

## THE INFLUENCE OF PRINCIPAL TRANSFORMATIONAL LEADERSHIP, QUALITY CULTURE AND JOB SATISFACTION ON TEACHER PERFORMANCE

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### Abstract

This study aims to find out and analyze the direct and indirect influence of the principal's transformational leadership, quality culture and job satisfaction on teacher performance. This study is correlational descriptive research with path analysis. The research sample was 92 people. Data collection was carried out using instruments consisting of transformational leadership of school principals (26 items), quality culture (30 items), job satisfaction (22 items) and teacher performance (26 items) which have been tested for validity and reliability. The data analysis of this study uses path analysis (Path Analysis). The results of the study show that there is an influence of transformational leadership of school principals and quality culture through job satisfaction on teacher performance, both directly and indirectly.

**Keywords:** Transformational leadership of school principals, quality culture, job satisfaction, performance

### Abstrak

*Penelitian ini bertujuan untuk mengetahui dan menganalisis pengaruh langsung dan pengaruh tak langsung kepemimpinan transformasional kepala sekolah, budaya mutu dan kepuasan kerja terhadap kinerja guru. Penelitian ini merupakan penelitian deskriptif korelasional dengan analisis jalur. Sampel penelitian sebanyak 92 orang. Pengumpulan data dilakukan dengan menggunakan instrumen yang terdiri dari kepemimpinan transformasional kepala sekolah (26 item), budaya mutu (30 item), kepuasan kerja (22 item) dan kinerja guru (26 item) yang telah diuji validitas dan reliabilitasnya. Analisis data penelitian ini menggunakan analisis jalur (Path Analysis). Hasil penelitian menunjukkan bahwa terdapat pengaruh kepemimpinan transformasional kepala sekolah dan budaya mutu melalui kepuasan kerja terhadap kinerja guru, baik secara langsung maupun tidak langsung.*

**Kata kunci:** Kepemimpinan transformasional kepala sekolah, budaya mutu, kepuasan kerja, kinerja

### INTRODUCTION

Teacher performance is an overview of the quality and quantity of work achieved by teachers in relation to the tasks they carry out and is based on the professional responsibilities that teachers have. According to Madjid (2018) Teacher performance is related to the duties and functions of teachers as decision-makers related to aspects of

teaching and education implementation which include learning planning, learning implementation and learning evaluation.

The performance of a teacher in teaching is influenced by several aspects, including the leadership of the principal, quality culture and job satisfaction. The results of the researcher's review of several previous studies stated that there is a relationship or influence between the transformational leadership of school principals and teacher performance. As Aslamiah & Normianti (2019) which states that the transformational leadership of school principals has a positive and significant relationship to teacher performance. The relationship or influence of transformational leadership directly on teacher performance is revealed by Warni et al (2021) which states that there is a direct relationship between transformational leadership and teacher performance.

Burns defines transformational leadership as a process in which "leaders and followers elevate each other to a higher level of morality and motivation". The leaders in question are people who are aware of the principles of organizational development and human performance so that they strive to develop their leadership aspects as a whole through motivating staff and calling for higher ideals and moral values (Komariah & Triatna, 2015). School principals have an important and quite heavy role in running school programs according to their duties and functions as educators, managers, administrations, and leaders (Ministry of Education, 2007). The level of progress of educational institutions everywhere is always in line with the quality of their principals (Najib, Aslamiah & Asniwati, 2024). The principal is a very dominant factor in formal education, because as a self-identified figure who has behavior and the ability to be an example, is able to give direction so that teachers can complete their duties and responsibilities. To be able to carry out their functions optimally, school principals need to apply a leadership style.

Transformational Leadership (*transformational leadership*) according to Burn (1978) is one of the many leadership models that is interpreted as a process of mutual improvement among leaders and followers to a higher level of morality and motivation (Yukl, 2016). Bass & Riggio, (2016) terming transformational leadership as "*Ovens Is*" which includes the ideal influence (*idealized influence*), Inspirational Motivation (*inspirational motivation*), Intellectual stimulation (*intellectual stimulations*), dan Individual considerations (*individualized consideration*).

In addition to the transformational leadership of school principals, quality culture is also considered a factor that also determines teacher performance. As an opinion Sarifani & Rasto (2017) which states that quality culture is one of the determinants of teacher performance. Similarly, research Mursyaid (2021) which states that there is a significant influence of quality culture on performance. Widaryat (2017) Explaining the meaning of quality culture is "the value and belief of quality in a society that is used as a source of raising high-quality behavioral conformism for its supporting community".

Quality culture according to Sallis, E. (2016) in the context of education can be defined as a system of values, beliefs, and behaviors that are accepted and practiced by all members of educational organizations to achieve and maintain high quality standards. The implementation of a quality culture implemented in schools aims to achieve the effectiveness of education in schools. The implementation of a quality culture should have been carried out by each school so that the school has its own advantages that make the quality of education in the school increase.

In addition to the transformational leadership of the principal and the quality culture, teacher job satisfaction also determines teacher performance. Widayati (2020) states that There is a strong influence between the work satisfaction variable and the teacher performance variable. Similarly, research Warni et al (2021) which states that there is a direct relationship between job satisfaction and performance. Performance is also influenced by job satisfaction, which is an individual's feelings towards work that gives inner satisfaction to a person so that the work is enjoyed and done well. To determine the success of performance, it is necessary to conduct an evaluation or performance assessment guided by the parameters and indicators set that are measured effectively and efficiently. A conducive situation that makes teachers enthusiastic in carrying out their duties needs to be created, including the fulfillment of learning support facilities, adequate salaries, transparent management, a comfortable work climate, and can build teacher job satisfaction can lead to the creation of maximum teacher performance.

## **METHOD**

This research includes correlational descriptive research, which aims to describe and analyze direct and indirect relationships. The population in this study is all State Elementary School teachers in Bakumpai District, Barito Kuala Regency as many as 92 people. A sample of 92 people was taken from all the population called the census sample. Data is collected through teacher performance instruments which are measured through work quality, quantity, punctuality, effectiveness and independence. Transformational leadership institutions are measured through idealistic influence, motivational inspiration, intellectual stimulation and individual consideration. Quality culture instruments are measured through effective leadership focused on customers, all-party involvement, continuous improvement, continuous education and training and rewards for achievement. Teachers' job satisfaction instruments are measured through the work itself, salary, promotion, supervision, and peers. The instrument was analyzed through a test of the validity and realism of the data description collected using path analysis to see direct and indirect relationships, by first conducting normality, linearity, and homogeneity tests.

## **RESULTS AND DISCUSSION**

Based on the findings of rocky data with SPSS, it was found that coefficients had direct and indirect relationships. As described below:

**Table 1.** Summary of the results of the path analysis

**STRUKTURAL 1**

**TRANSFORMATIONAL LEADERSHIP, QUALITY CULTURE TO JOB SATISFACTION**

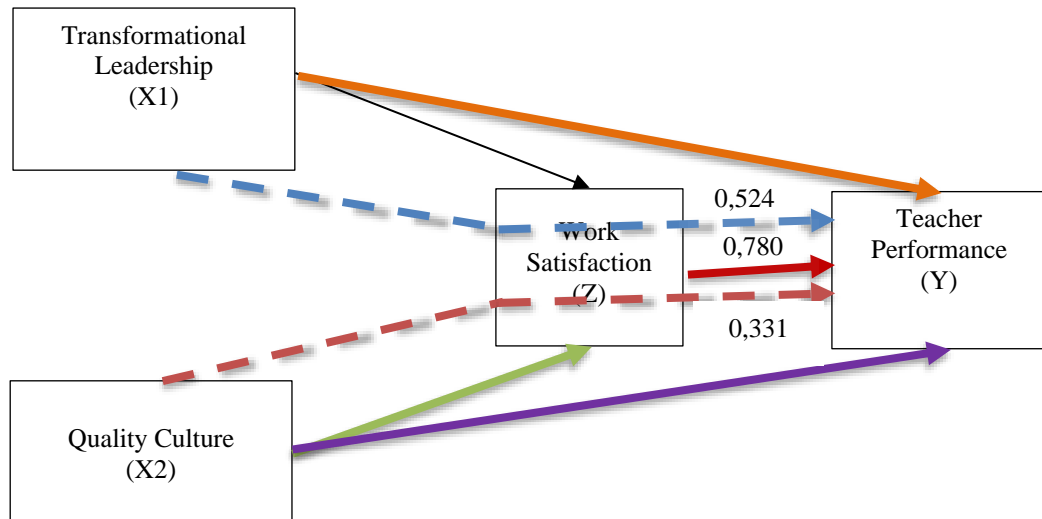
VARIABEL	Path Coefficients	T	p	R2
TRANSFORMATIONAL LEADERSHIP	0,672	14,511	0,000	0,708
	0,424	9,158	0,000	
QUALITY CULTURE				

**STRUKTURAL 2**

**TRANSFORMATIONAL LEADERSHIP, QUALITY CULTURE, JOB SATISFACTION TO PERFORMANCE**

VARIABEL	Path Coefficients	T	p	R2
TRANSFORMATIONAL LEADERSHIP	0,507	8,101	0,000	0,725
	0,419	4,081	0,004	
QUALITY CULTURE	0,780	9,451	0,000	
WORK MOTIVATION				

**Figure 1.** X1, X2 Z and Y Path Analysis Model



Based on Table 1 and figure 1 above, the hypothesis in this study can be seen in tables 2 and 3

**Table 2.** Summary of Hypothesis Testing Results H1 H2 H3 H4 H5

HIPOTESIS	P	VERDICT
<b>H1</b> There is a significant positive relationship between transformational leadership and Job Satisfaction	0,000	Accept
<b>H2</b> There is a significant positive relationship between quality culture and job satisfaction	0,000	Accept

<b>H3</b>	There is a significant positive relationship between transformational leadership and teacher performance	0,000	Accept
<b>H4</b>	There is a significant positive relationship between quality culture and teacher performance	0,004	Accept
<b>H5</b>	There is a positive relationship between job satisfaction and teacher performance	0,000	Accept

**Table 3.** Summary of Hypothesis Testing Results H6 and H7  
**HIPOTESIS**

		Live	Indirect	Verdict
<b>H6</b>	There is an indirect positive relationship of transformational leadership with Teacher Performance through job satisfaction	0,672	0,524	Accept
<b>H7</b>	There is an indirect positive relationship between quality culture and teacher performance through job satisfaction	0,419	0,331	Accept

Table 2 is a summary of H1, H2, H3, H4, and H5 decisions with a significance value criterion of less than 0.05, so the hypothesis is accepted. Table 3 is a summary of the test results of hypotheses H6 and H7 with the provision that if the coefficient of direct correlation is smaller than the coefficient of indirect correlations, then the hypothesis is accepted. Based on the results of the analysis in Tables 2 and 3 above, in this study it was possible to find a relationship between variables which can be explained as follows.

**A. The Influence of Transformational Leadership on the Job Satisfaction of State Elementary School Teachers in Bakumpai District, Barito Kuala Regency**

The results of the *path analysis* showed that the traditional leadership of school principals had a *Beta value* of 0.672 with a significance value of 0.000, which means that the transformational leadership of school principals directly had a significant effect on the job satisfaction of State Elementary School teachers in Bakumpai District, Barito Kuala Regency. Transformational leadership is a leadership model for a leader who tends to motivate subordinates to work better and focuses on behavior to help the transformation between individuals and organizations. According to Hater & Bass (1988) states that transformational leaders are charismatic leaders and have a central and strategic role in leading the organization to achieve its goals (Wahyuddin, 2016).

Transformational leaders can set an example as role models for their employees, can encourage employees to behave creatively, innovatively and be able to solve problems with new approaches. In addition, transformational leaders also care about the problems faced by organizational members and always provide motivation to improve performance so that job satisfaction will be created for organizational members. Job satisfaction is one of the important things in an organization, so employees will try to give the best for the interests of the organization. Job satisfaction is an attitude towards work that is the result

of a person's perception of something that is felt in his job and is based on aspects of work (intrinsic & extrinsic). Therefore, conducive working conditions are expected to create job satisfaction in an organizational member.

The link between transformational leadership and job satisfaction is in line with research Ismail dkk., (2014) which reveals that there is an interaction between leadership and job satisfaction. Likewise, Aslamiah (2015) which states that There is a direct relationship between transformational leadership and job satisfaction. The same thing was also expressed Goddess (2018) that transformational leadership style affects job satisfaction. Likewise research Warni et al., (2021) which states that there is a direct relationship between transformational leadership and job satisfaction. Ali et al., (2017) states that "*transformational leadership has significant effect on job satisfaction*" (transformational leadership has a significant influence on job satisfaction) Hutagaol (2018) In his research, he stated that transformational leadership directly affects job satisfaction. Boamah dkk., (2018) declares "*Transformational leadership had a strong positive influence on workplace empowerment, which in turn increased job satisfaction*(Transformational leadership has a strong positive influence on workplace empowerment which in turn increases job satisfaction). Maulida & Suriansyah (2019) stating that there is a link between transformational leadership and job satisfaction. Wote & Patalatu (2019) states that transformational leadership has a significant effect on job satisfaction. Jameel & Ahmad (2019) In his research, it was stated that *Transformational leadership play an important role to improve job satisfaction*, which means transformational leadership plays a crucial role in developing job satisfaction. Purnomo & Novalia, (2019) states that transformational leadership has a one-way and positive influence on job satisfaction. Aslamiah dkk., (2019) states that leadership is related to job satisfaction. Febriani & Aslamiah (2019) states that transformational leadership contributes to the formation of job satisfaction.

#### **B. The Influence of Quality Culture on the Job Satisfaction of State Elementary School Teachers in Bakumpai District, Barito Kuala Regency**

The results of the *path analysis* showed that the quality culture had a *Beta value* of 0.424 with a significance value of 0.000, which means that the quality culture directly had a significant effect on the job satisfaction of State Elementary School teachers in Bakumpai District, Barito Kuala Regency. Job satisfaction is concerned with the compatibility between one's expectations and the rewards provided. Teachers' job satisfaction has an impact on their work performance, discipline, and work quality. Teachers who are satisfied with their work are likely to have a positive impact on improving the quality of education. Conversely, if teacher job satisfaction is low, it will have a negative impact on the development of education quality.

Quality culture is a system that produces a conducive environment in the sustainability and sustainability of improving the quality of education in schools. The implementation of a quality culture implemented in schools aims to achieve the effectiveness of education in schools. The implementation of a quality culture should have been carried out by each



school so that the school has its own advantages that make the quality of education in the school increase.

The results of this study are in line with the research Elçi İ & Kitapçı, (2010) In his research, it was stated that quality culture has a significant effect on job satisfaction. Furthermore, Tetuko (2012) which states that culture has a positive and significant effect on job satisfaction. Hosan dkk. (2019) which states that culture has an influence on job satisfaction. Antariksa (2020) also states that culture affects job satisfaction. Juwaini & Fahlevi (2021) states that work culture has a significant role in job satisfaction. Murtedjo & Suharningsih (2016) states that the culture that takes place in an educational institution contributes to teacher job satisfaction. Hamonangan & Samsir (2021) In his research, it was stated that work culture affects teacher job satisfaction. Damanik & Situmorang (2021) states that “*Quality culture has a positive effect on job satisfaction*” (Quality Culture has a positive influence on job satisfaction).

### **C. The Influence of Transformational Leadership on the Performance of State Elementary School Teachers in Bakumpai District, Barito Kuala Regency**

The results of the *path analysis* showed that the traditional leadership of the school principal had a *Beta value* of 0.507 with a significance value of 0.000, which means that the transformational leadership of the school principal directly had a significant effect on the performance of State Elementary School teachers in Bakumpai District, Barito Kuala Regency. Leadership is the process of influencing others to take steps or actions towards a common goal. Therefore, leadership is the activity of influencing others to be willing to work to achieve a predetermined goal (Purwanto, 2015:212).

A person will become a leader if he has the advantage of his followers. Basically, the strengths that a leader must possess include three things; First, the advantage of ratio: the advantage of using the mind, the advantage in knowledge of the ways of moving the organization, as well as in making quick and accurate decisions; Second, spiritual superiority means that a leader must be able to show his nobility of virtue to his subordinates. A leader must have high morals because basically the leader is a role model for his followers. All actions, deeds, attitudes and words should be an example for their followers; third, A leader should have more physical health than his followers so that he can act quickly. However, the problem of physical overload is not the main factor (Rivai, 2014: 7).

Aslamiah & Normianti (2019) stating that there is a direct relationship between the transformational leadership of the principal and the performance of teachers. Transformational leadership that prioritizes providing opportunities that encourage all elements or elements of the school, namely: teachers, students, employees/staff, parents of students, the surrounding community and others, to work on the basis of a noble value system, so that all elements in the school are willing to participate optimally in achieving the school's vision.

According to Dharma (2015) Transformational leadership is a picture in the educational school environment that brings a person into his or her job in different types and levels of behavior. Competencies determine the process aspects of a job's performance. Leadership describes the relationship between the leader and the led and how a transformational leader directs the led will determine the extent to which his performance goals are achieved.

The relationship or influence of transformational leadership directly on teacher performance is in line with the research Warni et al (2021) which states that there is a direct relationship between transformational leadership and teacher performance. Hutagaol (2018) stated that the transformational leadership of the principal has a direct effect on teacher performance. Maris dkk. (2016) states that transformational leadership has an effect on performance. Marlina et al. (2019) stating that transformational leadership has a direct effect on teacher performance. Setiawan (2015) states that transformational leadership has an effect on performance. Sulaxono (2020) stated that there is a relationship between transformational leadership and teacher performance. Sunarsi (2017) reveals that transformational leadership affects performance. Susmiyati (2016) states that transformational leadership has an effect on performance. Wote & Patalatu (2019) states that transformational leadership style affects performance. Jyoti & Bhau (2015) stating that transformational leadership directly affects performance.

#### **D. The Influence of Quality Culture on the Performance of State Elementary School Teachers in Bakumpai District, Barito Kuala Regency**

The results of the path analysis showed that the quality culture had a Beta value of 0.419 with a significance value of 0.004, which means that the quality culture directly had a significant effect on the performance of State Elementary School teachers in Bakumpai District, Barito Kuala Regency. Culture and performance have been intertwined with each other based on the perfect relationship between the processes that take place in an organization (Scott, 2015). Culture is the controller of decisions, actions and impacts performance (Ali, Jangga, Ismail, & Mat, 2015).

Sarifani & Rasto (2017: 145) stating that quality culture has a positive and significant effect on teacher performance. Widaryat (2017: 5) explains the definition of quality culture as "the value and belief of quality in a society that is used as a source of raising high-quality behavioral conformism for its supporting community". It is further explained about the school culture which includes the values and beliefs of the school. School values and beliefs are the basis for the implementation of a quality culture in schools. Value is the appreciation of school residents of what is considered right, good, and bad, beauty and unbeauty, worthy and unworthy; While belief is an attitude about how something should be done. Thus, school culture was initially a rule and order that was mutually agreed upon by the school community, lived, and carried out continuously until it became a habit.



Sarifani & Rasto (2017) stating that quality culture has a positive and significant effect on teacher performance. This shows that quality culture is a predictor of improving teacher performance. The level of quality culture will be followed by the level of teacher performance. Thus, from the results of the study, it can be concluded that to improve teacher performance can be done by improving the managerial skills of school principals and improving the quality culture. The same thing was also expressed by Mursyaid (2021) In his research which states that there is a significant influence of quality culture on employee performance. Wu (2015) states that "The results indicate a chain effect that quality culture serves as an antecedent for infrastructure practices to take effect and infrastructure practices provide a supporting foundation for core practices to generate positive impact on quality performance. Anything that breaks on the chain will cause a problem in quality practices implementation" (The results show that the chain effect that quality culture serves as an antecedent for infrastructure practices to be implemented and that infrastructure practices provide a supporting foundation for core practices to generate positive impacts on quality performance. Anything that breaks the chain will cause problems in the implementation of quality practices).

Friedli et al. (2018) declares "Quality culture as an enabler of high-quality performance (Quality culture or quality culture is a driving factor for the emergence of high-quality performance). Hilman & Abubakar (2017) stated "Quality culture had a significant positive effect on university performance". Amin (2017) stated that culture has a significant effect on teacher performance. Antariksa (2020) culture in an organization, including that quality culture affects teacher performance. Aziizah (2018) Assume that culture affects teacher performance. Elçi İ & Kitapçı (2010) stating that quality culture affects performance. Hartono (2019) stating that the culture of a school or educational institution has a direct and significant effect on teacher performance.

#### **E. The Effect of Job Satisfaction on the Performance of State Elementary Teachers in Bakumpai District, Barito Kuala Regency**

The results of the *path analysis* showed that job satisfaction had a *Beta value* of 0.780 with a significance value of 0.000, which means that job satisfaction directly had a significant effect on the performance of State Elementary School teachers in Bakumpai District, Barito Kuala Regency. Job satisfaction is a description of how a person feels about their job and the state of their work environment. Hariandja (2002) revealed that job satisfaction is a range of feelings experienced by individuals both positively and negatively that arise due to various factors or dimensions in their work. Job satisfaction will be realized when a person feels happy with the work and the circumstances that develop in his work environment. Happiness itself will arise when with consideration, a teacher can feel that his needs can be met fairly through the work and environment in which he works. Means of satisfying these needs include: salary or wages, position promotions, interaction patterns between colleagues, bonuses and health benefits, and other facilities contained in the work and work environment.

Performance is the result of work achieved by a person in an organization in accordance with their respective authority and responsibilities in order to achieve organizational goals legally, in accordance with morals and ethics (Prawirosentono, 2016). Meanwhile, according to Simamora, (2014) Performance is a level of achievement of a person in fulfilling a job. Good performance will be shown through good work behavior as well. This performance will then be assessed and evaluated by management, the results of which will be used to make managerial decisions related to compensation, employee mutation and promotion for the employee concerned.

The job satisfaction received and felt by an employee will affect the results obtained from his work. By obtaining job satisfaction by employees, both by providing appropriate salaries, jobs provided according to their skills, and well-established relationships with superiors, this will improve the performance of employees. So there is a much stronger relationship between job satisfaction and employee performance (Luthans, 2016: 186). Employees who are satisfied at work will always be positive and always have high creativity (Handoko, 2017).

Widayati (2020) states that There is a strong influence between the work satisfaction variable and the teacher performance variable. Similarly, research Warni et al (2021) which states that there is a direct relationship between job satisfaction and performance. Abidin (2017) stating that satisfaction affects performance. Afifah & Musadieq (2017) stating that job satisfaction affects performance. Aslamiah (2015) stating that job satisfaction affects performance. Hutagaol (2018) reveals that performance is influenced by job satisfaction. Mardianti et al. (2020) states that job satisfaction directly affects performance. Wote & Patalatu (2019) stating that job satisfaction affects performance. Aslamiah dkk., (2019) states that there is a positive and significant relationship between job satisfaction and performance. Hartono (2019) states that job satisfaction directly affects performance. Suriansyah (2020) stating that job satisfaction can have an effect on performance.

#### **F. The Indirect Influence of Transformational Leadership on Performance through Job Satisfaction of State Elementary School Teachers in Bakumpai District, Barito Kuala Regency**

The results of the analysis showed that indirectly the transformational leadership of the school principal affected the performance through job satisfaction with a value of 0.523 with, which means that indirectly the transformational leadership of the school principal affected the performance of teachers through the job satisfaction of teachers of State Elementary School in Bakumpai District, Barito Kuala Regency.

The results of this study are in line with the research Djuraidi & Laily (2020) which states that job satisfaction is able to mediate the influence of transformational leadership on performance. Hutagaol (2018) states that there is no direct relationship between leadership and performance through job satisfaction. Tetuko (2012) stating that indirectly leadership has a significant effect on performance through job satisfaction. Warni, et al.

(2021) stated that indirectly there is a positive and significant relationship between the transformational leadership of school principals and teacher performance through job satisfaction. Research results Amri & Rahardja (2016) shows that one's performance can be improved with job satisfaction and transformational leadership. Furthermore, transformational leadership and job satisfaction affect employee performance through employee loyalty. Leadership style has a positive and significant effect on employee job satisfaction. Leadership style is an important factor that influences work behavior such as Performance. The leadership style directly affects Job Satisfaction through its meticulousness in creating attractive jobs and work environments, delegating responsibilities and implementing regulations well. Therefore, leaders with the right leadership style will cause employee satisfaction with their work.

#### **G. Indirect Influence of Quality Culture on Performance through Job Satisfaction of State Elementary School Teachers in Bakumpai District, Barito Kuala Regency**

The results of the analysis showed that indirectly quality culture affects performance through job satisfaction with a value of 0.331 with, which means that indirectly quality culture affects teacher performance through job satisfaction of State Elementary School teachers in Bakumpai District, Barito Kuala Regency. Stuart (2012) stating that indirectly culture has a significant effect on performance through job satisfaction. This result means that job satisfaction is an intervening or intermediary of quality culture. Thus, job satisfaction is the dominant variable in influencing teacher performance. From the findings, it can be seen that the value of the influence of quality culture on job satisfaction is greater than the value of the influence of quality culture on performance. Thus, quality culture is more dominant in influencing job satisfaction when compared to the influence of quality culture on performance.

#### **CONCLUSION**

The results of the study showed that the transformational leadership of school principals, quality culture, job satisfaction, and performance of State Elementary School teachers in Bakumpai District, Barito Kuala Regency were in the medium category. There is a significant direct influence between the transformational leadership of the principal and the quality culture on teacher job satisfaction. In addition, both transformational leadership and quality culture also have a direct influence on teacher performance. Teachers' job satisfaction has been proven to have a direct effect on improving performance. Indirectly, transformational leadership and quality culture also affect teacher performance through job satisfaction. These findings affirm the importance of the role of leadership and school quality culture in shaping job satisfaction which ultimately has an impact on improving teacher performance.

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