

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP, WORK ETHOS, AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE

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ABSTRACT

This study examines and analyzes the effect of transformational leadership, work ethic, and organizational culture on teacher performance. The study was conducted on teachers at private vocational schools in South Jakarta using a Likert scale questionnaire. The collected data is processed using the SmartPLS version 3.0 application. The results show that organizational culture has a significant effect on teacher performance. Organizational culture can create situations that can encourage teachers to improve their performance. Transformational leadership does not affect teacher performance. A too-short change process can cause this insignificant impact. Change is a gradual process requiring persistent effort, and work ethic significantly affects teacher performance. Work ethic has been proven to encourage someone to be enthusiastic to do work, strive to improve the quality of work, and always think positively about what is done to get maximum work results.

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1. INTRODUCTION

The progress of the Indonesian nation and state is in the hands of a young generation of scholars, and teachers have a great responsibility to produce quality students [1][2]. As a forum for the ongoing education and teaching process, educational institutions are responsible for building an atmosphere of a conducive learning and teaching activities. Teachers as human resources are the focus of human resource management in educational institutions. Thus, the management of educational institutions must constantly improve according to the rhythm of teacher needs that are increasingly stringent according to the changing times by providing facilities and teaching facilities and infrastructure that are qualified according to the needs of children. Educate [3], [4].

Teacher activities in the teaching and learning process are the core of the formation of students' character and are the main foothold in improving the quality of education [5]. Every school institution that wants to advance needs professional and well-performing teachers. Teachers who perform well will be seen for their high work spirit and loyalty to educating the younger generation with pleasure [6]. The teacher's role is enormous in the implementation of learning. The teacher's role starts with preparing the curriculum and designing instructional objectives, carrying out the learning and teaching process, to carrying out evaluation activities. In carrying out their activities, the urgency of the teacher is not only to transfer knowledge but also to supervise students until they grow into complete human beings following the mandate of the Act [7][8]. Professional teachers will consistently give attention, imagination, and skills in work wholeheartedly; thus, the achievement of its performance can be felt by school institutions in the form of smooth work processes and the achievement of organizational goals [9][10][11].

The very strategic role of a teacher demands the performance and quality of qualified teachers, and teachers are also required to continue to learn and develop according to the demands of the times [12]. Of course, teacher performance is influenced by various factors, one of which is the principal's leadership. The principal, as the direct leader of teachers in the unit of educational institutions, should focus on developing teacher performance and leading teachers in school operations so that educational goals are achieved [13]. In his leadership, the principal must create a harmonious and conducive situation to establish cooperation with all school stakeholders. Therefore, the style of leading a school principal is also essential. The principal is expected to have a reformist attitude and become a driver of change (transformation) [14].

A leadership style that can adapt to changes, both to the environment and to itself, to encourage all parties' involvement to achieve higher performance is known as a transformational leadership style [15]. The harmonious situation created will lead to close cooperation between subordinates and superiors. Transformational leadership is described as a leadership style that can arouse or motivate employees to develop and achieve performance at a high level beyond what they previously thought [16]. In addition, the transformational leadership style is considered effective in any situation and culture.

The transformational leadership style encourages subordinates to put out all their abilities to achieve organizational goals [17]. The teacher will be encouraged to do the best if the leadership style is realized. Performance can increase if the leadership in an organization is aware of achieving high organizational performance and performance; therefore, teachers need leaders with leadership styles that are appropriate to the conditions faced [18].

According to Mulyanto and Widayati, the role of a leader in all organizational situations is a very strategic factor. Leaders must be able to manage the mindset of their employees to obey and carry out every job following applicable norms and rules [19]. Leaders must be able to convey the vision and mission of the organization persuasively in language that is easy to understand and understand so that their performance will increase [20]. The same opinion by Putra and Subudi stated that the form of leadership style applied in an organization could affect the performance of each employee. A leadership style appropriate to the situation and conditions will encourage employees to work more enthusiastically in carrying out their duties and obligations [21].

In addition to leadership style, other things that affect teacher performance are work ethic and teachers' function as educators, instructors, and trainers. Teachers whose work ethic is reflected in their grateful attitude, work work, are responsible, fair, efficient, and have integrity. Ultimately make, the performance will increase. A good teacher's work ethic results from guidance, motivation, and control of the teacher's thoughts, feelings, and behavior [22].

A high work ethic arises because of the challenges, expectations, and exciting possibilities. These conditions can make teachers work diligently, meticulously, dedicatedly, and with great responsibility. Ginting states that ethos has ethical elements. Ethics is the basis for thinking, acting, and acting (ethos) [23]. Ethics refers to moral values, which can also be said to be standards from which a person evaluates his behavior and the behavior of others. If a person's behavior is in line with moral principles (ethics), he is said to behave appropriately. Ethos demonstrates ethical and moral values. Ethos embodies interpreting and translating ethical and moral values through natural behavior and actions.

Ginting states that work ethic is a work spirit that characterizes a person or group of people who work based on a believed work ethic and perspective and is realized through determination and concrete behavior in the world of work. The work ethic implies 2 essential things. First, the work ethic exudes the expression of his work ethic. Work ethics are moral principles that dictate a person's behavior at work. This work ethic will determine what a person does or will do in certain situations, what is suitable and acceptable versus what is not and is not acceptable. As such, work ethic reflects a lot about who and how a person is in the world of work. In the world of work, the work ethic realized in everyday life is to work seriously following the existing rules, for example, arriving on time and obeying the lunch schedule according to time. For this reason, strong motivation is needed. Strong motivation will exist with a work ethic that departs from the right set of work moral values, and demonstration of work ethic is possible [23].

Teacher performance will be more formed if there is a compact between all elements in the school. The establishment of cooperation creates a character carried out continuously and becomes the philosophical foundation supported by the organization, namely the school. This is a step in the formation of a school's organizational culture. The school organizational culture adopted and applied by schools will

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be able to influence the performance of teachers and school employees because teacher performance will be optimal if it is integrated with school components so that it creates high loyalty and commitment, able to adapt to differences and conflicts in order to be able to remain to exist and survive by improving performance.

Waluyo and Ismirah stated that organizational culture is a set of basic assumptions and beliefs held by members of the organization, then developed and passed on to overcome problems of external adaptation and problems of internal integration. Organizational culture is the subject of solving external and internal problems whose implementation is carried out consistently by a group which then bequeaths it to new members as the right way to understand, think and feel about organizational problems [24].

2. METHOD

This research is quantitative, and the research was carried out in South Jakarta by using the technique of determining the sample in this study used is Purposive Sampling, with the criteria of teachers who have taught for at least 2 years and want to fill out a questionnaire. The sample in this study was private vocational school teachers in South Jakarta. Data collection using google Forms and from the data collection results obtained 55 respondents willing to fill out the questionnaire. The collected data is processed using SmartPLS software.

3. RESULT AND DISCUSSION

1. Validity Test

In using the PLS method, an indicator is declared valid if it has a loading factor above 0.70 against the construct in question [25]. Based on the results of data processing, the following are the results of the validity test in this study.

Table 1. Validity Test Phase 1

Outer Loadings	Organizational Culture	Performance	Transformational Leadership	Work Ethic
Culture_1	0.742			
Culture_10	0.702			
Culture_2	0.711			
Culture_3	0.749			
Culture_4	0.872			
Culture_5	0.872			
Culture_6	0.791			
Culture_7	0.799			
Culture_8	0.869			
Culture_9	0.844			
Leadership_1			0.401	
Leadership_10			0.705	
Leadership_2			0.593	
Leadership_3			0.709	
Leadership_4			0.798	
Leadership_5			0.740	
Leadership_6			0.657	
Leadership_7			0.742	
Leadership_8			0.757	
Leadership_9			0.725	
Performance_1		0.818		
Performance_2		0.868		

Outer Loadings

	Organizational Culture	Performance	Transformational Leadership	Work Ethic
Performance_3		0.844		
Performance_4		0.811		
Performance_5		0.837		
Performance_6		0.909		
Performance_7		0.793		
work_ethic1				0.023
work_ethic2				0.741
work_ethic3				0.839
work_ethic4				0.811
work_ethic5				0.828
work_ethic6				0.847
work_ethic7				0.778
work_ethic8				0.743

Source: data processed with SmartPLS 3.0

Based on the results of stage 1 validity testing, not all statements are declared valid, because there are still those who have a loading factor below 0.70, so the validity test is continued by dropping invalid statements.

Table 2. Validity Test Phase 2

Outer Loadings

	Organizational Culture	Performance	Transformational Leadership	Work Ethic
Culture_1	0.742			
Culture_10	0.702			
Culture_2	0.711			
Culture_3	0.748			
Culture_4	0.872			
Culture_5	0.872			
Culture_6	0.791			
Culture_7	0.799			
Culture_8	0.869			
Culture_9	0.844			
Leadership_3			0.753	
Leadership_4			0.851	
Leadership_5			0.783	
Leadership_7			0.703	
Leadership_8			0.787	
Leadership_9			0.712	
Performance_1		0.818		
Performance_2		0.869		
Performance_3		0.844		
Performance_4		0.811		
Performance_5		0.837		
Performance_6		0.909		

Outer Loadings

	Organizational Culture	Performance	Transformational Leadership	Work Ethic
Performance_7		0.793		
work_ethic2				0.739
work_ethic3				0.842
work_ethic4				0.812
work_ethic5				0.830
work_ethic6				0.843
work_ethic7				0.779
work_ethic8				0.744

Source: data processed with SmartPLS 3.0

Based on the results of stage 2 validity testing, of all these variables, all statements are declared valid because all of them have a loading factor above 0.70.

2. Reliability Test

To see the reliability results, it can be seen that the Average Variance Extract (AVE) value must be above 0.5 and the Composite Reliability must be above 0.7 (Ghozali, 2014).

Table 3. Reliability Test

Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Organizational Culture	0.936	0.940	0.946	0.636
Performance	0.931	0.932	0.944	0.707
Transformational Leadership	0.858	0.861	0.895	0.587
Work Ethic	0.905	0.907	0.925	0.639

Source: data processed with SmartPLS 3.0

Based on table 3, it is known that the AVE value is above 0.5 and the Composite Reliability value is above 0.7. Likewise, the Cronbach alpha value is above 0.6 and the rho_A value is above 0.7, so that all variables meet the reliability requirements.

3. Evaluation of Measurement Model (Outer Model)

Outer Model or measurement model aims to specify the relationship between latent variables and their indicators, also known as discriminant validity test which can be measured by cross loading method.

Table 4. Discriminant Validity

Cross Loadings

	Organizational Culture	Performance	Transformational Leadership	Work Ethic
Culture_1	0.742	0.673	0.637	0.577
Culture_10	0.702	0.701	0.681	0.787
Culture_2	0.711	0.626	0.595	0.590
Culture_3	0.748	0.736	0.657	0.668
Culture_4	0.872	0.879	0.796	0.783
Culture_5	0.872	0.856	0.780	0.800
Culture_6	0.791	0.812	0.734	0.814
Culture_7	0.799	0.799	0.767	0.811

Culture_8	0.869	0.806	0.825	0.779
Culture_9	0.844	0.811	0.769	0.810
Leadership_3	0.677	0.668	0.753	0.656
Leadership_4	0.762	0.763	0.851	0.715
Leadership_5	0.667	0.652	0.783	0.633
Leadership_7	0.713	0.727	0.703	0.712
Leadership_8	0.716	0.687	0.787	0.709
Leadership_9	0.646	0.635	0.712	0.587
Performance_1	0.806	0.818	0.701	0.773
Performance_2	0.841	0.869	0.747	0.827
Performance_3	0.809	0.844	0.721	0.823
Performance_4	0.831	0.811	0.829	0.772
Performance_5	0.768	0.837	0.751	0.753
Performance_6	0.879	0.909	0.853	0.863
Performance_7	0.776	0.793	0.702	0.754
work_ethic2	0.753	0.719	0.711	0.739
work_ethic3	0.753	0.791	0.690	0.842
work_ethic4	0.776	0.775	0.703	0.812
work_ethic5	0.771	0.730	0.777	0.830
work_ethic6	0.784	0.821	0.745	0.843
work_ethic7	0.735	0.743	0.633	0.779
work_ethic8	0.656	0.706	0.645	0.744

Source: data processed with SmartPLS 3.0

Based on Table 4, it can be concluded that each latent variable is able to predict the size of each block better than other block sizes, so that the evaluation of the measurement model (outer model) with discriminant validity is valid.

4. Structural Model Evaluation (Inner Model)

The structural model was evaluated using R-Square (coefficient of determination) for the independent variables.

Table 5. Evaluation of the Structural Model (Inner Model)

R Square				
	R Square	R Square Adjusted		
Performance		0.955	0.953	
f Square				
	Organizational Culture	Performance	Transformational Leadership	Work Ethic
Organizational Culture		0.818		
Performance			0.012	
Transformational Leadership				0.237
Work Ethic				

Source: data processed with SmartPLS 3.0

Based on table 5, from R Square it can be concluded that 95.5% teacher performance can be explained in this model. Furthermore, in F Square, it explains that Organizational Culture has a very strong impact on teacher performance, which is 81.8%, work culture has a strong enough impact on teacher

performance, which is 23.7%, while transformational leadership has a weak impact on teacher performance, namely by 1.2% .

5. Hypothesis Test

Table 6. Hypothesis Test

Path Coefficients

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Organizational Culture -> Performance	0.644	0.613	0.133	4.837	0.000
Transformational Leadership -> Performance	0.057	0.068	0.120	0.477	0.633
Work Ethic -> Performance	0.295	0.316	0.115	2.573	0.010

Source: data processed with SmartPLS 3.0

Based on the results of statistical tests in Table 6, it can be described as follows.

- The Influence of Organizational Culture on Teacher Performance.
 From the results of statistical tests, the t-statistical value is 4.837 with a significant level of 0.000. This means that $t \text{ count} > t \text{ table}$ ($4.837 > 1.96$) and significant level < 0.05 ($0.000 < 0.05$). This means that organizational culture has a significant effect on teacher performance
- The Effect of Transformational Leadership on Teacher Performance.
 From the results of statistical tests, the value of t statistic is 0.447 with a significant level of 0.633. This means that $t \text{ count} < t \text{ table}$ ($0.447 < 1.96$) and significant level > 0.05 ($0.633 > 0.05$). This means that transformational leadership has no effect on teacher performance.
- The Influence of Work Ethic on Teacher Performance
 From the results of statistical tests, the t-statistical value is 2.573 with a significant level of 0.000. This means that $t \text{ count} > t \text{ table}$ ($2.573 > 1.96$) and significant level < 0.05 ($0.000 < 0.05$). This means that work ethic has a significant effect on teacher performance.

4. CONCLUSION

Organizational culture has a significant effect on teacher performance. The results of this study are in line with research conducted by [26] [27] [28]. The influence of Organizational Culture can create situations that can encourage teachers to improve their performance because, with the existence of organizational culture, an excellent and purposeful person can carry out the work in sequence with maximum results. With an organizational culture applied, it will be easier for the organization or company to achieve the desired goals. According to Novziransyah [29], organizational culture is a pattern of basic assumptions that are found, created, or developed by a specific group with the intention that the organization can overcome, overcome problems that arise due to external adaptation and internal integrity that have been running well enough, so that needs to be taught and applied to new members as the correct way to understand, think about and feel friends with them.

Transformational leadership does not affect teacher performance. This study's results align with research by Novitasari & Asbari [30], which states that the transformation process begins with changes in organizational structure, the appointment of new leaders, and changes in the work system and culture, with insignificant impact. This could be due to the process being too short. These findings have provided helpful feedback for school management trying to initiate transformation by making ongoing socialization and dissemination efforts so that every organization member fully understands the need for the change.

Work ethic has a significant effect on teacher performance. The results of this study follow Ningrat el al's research [31] which states that work ethic encourages someone to be enthusiastic about doing work and trying to improve the quality of work, and always think positively about what is done in order to get maximum work results. . Teachers as educators are required to work optimally and have high performance through self-awareness. This research confirms that if a teacher has self-awareness and likes his habits as an educator, his performance is undoubtedly reasonable because something done with joy without

pressure from anything will produce something good. Likewise, teachers with a high work ethic will also have good performance.

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