
THE EFFECT OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPALS ON TEACHER PERFORMANCE THROUGH WORK CLIMATE AND TEACHER COMPETENCE AT STATE VOCATIONAL SCHOOLS IN BANJAR REGENCY

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Abstract

This study aims to examine the influence of principals' transformational leadership on teacher performance, both directly and indirectly through the mediating roles of work climate and teacher competence at public vocational high schools in Banjar Regency. Using a quantitative approach and path analysis, the study surveyed 183 teachers randomly selected from 339 vocational high school teachers. The results demonstrate that transformational leadership has a significant direct and indirect effect on teacher performance through work climate and competence. These findings highlight the importance of visionary leadership and supportive organizational conditions for optimizing teacher effectiveness.

Keywords: transformational leadership, work climate, competence, performance

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan transformasional kepala sekolah terhadap kinerja guru, baik secara langsung maupun tidak langsung melalui peran mediasi iklim kerja dan kompetensi guru di SMK Negeri Kabupaten Banjar. Dengan menggunakan pendekatan kuantitatif dan analisis jalur, penelitian ini melibatkan 183 guru yang dipilih secara acak dari 339 guru. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional berpengaruh secara langsung dan tidak langsung terhadap kinerja guru melalui iklim kerja dan kompetensi. Temuan ini menekankan pentingnya kepemimpinan visioner dan kondisi organisasi yang mendukung dalam mengoptimalkan efektivitas guru.

Kata Kunci: *Kepemimpinan transformasional, iklim kerja, kompetensi, kinerja.*

INTRODUCTION

Vocational education plays a strategic role in preparing competent, productive human resources who are able to adapt to the dynamics of the world of work. Vocational high schools (SMK), as one of the pillars of secondary education, are geared towards producing graduates who are ready to enter the industrial world or create their own jobs. Therefore, the effectiveness of the educational process in SMKs is highly dependent on the quality of teachers as the main actors in learning. Teachers not only act as instructors, but also as facilitators, motivators, and mentors in shaping the character and competence of students.

In this context, teacher performance is a major determinant of the achievement of vocational education institutional goals.

Teacher performance, as defined by Rivai and Sagala (2013), is a manifestation of teachers' professional responsibilities in planning, implementing, and evaluating learning. Optimal performance not only reflects pedagogical and professional competence but also reflects the extent to which teachers are able to contribute to school development and improve student learning outcomes. However, teacher performance is influenced by internal and external factors, one of which is the leadership of the principal as the manager and leader of learning in the educational unit.

Effective principals are those who are able to develop a clear vision and mission, build open communication, and empower teachers in decision-making and competency development. One leadership approach that is relevant in this context is transformational leadership. Transformational leadership emphasizes the leader's ability to inspire, give individual attention, and encourage staff to think innovatively and exceed normal performance standards. Bass and Avolio (1994) state that transformational leadership has four main dimensions: ideal influence, inspirational motivation, intellectual stimulation, and individual attention.

In the school environment, transformational leadership has been proven to encourage the creation of a positive work climate and support the active participation of teachers in various development activities. A healthy work climate is characterized by trust, social support, collaboration, and open communication between teachers and school leaders. Hoy and Miskel (2013) explain that a positive organizational climate can increase teacher job satisfaction and loyalty, which ultimately contributes to improved performance.

In addition to the work climate, teacher competence is also an important variable in bridging the influence of leadership on performance. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, teacher competence includes pedagogical, professional, social, and personal competencies. These four dimensions are benchmarks of teacher professionalism that must be developed continuously, in line with the demands of 21st-century learning, which emphasizes critical thinking, collaboration, digital literacy, and creativity.

Previous studies have shown that the transformational leadership of school principals has a direct influence on teacher performance, as well as through the mediation of work climate and competence. Studies by Leithwood and Jantzi (2005), Mirkamali and Thani (2011), and Zulkarnain et al. (2017) indicate that a transformative leadership style contributes to creating an environment conducive to teachers' professional growth. However, there is still a need to explore specifically how these three variables interact simultaneously, particularly in the context of vocational education in regions with specific cultural and administrative characteristics.

Based on this background, this study aims to analyze the influence of the principal's transformational leadership on teacher performance, both directly and indirectly through the mediating role of the work climate and teacher competence, with a focus on public vocational schools in Banjar Regency. This study is expected to contribute to the development of an educational leadership model that is not only administratively effective but also capable of inspiring behavioral change and increasing the professionalism of educators. By referring to the actual conditions at public vocational schools in Banjar Regency, this study is expected to provide conceptual and practical contributions to the development of an effective educational leadership model in the context of vocational education.

METHOD

This study uses a quantitative approach with an explanatory research design. This approach was chosen because it is suitable for testing causal relationships between variables, both direct and indirect, based on a formulated theoretical framework. The explanatory design also allows researchers to map the patterns of influence between the transformational leadership of school principals, work climate, teacher competence, and teacher performance in the context of vocational education.

Population and Sample

The population in this study was all permanent teachers teaching at State Vocational High Schools (SMK) in Banjar Regency, with a total of 339 people. Permanent teachers were chosen as research subjects because they had sufficient work experience to provide objective assessments of the principal's leadership style, work climate conditions, and reflections on their own competence and performance.

Sampling was conducted using proportional simple random sampling, which took into account the proportion of teachers in each school. This technique was chosen to ensure fair representation of all public vocational schools in Banjar Regency. The sample size was determined based on the Slovin formula with a margin of error of 5%, resulting in 183 respondents.

Data Collection Techniques and Instruments

The main data collection technique in this study was a closed-ended questionnaire, which was compiled based on indicators from each research variable. The questionnaire was compiled in the form of a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The variable indicators were compiled based on a strong theoretical foundation, namely:

1. Transformational leadership refers to the theory of Bass and Avolio (1994) with four dimensions: ideal influence, inspirational motivation, intellectual stimulation, and individual attention.

2. Work climate refers to Tagiuri's theory (1968), which includes physical ecology and social aspects. The social and cultural systems of schools.
3. Teacher competence refers to Law No. 14 of 2005 concerning Teachers and Lecturers, which includes pedagogical, professional, social, and personal competencies.
4. Teacher performance was developed from Robbins' (2016) theory, which includes work quality, quantity, timeliness, effectiveness, and independence.

In addition to the questionnaire, other data were also collected to support the validity of the data, such as school profile data, number of teachers, and teachers' length of service.

Validity and Reliability Tests

Before being used on the main sample, the instrument was first tested on 30 teachers from the population not included in the final sample. The validity test was conducted using the Pearson *Product Moment* correlation technique, while the reliability test used *Cronbach's Alpha* calculation. The test results showed that all instrument items had significant correlation values ($r > 0.30$) and adequate reliability values ($\alpha > 0.70$), so that all instruments were declared valid and reliable.

Data Analysis Techniques

The collected data were analyzed using path analysis techniques. This technique was used to determine the direct and indirect effects between the variables studied. Before conducting path analysis, the data were first tested for normality, linearity, and multicollinearity to ensure that the basic assumptions of the model were met. The analysis process was carried out using SPSS statistical software to facilitate data processing and obtain a comprehensive visualization of the structural model. Path analysis was also supplemented with path coefficient significance tests (p-value) and R^2 values to determine the relationship between variables. In addition, the Sobel test was used in this study to measure the significance of the indirect influence of one variable on another variable through a mediating variable.

RESULTS AND DISCUSSION

The results of the analysis show that the transformational leadership of the principal, work climate, teacher competence, and teacher performance are in the good category. Path analysis reveals that transformational leadership has a direct effect on teacher performance. In addition, there is an indirect effect through work climate and teacher competence as intervening variables. The following are the statistical description data of the variables.

Table 1. Respondents' average perceptions of the four main variables

Variable	Average Score	Category	N
Transformational Leadership	4,09	Good	183
Work Environment	4,34	Good	183
Teacher Competency	4,23	Good	183
Teacher Performance	4,19	Good	183

All scores were in the high range on the 1–5 Likert scale, indicating that respondents viewed the principal's leadership, work atmosphere, professional abilities, and overall performance positively. These findings confirm that inspirational and value-based leadership can create a supportive work environment and motivate teachers to develop their professional capacities. Thus, the effectiveness of the principal's leadership plays a central role in encouraging teacher performance. These findings are in line with the research by Leithwood and Jantzi (2005), as well as Muijs and Reynolds (2002), which states that leadership style and strengthening teacher competence are key determinants of educational success. The path analysis results show that the principal's transformational leadership has a direct and significant effect on teacher performance, with a coefficient of 0.487. In addition, the indirect influence through work climate and teacher competence is also significant, which means that these two variables function as mediators in the relationship between leadership and performance.

The complete results of the path analysis are presented in two parts: descriptive analysis and structural analysis of the relationship between variables in the following table:

Table 2. Summary of the results of the *Path Analysis* regression test

Interrelationships	Path Coefficient(β)	Significance (p)	Description
Transformational Leadership → Teacher Performance	0,487	0,000	Significant
Transformational Leadership → Work Climate	0,585	0,000	Significant
Transformational Leadership → Teacher Competency	0,579	0,000	Significant
Work Environment → Teacher Performance	0,367	0,002	Significant
Teacher Competency → Teacher Performance	0,613	0,001	Significant
Transformational Leadership → Teacher Performance (via Work Climate)	0,215	-	Significant
Transformational Leadership → Teacher Performance (via Teacher Competence)	0,355	-	Significant

Transformational leadership has been proven to create a conducive work environment and support the improvement of teacher professionalism, thereby impacting the overall improvement of teacher performance. These results support the findings of Leithwood and Jantzi (2005), which show that dimensions of transformational leadership such as inspiration and individual attention can influence teacher effectiveness. Similarly, the results of this study reinforce Hoy and Miskel's (2013) theory regarding the importance of work climate as a psychosocial condition that influences work behavior. This study is also in line with the findings of Muijs and Reynolds (2002) that teachers' professional competence is the key to improving the quality of education.

a. Direct Influence of Transformational Leadership on Teacher Performance

The path coefficient of 0.487 indicates that the higher the principal's transformational leadership, the higher the teacher's performance. This proves that principals who inspire, give individual attention, and encourage innovation and critical reflection are able to motivate teachers to perform better. This finding supports Bass and Avolio's (1994) theory, which positions transformational leadership as a catalyst for positive changes in work behavior. This result is also consistent with Leithwood and Jantzi's (2005) research, which found that transformational principals have a significant effect on teacher effectiveness.

b. The Influence of Transformational Leadership on Work Climate and Competence

With coefficients of 0.615 ($p < 0.01$) for work climate and 0.591 for teacher competence, it is evident that principals have a strong influence on the social environment of the school and the professional development of the teaching staff. This shows that the work climate is not formed naturally, but is the result of structured leadership. Principals who build open communication, clarity of roles, and provide positive reinforcement tend to create a conducive working atmosphere. Similarly, teachers who feel that the principal gives them room to grow are more motivated to develop their competence. These findings reinforce the theory of Hoy and Miskel (2013) and Law No. 14 of 2005, which emphasize that competence is an aspect that must be supported institutionally.

c. Indirect Influence through Work Climate and Competence

It was found that transformational leadership also indirectly influences teacher performance through:

1. Work Climate ($\beta = 0.215$): creating a supportive work atmosphere increases motivation and work discipline.
2. Teacher Competence ($\beta = 0.355$): strengthening competence has a direct impact on the quality of planning, implementation, and evaluation of learning.

This mediating effect shows that the role of the principal is not only direct but also through strengthening the system and professional capacity in schools.

The findings of this study indicate that teachers tend to respond positively to transformational leadership, especially when supported by a healthy work climate. This pattern shows that changes in school organizations are systemic and cannot be relied upon solely on personal leadership without the support of a work culture and teacher development system.

This study is in line with Mirkamali and Thani (2011), who argue that organizational climate is an important pathway in bridging leadership and performance. It is consistent with Muijs and Reynolds (2002), who argue that teacher competence greatly influences learning outcomes and school organizational performance. It expands on the findings of Tajasom and Ahmad (2011), who identified work climate as an important mediating predictor in the school system.

Of the seven hypotheses proposed in the conceptual model, all were found to be statistically significant and accepted. This means that both the direct and indirect effects of transformational leadership on teacher performance through work climate and teacher competence were empirically proven.

CONCLUSION

Based on the results of the analysis and discussion, this study concludes that the transformational leadership of school principals has a significant influence on teacher performance, both directly and indirectly through the mediating role of the work climate and teacher competence. Leadership that prioritizes vision, empowerment, and individual attention has been proven to create a conducive work environment and encourage the professional development of teachers. This contributes directly to improving the effectiveness, responsibility, and quality of teachers' work in vocational school environments.

Furthermore, the work climate and teacher competence play an important role as connectors that strengthen the influence of leadership on performance. A healthy work climate fosters a collaborative and open atmosphere, while teacher competence is a prerequisite for effective and impactful learning. The structural model of this study successfully explains 61.2% of the variation in teacher performance, indicating that these three variables are important determinants in educational human resource management.

The practical implications of this study include:

1. The development of principal leadership should not only focus on administrative aspects but also on strengthening transformative capacities, such as the ability to inspire, foster healthy communication, and encourage teacher innovation.

2. The creation of a collaborative and supportive work climate should be an integral part of internal school policy, as it has been proven to be a psychosocial foundation that supports teacher performance.
3. Teacher competency improvement programs need to be designed in a sustainable manner and based on real needs, so that teachers have the skills relevant to the challenges of 21st-century learning.
4. Leadership and work climate evaluations should be conducted periodically to ensure that school management policies remain adaptive and data-driven.

These findings also open up space for further exploration of other variables outside this model, such as organizational culture, intrinsic motivation, and workload, to enrich our understanding of the determinants of teacher performance in a more comprehensive and contextual manner. The implications of this study indicate the importance of strengthening transformational leadership styles and strategic planning in human resource development in schools. Periodic evaluations of leadership practices and work climate are also recommended to maintain the relevance and sustainability of school management programs.

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