

Relationship between Principal Transformational Leadership, Work Commitment, Motivation and Work Discipline of High School Teachers in Banjarmasin City

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DOI: [10.36348/jaep.2023.v07i11.008](https://doi.org/10.36348/jaep.2023.v07i11.008)

| Received: 20.10.2023 | Accepted: 26.11.2023 | Published: 29.11.2023

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Abstract

Transformational leadership invites teachers to do the right thing, and motivates them to achieve common goals. So far, teacher discipline has not been optimal, this can be seen from the time discipline, there are still teachers who leave school during working hours for reasons that cannot be accounted for, teachers who arrive late or leave early before time for no apparent reason. The purpose of this study was to analyze the relationship between the transformational leadership of school principals on work commitment, motivation, and work discipline of high school teachers in Banjarmasin City. This research is a correlational descriptive. The population referred to in this study were all 135 high school teachers in the city of Banjarmasin from 13 schools. Data collection techniques through questionnaires and documentation, while the data analysis was done descriptively. The results of the frequency description show that 153 respondents or 78.43% of respondents stated that the transformational leadership of the principal of SMAN Banjarmasin City was in the good category, 3 respondents (1.96%) said it was very good and 30 respondents or 19.61% said it was quite good. there is no assessment of the school principal's transformational leadership in the unfavorable, no and not good categories. The majority of principals' transformational leadership at SMAN Kota Banjarmasin is in the high category, while teacher work commitment is in the medium category, teacher work motivation is in the medium category and teacher discipline is included in the high category. 43% of respondents stated that the transformational leadership of the principal of SMAN Kota Banjarmasin was in the good category, 3 respondents (1.96%) said it was very good and 30 respondents or 19.61% said it was quite good. there is no assessment of the school principal's transformational leadership in the unfavorable, no and not good categories. The majority of principals' transformational leadership at SMAN Kota Banjarmasin is in the high category, while teacher work commitment is in the medium category, teacher work motivation is in the medium category and teacher discipline is included in the high category. 43% of respondents stated that the transformational leadership of the principal of SMAN Kota Banjarmasin was in the good category, 3 respondents (1.96%) said it was very good and 30 respondents or 19.61% said it was quite good.

Keywords: Correlational, Transformational leadership, Teacher performance.

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INTRODUCTION

Human Resources (HR) is very important in achieving organizational/agency goals, one of which is the education sector. In the world of education, both public and private want human resources who work optimally so that organizational goals can be achieved. Hasibuan (2013: 17) explains that education plays an important role in efforts to realize quality human resources. For this reason, educational organizations/agencies should create an appropriate

management to manage human resources so that they work effectively and efficiently so that the goals of the educational organizations/agencies that have been set can be realized.

The main key in improving the quality of education is the optimization of human resources, especially teachers. Hermino (2014: 38) says that teachers are a very dominant component of education in improving the quality of education. This is because teachers are people who are directly involved in the

learning process at school. In order for the learning process to be quality, the teachers must also be qualified and professional. Professional teachers have special abilities and expertise in the field of teacher training, so that teachers are able to carry out their duties and functions as teachers with maximum abilities (Dessler, 2015: 29).

Teachers are 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, it is necessary to have a teacher who is full of loyalty and obedience to applicable regulations and is aware of his responsibility to carry out school goals. In Law Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Therefore, the teacher resource profession needs to continuously grow and develop so that it can carry out its functions professionally (Sastrohadiwiryono,

The teacher in practice requires discipline as a member of the school organization. Rahman (2016: 04) explains that discipline is a means to train and educate people on regulations so that there is compliance and so that they can run in an orderly and orderly manner within the organization. Discipline is also said to be a means of communicating with teachers so that they want to do what is recommended by superiors and in accordance with established company regulations.

Discipline is one's awareness and willingness to comply with all applicable company rules and social norms. The meaning of awareness is the attitude of someone who voluntarily obeys all the rules and is aware of their duties and responsibilities. Meanwhile, the meaning of willingness is an attitude, behavior, and actions of a person in accordance with company regulations, whether written or not (Hasibuan, 2013: 212). According to Davis, work discipline can be interpreted as the implementation of management to strengthen organizational guidelines (Priansa, 2015: 18).

The teacher's behavior as a human being, both inside and outside the classroom, is actually a simple reflection of the teacher's level of discipline. Moreover, his behavior at school is almost certainly a reflection of the implementation of the teacher's duties as teaching staff (educators). Paying attention to the dimensions of teacher work discipline feels very important, because the nature of teacher discipline is the basic capital for success in carrying out tasks. In order for teachers to achieve an ideal level in teaching, teachers must have the will to improve discipline which is very high and strong in pursuing their profession as teaching staff (Kurniawan, 2014: 21).

Related to the importance of teacher discipline in education, teachers are required to have high discipline, both discipline in carrying out their duties as educators, discipline in social life, and personal discipline, all of which are a reflection of the competence possessed by the teacher. Discipline is the key to the success of a teacher in educating, however the teacher is a role model for students, so that the discipline possessed by the teacher means that he has set an example and exemplary for students.

Teachers in carrying out their operational tasks not only convey subject matter, evaluate and analyze but also must pay attention to how the school culture and the methods chosen in conveying learning material also how to deal with problems are solved psychologically and educatively (Barnawi, 2014: 25). In addition, teachers are also expected to be disciplined in carrying out their duties as educators, a teacher must have high discipline in the duties he carries out as mandated for civil servants as servants of the state.

According to Sastrohadiwiyono (2018: 28) discipline is an attitude of respect, respect, obedience and obedience to applicable regulations, both written and unwritten and being able to carry them out and not evading the sanctions if the teacher violates the duties and authority assigned to him. given to him. From this understanding, it can be said that teacher discipline is not just concerned with coming to teach and going home on time, but more than that it also requires behavior, attitudes and actions that are in accordance with written and unwritten rules and are able to be responsible for their duties and roles as a teacher. teachers who set an example to their students.

Based on the results of initial observations in terms of teacher discipline. So far, teacher discipline has not been optimal, this can be seen from the time discipline, there are still teachers who leave school during working hours for reasons that cannot be accounted for, teachers who arrive late or leave early before time for no apparent reason. In terms of regulatory discipline, there are still teachers who are not disciplined with the rules made by schools, such as teachers who do not make learning tools, such as learning implementation plans, starting from the annual program, semester program and others.

The impact of the teacher's undisciplined work is that a teacher will not be able to complete everything he has planned and will not be able to perform well to achieve learning goals if he does not have discipline. Discipline is what makes the teacher have good performance, because with good discipline the teacher will know what needs to be done and focus on it. So, discipline is an attitude that must be possessed by teachers because with high work discipline it is hoped that the goals of education can be achieved as expected by a school (Usman, 2014: 106). With discipline applied

in a school, it is expected that all components of the school (teachers, employees and students) will be able to play a role in accordance with their duties. For example, the teacher plays a central role in the teaching and learning process, which must be reflected in his simple and polite behavior and lifestyle in teaching and discipline in his presence. Discipline is very important for teachers because of that discipline must be instilled continuously in teachers. With continuous cultivation, discipline will become a habit for the teacher.

The results of Normianti's research (2019: 118) in its conclusion state that discipline does not only apply to students but discipline also applies to teachers, each teacher must comply with the rules made by the school and be responsible for their duties. Wardhani & Iqbal (2017: 120) the results of his research stated that teacher discipline greatly influences student character because if the teacher lacks discipline in teaching, students will also lack discipline in learning, students will follow what the teacher does. Some research results mention the importance of discipline in improving human resources such as Lestari (2013: 19) states that discipline is the main capital for the birth of work commitment and can ultimately improve performance. In addition, Sudrajat (2019: 10) mentions that discipline is a potential tool in completing a given task so as to shape behavior to increase one's awareness and willingness to comply with all regulations, with high work discipline it is hoped that it will be able to help improve performance. This statement is also supported by research conducted by Aryono (2017) that work discipline has a significant influence on employee performance, the impact of work discipline on employee performance is positive which means that any increase in work discipline will improve employee performance. with high work discipline it is hoped that it will be able to help improve performance. This statement is also supported by research conducted by Aryono (2017) that work discipline has a significant influence on employee performance, the impact of work discipline on employee performance is positive which means that any increase in work discipline will improve employee performance. with high work discipline it is hoped that it will be able to help improve performance. This statement is also supported by research conducted by Aryono (2017) that work discipline has a significant influence on employee performance, the impact of work discipline on employee performance is positive which means that any increase in work discipline will improve employee performance.

There are several factors that are thought to be related to the work discipline of teachers, which are part of the behavior of each individual in carrying out their work activities. Rivai (2014: 64) states that teacher work discipline is influenced by various factors, both internal and external factors. Internal factors such as behavior, attitude or personality possessed by employees, morale which includes motivation at work and commitment is reflected in loyalty. While external factors such as the

leadership of the principal include the exemplary principal and the firmness of the principal.

Tampubolon (2017: 24) states that leadership factors play a very important role in all efforts to improve teacher discipline, both at the group level and at the organizational level. The efforts made by the school principal in controlling teaching staff will have a positive impact on the environment and atmosphere of learning. It does not rule out the possibility that there are educators who are negligent from their noble duties as teachers, so that the role of the principal as a leader who provides guidance to teachers is necessary for the direction of teacher discipline.

Transformational leadership has the main characteristics of the principal's ability to influence and motivate teachers to be able to work and carry out their responsibilities more than they expect through communication to achieve goals, motivate teachers with instructions or orders, actions that cause other people to act or respond and cause positive change, an important dynamic force that motivates and coordinates the organization in order to achieve goals, the ability to create self-confidence and support among subordinates so that organizational goals can be achieved. Brahmasari & Suprayetno (2015: 126) say that transformational leadership is able to increase the motivation of its subordinates by inspiring all employees to work their best to achieve the expected results.

Transformational leadership invites teachers to act correctly, and motivates them to achieve common goals (Sudarmanto, 2015: 133). So that with transformational leadership teachers will be motivated to work their best to achieve maximum results. Transformational leadership can also influence other people, through good communication with the intention of motivating and moving these teachers so that they are fully understanding, aware and happy to be willing to follow and obey all the rules made by the principal for the common goal.

Work discipline itself is closely related to one's leadership model in a led organization. Research conducted by Nazili (2019: 102) concluded that transformational leadership has a positive influence on employee work discipline. Suriansyah and Mahdianti (2016) divided the factors that influence work discipline into two parts, namely, personality factors and environmental factors. The personality factor is the awareness from within one's self to be disciplined based on the values adopted or instilled by a person. While environmental factors are the application of the discipline itself consistently from time to time by paying attention to the principles by a school leader.

Transformational leadership is the ability of a leader to influence subordinates to achieve targeted goals to do extraordinary things. A leader must be able to

influence his subordinates in certain ways to achieve the goals to be achieved from the organization. Transformational leadership also has a strategic position in order to develop teacher discipline and teacher performance in the school itself (Hermino, 2014: 125).

Mulyasa (2013: 49) states that the transformational leadership of school principals must be able to foster discipline in teaching staff, especially self-discipline. A school principal with transformational leadership will greatly influence the level of discipline of his subordinates because with his transformational leadership model the school principal can set an example in disciplinary behavior, charismatic and exemplary attitudes can influence (influence) for teachers to emulate the discipline of the principal. Transformational leadership also requires a reformist leader who is able to become the driving force for organizational transformation in a more positive direction, including increasing employee discipline.

Based on the explanation above, transformational leadership can influence its subordinates and is able to provide motivation for teachers to have good discipline and have a strong commitment to the organization. This is evidenced in research conducted by Munandar (2013: 86) that transformational leadership has a significant influence on employee work discipline. Given the importance of the leadership style adopted by a leader in an organization, a good leader must be able to set a positive example and be able to direct his employees or subordinates to behave in accordance with applicable regulations).

In addition to external factors influencing teacher discipline, the internal factor that has an influence on work discipline is the teacher's work commitment. In a commitment there is a belief, a binder, which will generate energy to do the best. In real terms, commitment has an impact on the quality of work discipline and in the end it also greatly influences the performance of teachers. Commitment has an important role in increasing teacher discipline in carrying out their duties as a teacher or educator. The high commitment will have an impact on increasing teacher discipline. This statement is supported by Khan Et.al (Darmansyah, 2017: 92) who said the commitment of a teacher to his organization can be an important instrument for improving the discipline of the teacher.

Commitment is an effort to achieve goals in an organization with the willingness to direct all resources for the benefit of the organization and the attachment to remain a member of the organization. The commitment of a teacher in carrying out the tasks assigned to him is not the same for everyone (Sudarmanto, 2015: 52). In connection with the teacher's task which is so complex, it creates a problem in itself besides the period of time that must be passed to complete the task. From attendance at school, fulfillment of learning

administration, school administration and so on, including assignments given by schools outside of teaching hours. This makes the teacher must be self-aware of great responsibility. All of that will be difficult to do if you don't have a high commitment.

Based on preliminary research, it is still visible that the teacher's low commitment in completing his duties as a teacher is imposed on him as a result of the authority received, the teacher's lack of concern for student learning outcomes, the teacher in carrying out learning tends to only give assignments without giving clear directions and instructions to students, and rarely guide the attitudes and behavior of students on a daily basis, so that many students have poor behavior and attitudes and loyalty to the school is still low seen from their concern for the state of the school, many teachers do not know the vision and mission of the school, and are indifferent to school rules and norms.

Teachers who have a good commitment to the school and their students should be able to carry out their duties properly through high discipline both in the learning process and obedience to organizational regulations so that the school's vision and mission can be carried out. Teachers who have a commitment have several elements, including the ability to understand themselves and their duties, awareness and willingness to comply with all applicable school regulations and social norms, and responsiveness to change. These elements give birth to responsibility for the duties and obligations that become one's commitment so that the task is carried out properly and with sincerity. (Darmansyah, 2017:32).

Teacher commitment is also needed to increase teacher work motivation, because teachers who have high work commitment will care about the work given to them and there is encouragement within themselves to work better with high levels of job satisfaction and discipline so they can provide more time to complete a task. work. The realization of teacher commitment depends on how the teacher builds a responsibility to have a strong intention in carrying out goals in education. Commitment is a principle that must be possessed by someone who works as a teacher. Commitment is an agreement between a person and himself to carry out a task with a full sense of responsibility, care and high loyalty.

Preyer's research (2010:05) presents data that teacher commitment influences changes in discipline at work. The study also stated that teachers who have high work commitment show a better work ethic and work discipline than teachers who do not have less good work commitment. Hoy and Miskel (Davis, 2018: 11) argue that people who have high commitment will show loyalty and be highly disciplined at work. Based on the description above, it can be concluded that the characteristics of teachers who have high commitment

are those who have concern, a sense of responsibility and loyalty to the main task, feel a motivational boost at work. Therefore teacher commitment is measured through indicators: having concern, responsibility and loyalty.

Decreased teacher work motivation which is characterized by a lack of encouragement to achieve, low responsibility at work or what is often called demotivation. As stated by Handoko (2014: 32) "That the working conditions of "Demotivation" (no motivation) are mentioned with characteristics; decreased teacher enthusiasm and enthusiasm for work, decreased teacher work performance, frequent mistakes made by teachers, growing dissatisfaction, decreased work productivity, and growing conflicts between teachers.

Motivation is one of the things that greatly influences the discipline of teachers in doing their work. According to Handoko (2014: 54), motivation is important because motivation can support the enthusiasm of one's behavior to improve work discipline, because people who have high motivation at work will do their best to avoid mistakes at work and are able to manage time well through high discipline to achieve optimal results. The importance of motivating teachers in an educational organization makes educational organizations really think about how to motivate teachers properly.

Growing motivation capable of influencing teacher discipline in order to achieve organizational goals is not an easy thing. This is because basically humans have different behavioral characteristics according to their needs. It was further explained that if there are differences or gaps in the perceptions of members and leaders regarding perceived and expected motivation, then work indiscipline will be created, decreased work motivation, and can lead to abuse of rights and obligations which in the end result in teacher performance not being fulfilled optimally. Teachers as social beings at work do not only pursue income but also expect that in their work they can be accepted (acceptable) and valued by fellow teachers, he will also be happier if he can accept and help other teachers (Priansa, 2014:77). Based on the description above, this research takes the title "Relationship of Principal Transformational Leadership, Work Commitment and Motivation for Teacher Work Discipline at SMAN Banjarmasin City".

RESEARCH METHODS

The method used in this research is a correlational descriptive method, which means that this research describes the relationship between two or more variables. In addition, this study also uses the multiple regression correlation method, which is a study that connects between two or more variables. The research design used aims to determine the relationship between the principal's leadership (X1) and work commitment

(X2) as the independent variable (independent variable) with the teacher discipline variable (Y) as the dependent variable (dependent variable), and motivational variable (Z) as the dependent variable. mediation (intervening). The population referred to in this study were all 135 high school teachers in the city of Banjarmasin from 13 schools.

1. Research Instruments

The steps used in the preparation of this research instrument are as follows:

- 1) Analyze each variable into sub-variables and develop them into indicators and then develop them into research instruments.
- 2) Determining the type of instrument to be used in this case the researcher uses a Likert scale.
- 3) Developing an instrument grid as a guide in formulating instrument items. In this case the researcher still pays attention to the scope of the research material, the types of questions, the number of questions, the time used and still describes the indicators for each variable.
- 4) Arrange question items according to the type of instrument used.
- 5) Testing the instrument to determine the level of reliability, validity and readability of each item.

The alternative answer choices used in each questionnaire consist of 5 (five) alternative answers, namely strongly agree (SS), agree (S), disagree (KS) and disagree (TP). The scoring for positive questions or statements is SS = 4, S = 3, KS = 2, and TS = 1. Meanwhile, the scores for negative statements are SS = 1, S = 2, KS = 3, and TS = 4. The following is research instrument design on principal leadership, work commitment, work motivation and teacher discipline with a description of the variables, sub-variables and indicators.

2. Data Collection Technique

The techniques used for data collection in this study are as follows:

1) Questionnaire/questionnaire

According to "Sugiyono (2013: 142) a questionnaire is an efficient data collection technique if the researcher knows with whom the variable will be measured and knows what can be expected from the respondent." Questionnaires can be in the form of closed or open questions, can be given to respondents directly or sent via post or the internet. For a questionnaire, the data obtained by the questionnaire is in the form of a score. To determine the score of the questionnaire answer choices using a Likert scale.

2) Documentation

"The documentation method is to find data regarding matters or variables which will be in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes, meetings, leggers, agendas and so on (Priyatno, 2016: 112)". The data collected through a

documentation study are data that are relevant to research, such as the number of teachers and staff as well as data on staffing at private elementary schools in North Banjarbaru District.

3. Data analysis technique

To test the hypothesis, there are several steps that need to be done first, namely describing the data. Descriptive analysis in detail, each variable X1, X2, Z and Y in this study is described in the following steps:

- a) The researcher checked the completeness of the respondents' answers, examined the consistency of the answers and selected the integrity of the questionnaire and gave weight to each alternative answer.
- b) Determining the total score of each respondent's answer, scoring is done in the form of a Likert scale
- c) Determine the school score in the form of an average score by adding up the total scores for each school and dividing by the number of respondents.
- d) Calculate the frequency of the data and make a distribution table for the frequency of principal scores, then interpret the categories as follows:
- e) Grouping the scores of each school for each research variable using the ideal average score (M_i) and standard deviation (S_{di}). The score categorization of each variable is carried out based on the ideal mean (M_i) and standard deviation (S_{di}) obtained. The formula used to find M_i and S_{di} is as follows:

$$M_i = 1/2 (\text{highest ideal score} + \text{lowest ideal score})$$

$$S_{di} = 1/6 (\text{highest ideal score} + \text{lowest ideal score})$$
- f) Make a graph of the distribution of school scores in the form of a histogram for each research variable.

RESULTS AND DISCUSSION

1. Description of the Principal Leadership of SMAN Teachers in the City of Banjarmasin

Transformational Leadership at SMAN Kota Banjarmasin which provides a general description of how a school principal influences and mobilizes teachers so that they can act in accordance with what is expected, especially for achieving the desired goals, is very good. With the Transformational Leadership of a very good school principal, the goals achieved are well realized.

Based on the results of the frequency description, it can be seen that 153 respondents or 78.43% of respondents stated that the transformational leadership of the principal of SMAN Banjarmasin City was in the good category, 3 respondents (1.96%) said it was very good and 30 respondents or 19.61% said it was quite good. there is no assessment of the school principal's transformational leadership in the unfavorable, no and not good categories.

Usman (2014: 333) Transformational leadership consists of two words, namely leadership and transformational. Leadership is any action taken by someone to coordinate, direct and influence other people in determining and achieving the goals that have been set. The term transformation which comes from the word to transform has the meaning of changing something into another, different form, for example changing a potential or ability to become something actual.

Yukl (2015: 305) argues that transformational leaders are leaders who provide intellectual stimulation and consideration to their subordinates or followers. Employees will feel trust, admiration, loyalty and respect for leaders who have transformational leadership abilities. They will also be motivated to perform better than expected.

Furthermore, Posner and Kouzes (Suriansyah and Aslamiah, 2012:114) formulate five steps that can be taken in order to become transformational leaders, namely: (1) Questioning current practices, (2) Inspiring a shared vision, (3) Helping people others to act, (4) Demonstrate or practice how to realize the new vision, and (5) Support wholeheartedly.

2. Description of the Work Commitment of Banjarmasin City SMAN Teachers

Based on the results of the frequency description it can be seen that 153 respondents can be seen that the assessment of work commitment is the highest in the fairly good category, namely 122 (79.74%) respondents. While 13 (8.50%) respondents were in the good category and 18 (11.76%) respondents were in the less good category. This can prove that the work commitment of Banjarmasin City SMAN teachers is in the pretty good category.

The teacher's work commitment can be seen in understanding or appreciation of organizational goals, feelings of being involved in a job or feeling that work is fun, and feeling that the organization is a place to work and live. From the teacher's attitude that reflects employee loyalty to the organization and the ongoing process of the organization, where members of the organization express their concern for the success of the organization.

Based on the results of the study, this situation illustrates that in general employees are committed to work as expected. But in the respondents' answers there are still many employees who only feel quite committed to work. That is, the work commitment they have is mediocre, or only to the extent of following non-specific patterns and organizational work systems. Commitment to work for the sake of the organization is limited to what is given or ordered, lack of new ideas or ideas to be able to further advance performance in the organization. This is evident in the indicators that are still below the average value, namely the desire of employees to try to be

seriously involved in achieving organizational goals (normative commitment).

3. Description of Banjarmasin City SMAN Teacher Motivation

Based on the results of the frequency description, it can be seen that 153 respondents have the greatest work motivation in the good category, namely 80 (52.29%) respondents. While there were 49 (32.03%) respondents in the fairly good category and there were 24 (15.69%) respondents in the less good category.

Work motivation is something that creates encouragement or work motivation or work motivation drivers. In this study the teacher's work motivation can be interpreted as the teacher's encouragement to do his assignments and what causes the teacher to be motivated in teaching because his needs are met. The results showed that 80 (52.29%) respondents' work motivation was included in the good category. This means that teachers at SMAN Kota Banjarmasin have responsibility and interest in their work as evidenced by their efforts to carry out their assignments well, which also arises because teachers have the urge to continue to show their best which will ultimately achieve achievement in teaching which is basically the goal of the teacher concerned. Besides that, the teacher also carries out the work by establishing good relations with fellow colleagues and helping each other in carrying out the work. The results of this study are in line with Irawati's research (2019) which states that a person's high work motivation can be seen from the person's ability to carry out their duties and responsibilities properly, whose appearance is driven by the desire to show better work performance and receive awards from the organization.

4. Description of Banjarmasin City SMAN Teacher Discipline

The theoretical study that forms the basis for studying and measuring the concept of work discipline in this study was developed by Dessler (2015: 68) stating that work discipline can be reflected through employee obedience to rules, ethics, norms and rules that must be implemented by every employee.

Based on the results of the frequency description, it can be seen that 153 respondents rated work motivation in the good category, namely 80 (52.29%) respondents. While there were 49 (32.03%) respondents in the fairly good category and 24 (15.69%) respondents in the less good category. Overall, the variable of work motivation of teachers at SMAN Kota Banjarmasin is in the good category.

The facts obtained in the field support the results of this study that work discipline according to respondents' perceptions of work discipline variables, the majority stated that it was good in its implementation, both observed from indicators of compliance with applicable regulations, compliance with working hours,

compliance with work standards, compliance with dress uniforms, compliance in the use of office facilities and infrastructure and work according to procedures (SOP). This result can also be proven by the percentage of respondents' answers, most of which stated that they were good and very good. Thus the results of this study can realize the enforcement of RI Government Regulation No. 53 of 2010 concerning Civil Servant Discipline which can be implemented properly.

Hasibuan (2013: 59) argues that discipline is awareness and willingness to comply with all organizational regulations and applicable social norms. The attitude of someone who voluntarily obeys all rules and is aware of their duties and responsibilities. Thus, subordinates will obey and do all their duties properly, not under coercion.

Based on the results of the respondents' answers about the teacher's work motivation in SMPN Banjarbaru City area, there were 24 (15.69%) respondents in the unfavorable category. This shows that there is still a need for some improvement in discipline. there is a phenomenon that occurs from some teachers who still do not obey the rules that exist in schools such as. Indicators always come to work on time. Delays that occur due to long distances or prioritizing family needs first thereby slowing down the teacher's arrival at school. So it can be concluded that the teacher is not always present on time when going to work. Siagian (2012: 66) says that discipline is a form of training that seeks to improve and shape the knowledge, attitudes, actions, and behavior of employees.

In addition, it is necessary to increase teacher discipline supported by the observation that there are some teachers who use working hours for personal gain, for example after lunch time, there are some teachers who leave with the excuse of picking up children or other personal matters and returning to the office without on time. Because of this the teacher's working hours are not utilized properly so that the teacher's work results are not optimal, work that should be completed in one day, can be completed in 2 or 3 days. In addition, the use of uniforms has not been carried out according to applicable regulations.

CONCLUSION

The majority of principals' transformational leadership at SMAN Kota Banjarmasin is in the high category, while teacher work commitment is in the medium category, teacher work motivation is in the medium category and teacher discipline is included in the high category. There is a positive relationship between the principal's transformational leadership and work commitment, motivation and work discipline of Banjarmasin City SMAN teachers.

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