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Address:

Department of Management
UPN "Veteran" Yogyakarta
Jl. Padjadjaran, Condong Catur
Sleman, Yogyakarta 55283

from the
DESK
of the **EDITOR**

Dear Readers,

Our journal enter second year! Yeay!

All of the topics issued in this edition are interesting. **Utomo** et al. invite us to discuss influence social media marketing activities, electronic word of mouth and brand equity on product purchase intention skincare local brand. **Jefriyanto** et al. talk about the influence of job embeddedness on employee performance mediated by work engagement and OCB at Klaten District, **Panggabean** et al. deliver their research result about the influence of leadership, work environment, and motivation on employee performance at PT Modern Polaris Teknologi Jakarta; **Yanuri** and **Subyantoro** tell us about the effect of transformational leadership style on performance of civil servant teacher at SMKN 3 Wonosari Gunungkidul with work commitment as an intervening variable; then **Nursiyami** and **Mardiana** present their research result about the role of job satisfaction as a mediation variable of the influence of work stress on teacher performance SMK 1 Gedangsari, **Nuraini** and **Pratiwi** write about the influence of workload and achievement motivation on performance at Yogyakarta State SMA/SMK Finance Section Official. **Trihadi** and **Warsiki** discuss the influence of work discipline, work motivation, and work environment on the performance of implementing staff in the Pamong Praja Police Unit in Yogyakarta, while **Bangun** et al. write about the comparison of banking profitability before and during covid-19 at banks registered on the IDX in 2017-2022.

We will publish a new edition every May and November, so make sure you take part in it.

Happy reading!

Editorial Team

Effect of Transformational Leadership Style on Performance of Civil Servant Teacher at SMKN 3 Wonosari Gunungkidul with Work Commitment as an Intervening Variable

Alip Yanuri¹, Arief Subyantoro²

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Abstract

This study aims to (1) determine the direct effect of transformational leadership style on the performance of civil servant teachers; (2) to determine the indirect effect of transformational leadership style on the performance of civil servant teachers at State Vocational High School 3 Wonosari Gunungkidul through work commitment as an intervening variable. This study uses a quantitative descriptive research method. The research was conducted at Wonosari Gunungkidul 3 State Vocational High School from January 2023 to April 2023. The population of this study were all Civil Servant Teachers, a total of 54 respondents. The sampling method used in this study is a saturated sampling method so that all members of the population are sampled. Data collection techniques using observation techniques, documentation techniques, and questionnaires. Data analysis technique using path analysis. To test the hypothesis directly used the t-test, while to test the intervening hypothesis used the Sobel test. Based on the results of data analysis, it was found: (1) the significant value of count was $0.008 < \alpha 0.05$, and the positive regression coefficient value was 0.415; (2) the Z test Sobel score is $2.779 > 1.96$ with a significance level of 5% so that it can be concluded that there is a direct and indirect influence between transformational leadership style on the performance of Civil Servant teachers at State Vocational High School 3 Wonosari Gunungkidul through work commitment as a variable intervener.

Keywords: Transformational Leadership Style, Civil Servant Teacher Performance, Work Commitment

Introduction

Human Resource Management (HR) is a science and art that regulates the relationship and role of the workforce so that it is effective and efficient in helping the realization of an organizational goal. The role of HR in the organization is very important. This happens because HR is the main component that drives the organization to achieve the goals of the organization. Therefore, special attention is needed in HR management so that organizational goals can be achieved following its vision and mission. HR management must cover all groups involved in the organization, not only specifically individuals. In an organization, human resource performance problems need to be given special attention so that there is no decline so that organizational productivity can always be maintained and can even always be increased (Hasibuan, 2016).

Regarding the organization in the education unit, the quality of education can be measured by the level of achievement of learning carried out by a teacher, starting

^{1,2} UPN "Veteran" Yogyakarta

from learning planning and implementing learning, to evaluating learning. Teachers are one of the factors that determine the success of education following the eight national education standards contained in Law No. 20 of 2003 concerning the National education system, namely the standards of educators and education staff.

The ideal level of educators at the Vocational High School (SMK) level can be seen from the ideal number of teachers in the education unit. *Permendikbudristek Number 32 of 2022 Concerning Technical Standards for Minimum Education Services* in article 27 paragraph (2) describes the ideal level of educators in education units at the SMK level, namely the types of educators include; (a) subject teachers according to curriculum requirements; (b) guidance and counseling teachers; (c) special supervising teachers for education units that have students with disabilities.

In Law No. 14 of 2005 concerning Teachers and Lecturers article 1 states "Teachers are professional educators with 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" . The teacher's workload is also stated in article 35 "teacher's workload includes the main activities, namely planning lessons, carrying out learning, assessing learning outcomes, guiding and training students, and carrying out additional assignments".

The current decline in teacher performance in Indonesia is one of the indicators causing the decline in the quality of education in Indonesia that needs special attention. Based on the results of a survey by the National Accreditation Board for Schools and Madrasas (BAN-SM), it was found that 22.6% of teacher performance at schools or madrasas decreased (<https://medcom.id>). Another survey conducted by UNESCO, on the quality of teachers, the quality of teachers in Indonesia is at level 14 out of 14 developing countries. This is partly caused by not fulfilling the minimum educational qualifications (Muslimin, 2020). Furthermore, a survey by *the Research on Improving Systems of Education* (RISE) program in Indonesia found as many as 1.3 million out of 1.6 million teachers who took the Teacher Competency Test (UKG) which measures competence in managing learning and understanding of the subjects being taught did not achieve grades. minimum (<https://magdalene.co.id>).

Research (2019) found that teacher performance was not maximal in carrying out performance based on the 2013 curriculum, only 63.5% and in the sufficient category. Research by Srinalia (2015) found that teacher performance was still low in fostering students, which was influenced by work motivation by 30% and the physical environment by 21%. Furthermore, Susanto's research (2021) obtained the average value of the performance variable for SMK teachers in Hulu Sungai Selatan Regency (HSS) included in the moderate tendency category with the largest percentage of the acquisition being 66.4%.

The decline in teacher performance was also felt by teachers at SMK Negeri 3 Wonosari Gunung Kidul. Based on the results of observations on teacher performance potential obtained from the Teacher Performance Assessment document (PKG) for three consecutive years from 2019 to 2021, a decrease in teacher performance potential was found. In 2019 the average teacher performance potential was 88. In 2020 the average decreased to 82, in 2021 it decreased again to 79. This raises particular concerns about the target of learning at SMK Negeri 3 Wonosari.

In addition to the PKG score, teacher performance has decreased when viewed from the level of attendance based on the annual finger recap data. 10%) show up late. Furthermore, based on collecting the completeness of teacher supervision documents in 2019, a percentage of 80% of teachers obtained learning documents in order, in

2020 75% of teachers were in order in learning documents, and in 2021 78% of teachers were in order in learning documents. In terms of learning achievement, it has not met the curriculum target, in 2019 learning achievement was 80%, in 2020 learning target achievement decreased to 54%, while in 2021 learning achievement was 64%.

Teacher performance is the implementation of the main task of a teacher as well as fulfilling the workload and realizing competence in carrying out the educational mandate that is on his shoulders. Teacher performance indicators are regulated by the law. No. 14 of 2005 concerning Teachers and Lecturers which is carried out at the end of each year through Teacher Performance Assessment (PKG) covering 4 competency dimensions namely pedagogic competence, personal competence, social competence, and professional competence.

The success of a teacher can be seen if the existing criteria have been achieved as a whole. If the criteria have been met, it means that someone's work is considered to have good quality work. Furthermore, the abilities that must be possessed by teachers have been stated in Government Regulation No. 19 of 2005 concerning National Education Standards (SNP) article 28 paragraph 3 which are competencies that must be possessed by a teacher as a learning agent at the primary and secondary education levels as well as early childhood education including Pedagogic Competence, Personality Competence, Professional Competence, Social Competence.

The problem of declining teacher performance at SMK Negeri 3 Wonosari can be caused by various factors, both internally and externally. One of the factors that can cause a decrease in teacher performance is the leadership style of the principal/leader. Leadership is an applied science of social sciences. Leadership broadly includes the process of influencing in determining organizational goals, motivating the behavior of followers to achieve goals, influencing the interpretation of the events of their followers, maintaining cooperative relationships and group work, gaining support and cooperation from people outside the group or organization (Sedarmayanti, 2017).

Transformational leadership style is a leadership perspective that explains how leaders change teams or organizations by creating, communicating, and modeling visions for organizations or work units and inspiring workers to achieve that vision. Transformational leadership indicators can be measured through 4 things which include; *developing a strategic vision, communicating the vision, modeling the vision, build commitment to the vision* (Wibowo, 2017). The impact of the transformational leadership style will make followers more aware of the importance and value of work and persuade followers not to prioritize self-interest for the sake of the organization. The existence of transformational leadership can increase teacher motivation and satisfaction with their work so that they can improve their performance (Mulyono, 2018).

Transformational leadership can affect teacher performance. Rivai's research (2020) found that the transformational leadership of school principals had a positive effect on improving teacher performance by 37%. This means that the more effective the principal's transformational leadership, the more teacher performance will increase. In line with these findings, Anwar's research (2018) found that there was an effect of transformational leadership on school principals on teacher performance of 21.7%. Furthermore, Kurniawati et al (2021) found that transformational leadership had a positive effect on teacher performance with a percentage of 15%.

A good transformational leadership style has the potential to improve teacher performance in educational units and learning targets can be met to support the achievement of educational goals. Besides being able to influence teacher performance, the transformational leadership style also has the potential to increase work commitment. Teacher work commitment is a condition where a teacher sides with the educational unit where the teacher works so that the teacher can always stay/commit to the education unit by supporting the goals, vision, mission, and work program of the educational unit (Robbins and Judge, 2017). Teacher work commitment can be measured through 3 things which include *affective commitment*, *continuance commitment*, and *normative commitment* (Busro, 2018).

Work commitment is closely related to teacher performance. Work commitment can be influenced by leadership style. Furthermore, work commitment also has the potential to influence teacher performance so in this study the intervening variable work commitment was added. Naingolan's research (2020) found that work commitment has a positive effect on teacher performance by 27%. In addition, Hidayat's research (2021) found that 43% of teacher work commitment can partially affect teacher performance. Ningsih Research (2022); Sunarno (2015) found that leadership style can indirectly affect teacher performance through work commitment as an intervening variable. In line with these findings, Muslimin's research (2019); Syahrul (2018) found that leadership style and organizational culture indirectly influence teacher performance through work commitment as an intervening variable.

Based on the problems above, the objectives of this study were (1) to determine the direct effect of transformational leadership style on the performance of Civil Servant teachers; (2) to determine the indirect effect of transformational leadership style on the performance of Civil Servant teachers at SMK Negeri 3 Wonosari Gunungkidul through work commitment as an intervening variable. In this study, what is meant by transformational leadership style is a leadership perspective that explains how leaders change teams or organizations by creating, communicating, and modeling a vision as measured by questionnaires. Furthermore, what is meant by the performance of Civil Servant teachers is the implementation of the main task of a teacher as well as fulfilling the workload and realizing competence in carrying out the educational mandate that is on their shoulders as measured through questionnaires/questions. Then, what is meant by work commitment is an individual's strong acceptance of organizational goals and values, which includes elements of loyalty, work involvement, and identification of values, organizational goals and will try and work and have a desire to stay in the organization and be measured through a questionnaire/questionnaire.

Methods

This study uses a quantitative descriptive research method. Quantitative research is research that uses a deductive-inductive approach. The research was conducted at SMK Negeri 3 Wonosari Gunungkidul at Jln. Scout Wonosari, Kec. Wonosari, Kab. Gunung Kidul Province. DI Yogyakarta from January 2023 to April 2023. The population in this study were all Civil Servant teachers at SMK Negeri 3 Wonosari Gunungkidul, totaling 54 respondents. The sampling technique uses saturated sampling so that all members of the population are sampled. The research paradigm is structured as follows.

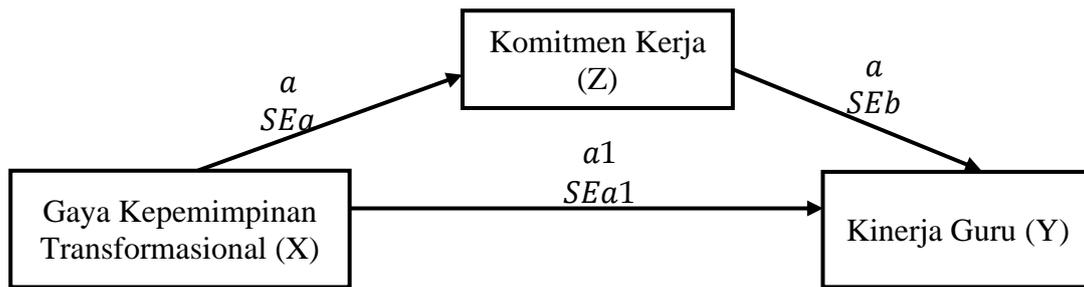


Figure 1. Research Paradigm

Table 1. Operational Definition of Research Variables

Research variable	Indicator	Source
Transformational Leadership Style (X)	<i>Develop a strategic vision.</i> <i>Communicate the vision.</i> <i>model the vision.</i> <i>Build commitment to the vision</i>	(Wibowo, 2017)
Work Commitment (Z)	<i>Affective commitment.</i> <i>Continuance commitment.</i> <i>Normative commitments.</i>	(Busro, 2018).
Civil Servant Teacher Performance (Y)	Pedagogic Competence. Personality Competence Social Competencies Professional Competence	(Law No. 14 of 2005 concerning Teachers and Lecturers)

The variables of this study are transformational leadership style as the independent variable work commitment as a mediating variable, and the performance of civil servant teachers as the dependent variable. Operationally defined in Table 1 below.

The data collection technique used was the questionnaire method to obtain data on transformational leadership style variables (X), work commitment (Z), and teacher performance (Y). The questionnaire used to collect data on the variables of transformational leadership style (X), work commitment (Z), and teacher performance (Y) uses a *Likert scale* with 5 answer choices namely; SS= agree score 5, S= agree score 4, N=neutral score 3, TS= disagree score 2, STS= strongly disagree score 1. This questionnaire was tested for logical validity and empirical validity, after which it was tested for reliability with the *Alpha formula*, the following results were obtained ; (1) instrument on variables transformational leadership style (X) is obtained 20 valid statements, with reliability of $r_{11} = 0.868$; (2) instrument on work commitment variable (Z) obtained 15 valid statements with reliability $r_{11} = 0.781$; (3) the instrument on the Civil Servant teacher performance variable (Y) obtained 16 valid statement items with a reliability of $r_{11} = 0.845$.

Result

The data in this study consisted of three variables, namely; transformational leadership style (X), work commitment (Z), and teacher performance (Y). After testing the research instrument, the questionnaire was immediately used to collect research data. The results of the descriptive analysis can be briefly described as follows.

The transformational leadership style questionnaire (X) consists of 20 statements that have been tested for validity and reliability. Then, the questionnaire was given to 54 respondents to fill out. Based on the results of data analysis, *the mean:* is 66.46, *the median:* is 66.5 *mode:* is 72, *the standard deviation:* is 9.50, *the minimum:* is 48, and *maximum:* 92. The level of respondents' tendency to transformational leadership style variables, namely respondents who have a high category as many as 8 respondents (14.8%), the medium category is 37 respondents (68.5%) and the low category is 9 respondents (16.7%).

The work commitment questionnaire (Z) consists of 15 statements that have been tested for validity and reliability. Then, the questionnaire was given to 54 respondents to fill out. Based on the results of the data analysis obtained *mean:* is 48.14, *the median:* is 47.5 *mode:* is 46, *the standard deviation:* is 5.75, *the minimum:* is 34, and *maximum:* 65. Respondents tend to be in the work commitment variable, namely respondents who have a high category of 5 respondents (9.3%), medium category 39 respondents (72.2%) and low category as many as 10 respondents (18.5%).

The Civil Servant teacher performance questionnaire (Y) consists of 16 statements that have been tested for validity and reliability. Based on the results of data analysis, *the mean:* is 49.81, *the median:* 49, *mode:* 47, *standard deviation:* 7.68, *minimum:* 33, and *maximum:* 63. The level of respondents' tendency to the Civil Servant teacher performance variable, namely respondents who have a high category, is 7 respondents (13%), the medium category is 37 respondents (68.5%) and the low category is 10 respondents (18.5%).

Based on the examination that has been carried out on the data that has been analyzed descriptively, the results show that all incoming data fulfills the requirements to be processed and analyzed quantitatively. The results of the data analysis test are presented in Table 2.

Table 2. Determination Coefficient Test Results

Regression	R	R Square	Adjusted Square	R std. An error in the Estimate
1	.467 ^a	.204	.115	2.72882
2	.537 ^a	.447	.138	2.86191

Table 3. F test results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	76.991	2	19.248	11612	.003 ^b
residual	48.068	51	1658		
Total	125.059	53			

Based on the Table 2, the *adjusted R square* value in the first regression shows a value of 0.204 meaning that 20.4% of the transformational leadership style variable can explain the performance variable of Civil Servant teachers at SMK Negeri 3 Wonosari Gunungkidul, while the remaining 79.6% is explained by other variables not examined. Then for the second regression, the *adjusted R square* value shows a value of 0.447 which means that 44.7% of the variables of transformational leadership style and work commitment can explain the performance variables of Civil Servant teachers at SMK Negeri 3 Wonosari Gunungkidul, while the remaining 55.3% is explained by other variables not examined.

Based on the Table 3, it is known that the significance value of the regression carried out in this study was $0.003 < \alpha 0.05$. Based on these values, it can be concluded that there is a simultaneous or joint influence between the variables of transformational leadership style and work commitment on teacher performance at SMK Negeri 3 Wonosari Gunungkidul.

Based on Table 4, it can be concluded that the regression equation in this study is as follows; (1) first equation $Z = 53.403 + 0.436 x + e$; (2) the second equation $Y = 48.225 + 0.415 x + 0.419 z + e$. Then, the significance value of the t-test is $0.008 < \alpha 0.05$ with a positive regression coefficient value of 0.415. This shows that the transformational leadership style has a direct effect on teacher performance so the first hypothesis (H1) transformational leadership style has a direct effect on the performance of Civil Servant teachers at SMK Negeri 3 Wonosari Gunungkidul, is accepted.

Furthermore, based on the results of the Sobel test calculation, the Z value is $2.779 > 1.96$ with a significance level of 5%, so it proves that work commitment can mediate the influence of transformational leadership style on teacher performance, so it can be concluded that the second hypothesis (H2) transformational leadership style has an indirect effect on performance Civil Servant teacher at SMK Negeri 3 Wonosari Gunungkidul through work commitment as an intervening variable, was accepted.

Discussion

This research was conducted to empirically determine the effect of transformational leadership style on teacher performance at SMK Negeri 3 Wonosari Gunungkidul with

Table 4. Test Results t

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	53.403	5051		7.121	.000
	TOTAL_GKT	.436	.112	.267	6.483	.031
2	(Constant)	48.225	7.994		11033	.000
	TOTAL_GKT	.415	085	.425	6,179	008
	TOTAL K	.419	.105	.325	5.178	.009

work commitment as an intervening variable. The results of empirical testing that has been carried out on the two hypotheses in this study are discussed in the following section.

The results of testing the first hypothesis (H1) stated that the transformational leadership style variable had a significance value of 0.008 $<$ alpha 0.05 and a regression coefficient value of 0.436, so the first hypothesis was accepted. The results of testing this hypothesis are also based on the results of descriptive statistical tests which show that the transformational leadership style in this study is in the medium category. Thus it can be stated that the leadership style is transformational positive effect on performance.

One indicator of the quality of education is determined by teacher performance. Teacher performance indicators can be seen from the sense of responsibility in carrying out the mandate, the profession carried out, and a sense of moral responsibility. Whether or not teacher performance is good can be seen through the Teacher Performance Assessment (PKG) which is regulated in Government Regulation (PP) Number 30 of 2019 concerning Performance Assessment for Civil Servants and is carried out at the end of each year covering 4 competency dimensions, namely; pedagogic competence, social competence, professional competence, and personality competence.

Teacher performance is influenced by various factors. One of the factors that can influence teacher performance is the transformational leadership style. This factor is a factor that comes from outside the teacher's self which can affect the psychology of a teacher. In this study, transformational leadership is measured through indicators; (1) *develop a strategic vision*, (2) *communicate the vision*, (3) *model the vision*, and (4) *build commitment to the vision*.

A school principal must be able to implement *a develop a strategic vision*, which means having a vision for the future of the school that binds subordinates (teachers and education staff) to achieve performance targets they might not have thought of. Furthermore, a school principal must also be able to implement *and communicate the vision*, meaning that the principal must be able to build and share the vision with subordinates for the progress of the school. The principal must also be able to apply *the vision model*, which means not only speaking but also being able to act following the reflection of that vision. Finally, the principal must be able to apply *to build commitment to the vision*, meaning that he can build and transform the vision into reality so that he can provide positive energy and motivation to his subordinates.

The existence of these transformational leadership indicators that can be applied by school principals as leaders in schools can influence teacher performance for the better. Conversely, if the principal does not have transformational leadership, which is reflected in these indicators, it can reduce teacher performance. This research supports previous research conducted by Sina (2013); Bangun (2020) who got the results of a transformational leadership style has a positive effect on performance. This research also supports research that was conducted by *Setiadi (2021)* who get the results of the transformational leadership style have a positive and significant effect. Furthermore, this research also supports Cahyani's research (2019); Hasanah (2020), who obtained the results of the school principal's transformational leadership style which has a positive and significant effect on teacher performance.

Furthermore, the results of testing the second hypothesis (H_2) show that there is an influence of transformational leadership style on teacher performance through work commitment. The results of this test are based on the path analysis test which shows that the direct effect of transformational leadership style on work commitment = 0.415 and the indirect effect is 0.436×0.419 . In addition, the Sobel test results obtained Z of $2.779 > 1.96$ so that it can be concluded that the hypothesis is accepted.

Transformational leadership style besides being able to influence teacher performance can also affect work commitment which indirectly also affects performance. Teacher work commitment is a situation in which a teacher is in favor of a particular educational unit with the aim and intention to always maintain membership in that educational unit.

Work commitment in this study is measured through indicators; (1) *affective commitment*, (2) *continuance commitment*, and (3) *normative commitment*. Teacher work commitment can be seen from *affective commitment*, meaning that a teacher in a school organization must commit to the school, this can be seen from the teacher's involvement in all activities and agendas held by the school. In addition, a teacher must also have *continuance commitment*, meaning that a teacher must be loyal to the school where he works. Furthermore, teacher work commitment can also be seen from *normative commitment*, meaning that a teacher always acts and does something or activities that are always oriented towards the goals and or vision and mission of the school.

The implications of this work commitment can be felt when a teacher is facing a condition of choice in the external environment, the teacher will tend to think that the school where he works has advantages compared to other schools. Another implication is that a teacher will feel that he has a responsibility to always advance his school. Improving teacher performance can be achieved by cultivating teacher work commitment, namely the teacher's sense of love for work and the school where the teacher works. This can be done with the appropriate application of the principal's leadership style. Furthermore, teacher work commitment can be grown through the school principal's transformational leadership style which can inspire teachers to set aside their interests to focus on achieving school goals.

This research supports previous research conducted by Sina (2013); Bangun (2020) who obtained the results of a transformational leadership style indirectly affected performance through work commitment as an intervening variable. Furthermore, this research also supports Wahid's research (2017); Siahaan (2019) who obtained the results of the transformational leadership style indirectly affected teacher performance through work commitment as an intervening variable.

Conclusions

Based on the testing and analysis that has been done, this research can be concluded as follows: (1) transformational leadership style has a direct effect on the performance of Civil Servant teachers at SMK Negeri 3 Wonosari Gunungkidul; (2) transformational leadership style has an indirect effect on the performance of Civil Servant teachers at SMK Negeri 3 Wonosari Gunungkidul through work commitment as an intervening variable.

Based on the conclusions of the research results, the suggestions that can be given by researchers are as follows: (1) in further research it is hoped that researchers can add other variables that are considered to affect the dependent variable, namely

teacher performance. This is because this research only uses one independent variable, namely the principles of transformational leadership style ; (2) in future research it is expected to increase the number of research samples and expand the research object or change the research object area so that the research results obtained are better than this research; (3) in future research it is expected to be able to add research methods by interviewing. It aims to get answers objectively and clearly because having two-way communication will also produce maximum results.

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