banjarbaru City
5. There is a direct influence of teacher work commitment on teacher performance at SMPN Banjarbaru City.
6. There is an indirect influence on the principal's transformational leadership through the work commitment of teachers to teacher performance at SMPN Banjarbaru City.
7. There is an indirect influence of work culture through the work commitment of teachers on teacher performance at SMPN Banjarbaru City .

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