



**RELATIONSHIP OF TRANSFORMATIONAL LEADERS OF
PRINCIPAL, TEACHER MOTIVATION, TEACHER ORGANIZATION
COMMITMENTS WITH PERFORMANCE OF PRIMARY SCHOOL
TEACHERS IN LABUAN AMAS SELATAN, INDONESIA**

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Abstract:

The teacher has a very large task and responsibility in the world of education, because the teacher is the spearhead in terms of improving school quality. So that it cannot be denied that teacher performance still needs to be improved. The need for transformational leadership attention is applied, teacher work motivation and organizational commitment that the teacher has. This study aims to determine: (1) a description of the principal's transformational leadership, teacher work motivation, teacher organizational commitment and teacher performance, (2) Analysis of the direct relationship of transformational leadership and teacher work motivation, (3) Analysis of the principal relationship of transformational leadership and teacher organizational commitment, (4) Analysis of the relationship between principals' transformational leadership and teacher performance, (5) Analysis of the direct relationship of work motivation with teacher performance, (6) Analysis of the direct relationship of teacher organizational commitment with teacher performance, (7) Relationship analysis is not directly transformational leadership of principals with teacher performance through teacher work motivation variables, (8) Analysis of indirect relationships of transformational leadership of principals with teacher performance through teacher organizational commitment. This study uses a quantitative approach. The research sample was 178 people. The instruments of data collection are questionnaires that have met the validity and reliability test requirements. Data analysis to test hypotheses using path analysis with multiple regression methods. The results of this study are: (1) Description of the principal's leadership, teacher's work motivation, teacher's organizational commitment is in a high classification, while the teacher's performance is in sufficient classification, (2) there is a direct relationship between transformational leadership and teacher motivation, (3) there is a direct relationship between principals transformational leadership and teacher organizational commitment, (4) there is a direct

relationship between principals' transformational leadership and teacher performance, (5) there is a direct relationship between work motivation and teacher performance, (6) there is a direct relationship between teacher organizational commitment and teacher performance (7) there is an indirect relationship of principal transformational leadership with teacher performance through teacher work motivation variables, (8) there is an indirect relationship of principal transformational leadership with teacher performance through teacher organizational commitment.

Keywords: principal transformational leadership, teacher work motivation, teacher organizational commitment, teacher performance

1. Introduction

1.1 Research Background

Education is seen as quality, measured by its position in educating the life of the nation and advancing national culture. By forming a young generation that is intelligent, character, moral, and personable, the atmosphere and learning process that is fun, stimulating, and created challenges for students to develop themselves according to their talents and abilities. Teachers are human resources that are very instrumental in the teaching and learning process, because without a teacher we will find it difficult to understand the importance of education around us.

This is in line with the meaning of education starting with teachers and other educators. In optimizing it all, a teacher must understand the performance of the teacher in order to carry out their duties and work (Suhaimi and Rinawati, 2018). This is in accordance with the opinion of Juhdi (2016) stating that the role of teachers in the development of education includes: value planting, character building, central learning, giving assistance and encouragement, supervising and fostering, disciplining children, and role models for the environment.

Teacher performance is a very influential factor for school institutions, because teacher performance in schools refers to teacher behavior in carrying out teacher work, namely teaching. Teacher performance is the whole of the teacher's effort to achieve the learning process (Suhaimi and Khalik, 2018). A teacher will produce high performance depends also on the management of the learning process. The results of the study from Sudjana (2002) showed that 76.6% of student learning outcomes were influenced by teacher performance.

To realize a quality school, of course depends entirely on school leaders, namely the principal who is able to move and direct his subordinates towards the goals to be achieved by the school. Therefore a leader must have transformational integrity and leadership that is strong and reliable in managing his school. A school principal is required to be wise and creative in creating and growing positive new innovations in responding to challenges and demands and developments in the world of education,

more specifically in the face of the autonomization era which will have an impact on the implementation of education autonomy (Kemendiknas, 2010).

Besides leadership, the factors that influence teacher performance are motivation. By linking himself to the organization the employee has tried to provide the best possible performance relationship for his institution. In addition, a teacher must be committed to the task given so that he will work optimally and take on the role of an ideal teacher and educate students well, because a teacher has responsibility for the success of his students.

The success of the performance of educational institutions is seen from the performance achieved by the teacher or teaching staff who teach within the institution. Therefore every educational institution demands that teachers be able to display optimal performance because the poor performance of teachers achieved will affect the performance and success of educational institutions.

1.2 Research Purposes

The purpose of this study in general is to find out:

- 1) Description of the principal's transformational leadership, teacher's work motivation, teacher's organizational commitment with the performance of teachers of Public Elementary Schools throughout the sub-district of Labuan Amas Selatan
- 2) Analysis of the principal's transformational leadership relationship directly with the work motivation of the State Primary School teachers in the sub-district of Labuan Amas Selatan.
- 3) Analysis of the principal's transformational leadership relationship directly with the commitment of the organization of the State Primary School teachers in the sub-district of South Labuan Amas.
- 4) Analysis of the relationship of transformational leadership of the principal directly with the commitment of the organization of State Primary School teachers in the sub-district of Labuan Amas Selatan
- 5) Analysis of the relationship between work motivation directly and the performance of teachers of State Primary Schools in the sub-district of Labuan Amas Selatan.
- 6) Analysis of the relationship of teacher organizational commitment directly with the performance of teachers of Public Elementary Schools throughout the district of South Labuan Amas
- 7) Analysis of the indirect relationship between the principal transformational leadership and the performance of Elementary School Teachers in the Districts of Labuan Amas Selatan through the variable work motivation of the teacher.
- 8) Analysis of the indirect relationship between the transformational leadership of the principal and the performance of teachers at the State Primary School in the sub-district of Labuan Amas Selatan through the variable teacher organizational commitment.

2. Theoretical Basis

2.1 Principal Transformational Leadership

Leadership is a process where an individual influences a group of individuals to achieve a goal. An important characteristic of transformational leaders is that the leader must have a strong vision that is guided by the circumstances and potential in the organization, with the vision, all members must be involved in it. Leaders must be confident in making decisions, as well as providing solutions for each problem that exists so that they will motivate subordinates to produce better work performance and fulfill the needs and rewards of their subordinates.

Bass and Avolio (Komariah, 2005) suggest four dimensions in the basis of transformational leadership with the concept of "4I", the concepts are: Idealized Influenza: behavior that generates respect and self-confidence from the person they lead; Inspirational motivation: behavior that always provides challenges and the meaning of the work of the people who are led; Intellectual stimulation: leader behavior that explores new ideas and creative solutions from the person led and Individualized consideration: the behavior of the leader who is attentive in listening to and following up on complaints.

2.2 Motivation of Teacher's Work

Motivation is to move or encourage someone or yourself to do something. Herzberg with his two-factor theory states that teacher work motivation is operationally defined as the impulse that arises in self-due to interaction with the environment that causes a person to carry out his work, the emergence of encouragement to carry out the work is caused by several factors. Based on the concept of understanding above, there are two aspects of work motivation, namely the driving aspects and health aspects measured through: work performance, measurement of work results, improvement in work performance, responsibility, nature of work, interpersonal relationships, work ability, personal life, wisdom and administration, opportunities for growth, income and position.

2.3 Teacher Organizational Commitment

Work commitment as another term for organizational commitment. Organizational commitment is an element of behavior that is used to assess the tendency of employees to survive as members of the organization. In addition, organizational commitment is an identification that involves someone who is strong towards an organization. This organizational commitment is the desire of organizational members to maintain their membership and work hard to achieve organizational goals (Sopiah, 2008). According to Karakus & Aslan (2008) that the component of organizational commitment consists of 3 dimensions, namely: Affective commitment: related to the desire to be emotionally bound to the organization, Continuance commitment: based on awareness of costs

borne if not joining the organization, Normative commitment: based on feeling obliged as a member to stay because of feelings of debt of gratitude.

2.4 Teacher performance

Teacher performance is a number of results of activities that have been carried out or will be carried out by the teacher according to his profession as a teacher. Mulyasa (2007) argues that performance is the result of ability and effort. According to Porter (2006) that performance is a successful role achievement obtained by a teacher from his work as an assessment of the principal. The aspect of teacher performance measured as an indicator in this study is referring to the Teacher PK that has been developed by the Kementerian Pendidikan Nasional based on the Peraturan Kementerian Negara (Permeneg) PAN & RB No. 16 of 2009, namely: learning planning, implementation of active and effective learning activities, and assessment of learning.

3. Research Hypothesis

Based on the data that the author collects, the hypothesis is:

H₀₁: There is a principal transformational leadership relationship directly with the work motivation of elementary school teachers in the sub-district of Labuan Amas Selatan.

H₀₂: There is a relationship between the principal's transformational leadership and the organizational commitment of elementary school teachers in the sub-district of Labuan Amas Selatan.

H₀₃: There is a principal transformational leadership relationship directly with the performance of elementary school teachers in the sub-district of Labuan Amas Selatan.

H₀₄: There is a correlation between work motivation and the performance of elementary school teachers in the sub-district of Labuan Amas Selatan.

H₀₅: There is a relationship between teacher commitment directly and the performance of elementary school teachers in the sub-district of Labuan Amas Selatan.

H₀₆: There is an indirect relationship between the principal's transformational leadership and the performance of primary school teachers in the sub-district of Labuan Amas Selatan through teacher work motivation variables.

H₀₇: There is an indirect relationship between the principal's transformational leadership and the performance of primary school teachers in the sub-district of Labuan Amas Selatan through teacher organizational commitment variables.

4. Methods

This study includes research that is quantitative in nature. Data collection was done using a questionnaire, then the data analysis was carried out quantitatively through path analysis with multiple regression methods. The population in this study amounted

to 320 teachers spread into 30 schools. From this population 178 people were taken as the research sample. This study places the principal transformational leadership as an independent variable (X), while work motivation (Z1) and teacher organizational commitment (Z2) and teacher performance as the dependent variable (Y). Furthermore, the research analysis model can be expressed in the form of an image as a model below.

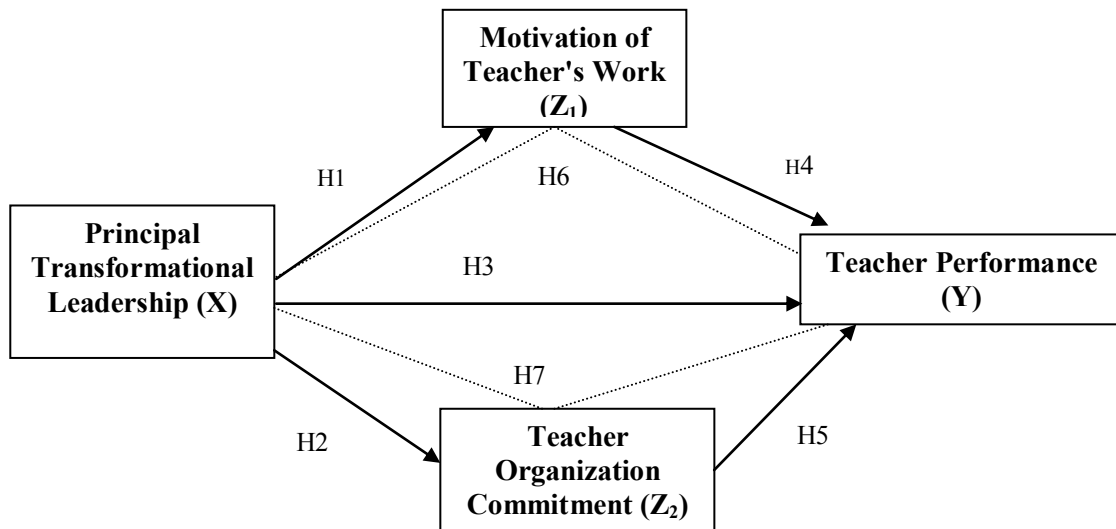


Figure 1: Relationship between Research Variables

5. Results and Discussion

5.1 Description of research variables

Description of the principal's transformational leadership, teacher work motivation, organizational commitment of State Primary School teachers in the District of Labuan Amas Selatan are in a high classification, while the teacher's performance is in a sufficient classification.

5.1 Path Analysis Results

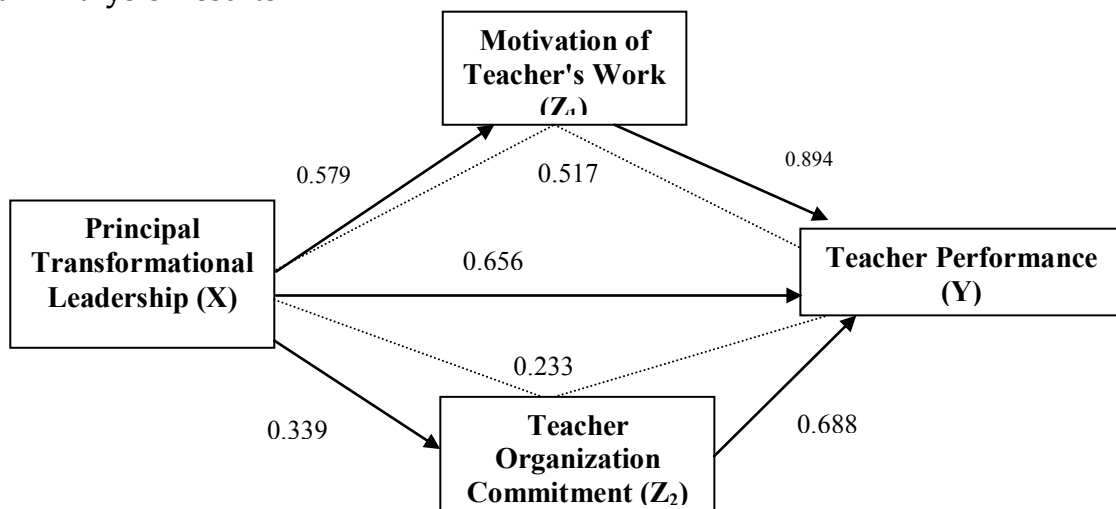


Figure 2: Path Analysis

From the results of the regression calculation above can be calculated the indirect relationship of principal transformational leadership (X) with teacher performance (Y) through teacher work motivation (Z1). For the value of the path coefficient can be seen in the picture below:

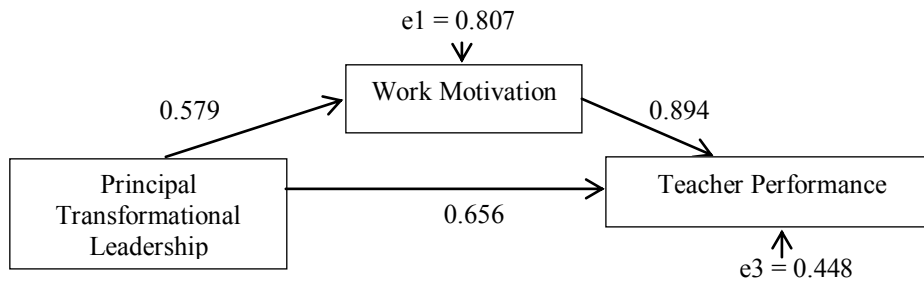


Figure 3: Relationship Model X Relationship against Y through Z1

Based on the picture above, looking for indirect relationships is as follows:

$$PTL (X - Y) = P1 \times P4 \text{ So that: } PTL (X - Y) = 0.579 \times 0.894 = 0.517$$

From the results of the regression calculation above, it can be calculated the indirect relationship of the principal's transformational leadership (X) to teacher performance (Y) through teacher organizational commitment (Z2). For the value of the path coefficient can be seen in the picture below:

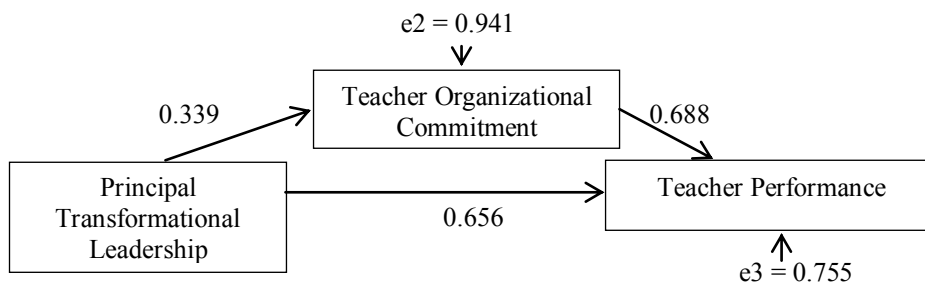


Figure 4: Relationship Model X Relationship against Y through Z2

Based on the picture above, looking for indirect relationships is as follows:

$$PTL (X2 - Y) = P2 \times P5 \text{ So that: } PTL (X2 - Y) = 0.339 \times 0.688 = 0.233$$

5.2 Hypothesis Testing Results

H₀₁: There is a principal transformational leadership relationship directly with the work motivation of elementary school teachers in the sub-district of Labuan Amas Selatan.

Table 1: T Test Results Relationship X to Z1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44,990	9,174		15,804	,000
	Principal Transformational Leadership	,467	,061	,579	6,769	,000

a. Dependent Variable: Motivation of Teacher's Work

The probability value of 0,000 is smaller than 0,05 and the value of tcount is 6,769 greater than t table = 1,975. Then H_a was accepted and H_0 was rejected.

H_{02} : There is a relationship between the principal's transformational leadership and the organizational commitment of elementary school teachers in the sub-district of Labuan Amas Selatan.

Table 2: T Test Results Relationship X to Z2

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	83,294	11,514		9,840	,000
	Principal Transformational Leadership	,137	,339	,114	4,792	,000

a. Dependent Variable: Motivation of Teacher's Work

A probability value of 0,000 is smaller than 0,05 and a tcount of 4,792 is greater than t table = 1,975. Then H_a was accepted and H_0 was rejected.

H_{03} : There is a principal transformational leadership relationship directly with the performance of elementary school teachers in the sub-district of Labuan Amas Selatan.

Table 3: T Test Results Relationship X to Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34,088	7,729		4,410	,000
	Principal Transformational Leadership	,446	,051	,656	5,872	,000

a. Dependent Variable: Teacher Performance

A probability value of 0,000 is smaller than 0,05 and a t count of 5,872 is greater than t table = 1,975. Then H_a was accepted and H_0 was rejected.

H_{04} : There is a correlation between work motivation and the performance of elementary school teachers in the sub-district of Labuan Amas Selatan.

Table 4: T Test Results Relationship Z1 to Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39,296	9,664		4,066	,000
	Motivation of Teacher's Work	,510	,635	,894	11,158	,000

a. Dependent Variable: Teacher Performance

A probability value of 0,000 is smaller than 0,05 and a t count of 11,158 is greater than t table = 1,975. Then H_a is accepted and H_0 is rejected.

H_{05} : There is a relationship between teacher commitment directly and the performance of elementary school teachers in the sub-district of Labuan Amas Selatan.

Table 5: T Test Results Relationship Z2 to Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51,862	6,685		7,758	,000
	Teacher Organizational Commitment	,459	,050	,688	6,654	,000

a. Dependent Variable: Teacher Performance

The probability value of 0,000 is smaller than 0,05 and the value of t count of 6,654 is greater than t table = 1,975. Then H_a is accepted and H_0 is rejected.

H_{06} : There is an indirect relationship between the principal's transformational leadership and the performance of primary school teachers in the sub-district of Labuan Amas Selatan through teacher work motivation variables.

Table 6: Variable Mediation Relations Test Results (X to Y through Z1)

Variable	Indirect Relations	S _{indirect effect}	T	Description
X ₁	0,517	0,00411	125,790	Significant

The principal transformational leadership variable has a count smaller than t table, with a significance level of 0,05, it can be concluded that the mediation coefficient is significant. Then H_a is accepted and H_0 is rejected.

H_{07} : There is an indirect relationship between the principal's transformational leadership and the performance of primary school teachers in the sub-district of Labuan Amas Selatan through teacher organizational commitment variables.

Table 7: Variable Mediation Relations Test Results (X to Y through Z2)

Variable	Indirect Relations	S _{indirect effect}	T	Description
X ₂	0,233	0,018	12,957	Significant

The principal transformational leadership variable has a calculation greater than t table, with a significance level of 0,05 that is equal to 12,957 so it can be concluded that the mediation coefficient is significant. Then H_a is accepted and H₀ is rejected.

5.3 Relationship between Transformational Leadership of School Principals and Motivation of Work of Primary School Teachers in Labuan Amas Selatan District

Mc. Farland defines leadership as a process by which leaders give orders or influences, guidance or processes influence the work of others in choosing and achieving their intended goals (Danim, 2005). Whereas according to J.M Piffner leadership is the art of coordinating and giving direction to individuals or groups to achieve the desired goals (Danim, 2005).

The results of the analysis of the study show that directly the transformational chief's leadership is related to the teacher's work motivation. This is evidenced by the path coefficient value of 0.579, which means that there is a moderate relationship between the principal's transformational leadership and the teacher's work motivation in the Labuan Amas Selatan Elementary School.

The principal is an exemplary figure in school because a school principal must have the authority to lead a school organization. With the principal's transformational leadership, the teacher will raise the teacher's loyalty to the school and give the teacher the freedom to creativity in organization and they grow their trust in the leadership. The principal is able to communicate well with the vision and mission in order to achieve the goals of the school organization. Besides that the principal is also able to arouse enthusiasm and always motivate subordinates to participate in building an organization so that the expectations of the future of the school become better.

A transformational leader can motivate his followers in three ways (Yukl, 1998), namely: (1) make them more aware of the importance of the results of a job, (2) encourage them to be more concerned with the organization or team than self-interest, and (3) activate their needs at a higher level. This is in line with the theory put forward by Yukl (2010) explaining that by applying transformational leadership, followers feel trust, admiration for loyalty, and respect for leaders and followers motivated to do more than what has been assigned by the leader.

The results of the study were also conducted by Djamaludin in his Psychological Journal between transformational leadership style variables with motivation to be known at 0,559 with a significance coefficient of 0,000. Because the significance coefficient is $0,000 < 0,050$, it can be concluded that there is a significant positive relationship between transformational leadership style and subordinate motivation. While the correlation coefficient is 0,559, it can be concluded that there is a significant

positive relationship between transformational leadership style and subordinate motivation with a fairly strong level of relationship.

5.4 Relationship between Principal Transformational Leadership and Organizational Commitment of Elementary School Teachers in Labuan Amas Selatan District

Transformational leadership is leadership that is able to bring about changes in each individual involved in an organization. In addition, this transformational leadership is a leadership that is able to provide motivation first to subordinates and then their subordinates feel comfortable with the headmaster's guidance so the subordinates will instill their intention to commit to staying in the organization seriously in carrying out their school's tasks and are responsible for what he did to achieve the goal.

The results of the analysis of this study indicate that directly the principal's transformational leadership is related to teacher organizational commitment. This is evidenced by the path coefficient value of 0,339, which means that there is a moderate relationship between the principal's transformational leadership in relation to the organizational commitment of teachers in the Labuan Amas Selatan Elementary School.

Tichy dan Devana (1986) dan Luthans (1998) suggested that a transformational leader is able to articulate values that are able to guide individual behavior. A leader gives a positive example in behavior, attitudes and commitment to his subordinates, reflected in ethical and moral standards. In portraying the example of a leader not only showing what is expected by subordinates but how to communicate about the commitment of the leader to subordinates, so that subordinates will instill the intention of their commitment to work.

The results of this study are also in accordance with the opinions of experts, such as Yukl (2010) who argued that transformational leadership is a process of building commitment to organizational goals and empowering followers to achieve success. Robbins (2006) states that transformational leadership is leadership that can generate high commitment to employees, leadership that is able to encourage, encourage, and inspire employees to provide extra effort to achieve group goals, leadership that is able to change the awareness of employees to issues that exist by helping them see problems with new perspectives.

5.5 Relationship between Transformational Leadership of Teachers and Performance of Teachers of Primary Schools in Labuan Amas Selatan District

According to Dharma (2010) transformational leadership is a picture in an educational school environment that brings someone into his work in different types and levels of behavior. Competence determines process aspects of the performance of a job. Leadership describes the relationship between leaders and those who are led and how a transformational leader directs who is led will determine the extent to which the achievement of performance goals.

The results of the analysis of this study indicate that directly the principal's transformational leadership is related to teacher performance. This is evidenced by the

path coefficient value of 0.656, which means that there is a strong relationship between the principal's transformational leadership and the performance of teachers in the Labuan Amas Selatan Elementary School.

As a leader, a school principal functions to mobilize all the potential that exists at school, especially the teachers and education staff to achieve school goals. In an effort to mobilize this potential, principals are required to apply appropriate leadership principles and methods by promoting exemplary, motivating, and empowering school staff. Because the role of the principal's leadership in improving teacher performance is enormous. Given the good leadership, the principal is expected to be able to influence and mobilize teachers to improve their performance.

The findings of this study are in line with the results of a study by Bubu (2016) which states that there is a relationship between transformational leadership and the performance of elementary school teachers in the Selat District, Kapuas Regency. Namely with the value $r = 0,388$ and the number $\text{Sig} = 0,000$. Because the number $\text{Sig} = 0,000 < 0,05$ because the probability is far below 0.05, the correlation between transformational leadership and teacher performance is real.

Another study was also conducted by Norman (2013) which states that there is a positive and significant relationship between transformational leadership and teacher performance in the State Junior High Schools throughout Sungai Tabuk District, Banjar Regency. Namely with the value of $r = 0.488$ and the number $\text{Sig} = 0,000 < 0,05$.

5.6 The Relationship between Motivation of Teacher Work and Performance of Teachers of Primary Schools in Labuan Amas Selatan District

Work motivation is very much related to one's performance. A teacher will work optimally, utilizing his abilities and skills with enthusiasm, when he has high work motivation. The work motivation will be evident in the form of work involvement. Those who have high work motivation will be more involved than those who have low work motivation.

The results of the analysis of this study indicate that teacher work motivation directly relates to teacher performance. This is evidenced by the path coefficient value of 0,894, which means that there is a very strong relationship between the motivation of teacher work and the performance of teachers in the Labuan Amas Selatan Elementary School.

Teachers who have good work motivation will have the intention what they are doing if working in making learning plans can be implied when formulating learning objectives. Next is life motivation, if a teacher knows his own life motivation, of course, later when the learning process is carried out the teacher can provide motivation or apperception to the students about the subject matter to be taught. Then understand the purpose of life, a teacher who knows or is aware of his purpose, then when planning learning the teacher can design learning tools in the form of designing lesson plans or learning scenarios, learning media sources, and when the implementation is carried out

according to the plan that has been designed as well as possible so the teacher it carries out its performance to the maximum extent possible.

Many opinions explain the relationship between work motivation and performance, including Nawawi (2003) stated that motivation has a basic motive (motive) which means encouragement, cause or reason someone does something. So that motivation is a condition that encourages or becomes because someone does an action or activity that takes place consciously.

The results of the study also carried out by Hastuti (2015) showed that there was a positive and significant relationship between work motivation and the performance of teachers of SDN in Astambul District. Where a positive relationship is expressed by the value of $r = 0,640$ and the number $\text{Sig} = 0,000$.

Another study was also conducted by Kailola (2016) which showed that there was a positive and significant relationship between Work Motivation and the performance of Putussibau State Vocational School Teachers, as indicated by the magnitude of the correlation coefficient $0,634$ and the r value of $0,402$.

5.7 Relationship between Teacher Organizational Commitment and Teachers Performance of Primary Schools in Labuan Amas Selatan District

Commitment is the ability and willingness to harmonize personal behavior with the needs, priorities and goals of the organization. This includes ways to develop goals or meet the needs of an institution that prioritizes the mission rather than personal interests. Teacher organization commitment emphasizes the individual process in identifying itself with the values, rules and objectives of the school organization. To achieve this goal is greatly influenced by the behavior of the teacher itself because in essence the behavior of the teacher is oriented to the desire to achieve goals, it will be achieved the achievement of a teacher's performance.

The results of the analysis of this study indicate that directly the organizational commitment of the teacher is related to the teacher's performance. This is evidenced by the path coefficient value of $0,688$, which means that there is a strong relationship between teacher organizational commitment and teacher performance in the Labuan Amas Selatan Elementary School.

The teacher's commitment to the school causes the teacher to always strive to work diligently, improve cooperation between teachers, improve efficiency and effectiveness, and innovate to prioritize the interests of the organization so that it will achieve the school's vision, mission and goals. Luthans (2006) states that organizational commitment is an attitude that shows loyalty and is an ongoing process of how an organization member expresses their concern for the success and goodness of their organization. Based on this understanding proves that organizational commitment will be created if employees are involved in various organizational activities and such involvement will give birth to good performance, then good performance will achieve organizational goals. Conversely the worse the teacher's organizational commitment will have an impact on the lower the performance produced.

In line with Setiawan's research (2015) that there is a significant relationship between organizational commitment and librarian's performance with the results of the analysis obtained a regression coefficient of 0,437.

5.8 Relationship of Principal Transformational Leadership with Teacher Performance through Motivation of Work of Primary School Teachers in Labuan Amas Selatan District

The teacher is an important subject in the education system, so that its performance becomes a matter that needs attention. Teacher performance can be observed from the indicators. Indicators of performance are their abilities in planning, implementing and evaluating learning. The implementation of teacher performance will be greatly influenced by several factors such as the principal's motivation and transformational leadership. Teacher performance or work performance (performance) is the result achieved by the teacher in carrying out tasks based on skills, experience and sincerity and use of time in the teaching and learning process in school. Teacher performance will be good if the teacher has implemented the elements which consist of high loyalty and commitment to teaching assignments, high work motivation, discipline in teaching and other assignments, creativity in carrying out teaching, collaboration with all school members, leadership that becomes student role models, have emotional intelligence that is stable, honest and objective in guiding students, and responsibility with their duties.

The results of the analysis of this study indicate that indirectly the principal's transformational leadership is related to teacher performance through work motivation. This is evidenced by the path coefficient value of 0,517, which means that there is a moderate indirect relationship between the principal's transformational leadership and teacher performance through the motivation of working teachers at the Labuan Amas Selatan Elementary School.

According to Mc Clelland's theory of achievement which is more formulating that human needs in essence have the ability to excel, it is stated that motivation is a very important part of an institution. Employees will work seriously if they are highly motivated. In other words, an employee will do his job well if there is a push factor. In this connection leaders are required to have the ability to generate motivation for employees so that their performance increases.

Timpe (2002) suggests that the success of teacher performance is influenced by external factors and internal factors. There are several external factors that determine the level of performance such as: supervision, leadership, work environment, behavior, management, job design, feedback and wage administration, while internal factors include: "work motivation, educational background, emotional intelligence, interest in work, etc."

This is in line with the research from Cahyani (2016) which states that between transformational leadership on performance through work motivation obtained a value of $0,161 < 0,588$, this indicates that work motivation mediates transformational

leadership on positive performance. This means that the better transformational leadership will lead to high work motivation. So that transformational leadership has a positive effect on performance through work motivation and can be stated if there is an indirect relationship between transformational leadership on performance.

The results of this study are also supported by research from Priyanto (2016) which states that transformational leadership has a significant positive effect on performance through work motivation. Then also supported by research from Tucunan, dkk. (2014) which states that transformational leadership has a positive and significant effect on performance through motivation. So it can be concluded that with high leadership and motivation it can improve performance.

5.9 Relationship of Principal Transformational Leadership with Teacher Performance through Organizational Commitment Teachers of Primary Schools Teachers in Labuan Amas Selatan District

Principals are subjects who carry out leadership transformation through providing guidance, guidance or advice to their subordinates so that the objectives of the school they lead can be achieved. Faced with this demand, transformational leadership is the right type of leadership to be applied by a school principal.

The results of the analysis of this study indicate that indirectly the principal's transformational leadership is related to teacher performance through teacher organizational commitment. This is evidenced by the path coefficient value of 0,233, which means that there is a weak indirect relationship between the principal's transformational leadership and teacher performance through the commitment of the teacher organization organization of South Amas District Primary School.

Yukl (1998) states that the essence of transformational leadership is empowering its followers to perform effectively and indirectly build their commitment to new values, develop their skills and beliefs, and create a climate conducive to the development of innovation and creativity.

The results of this study are in line with the research conducted by Mubarak and Darmanto (2016) which states that transformational leadership can directly influence employee performance, and can also indirectly influence transformational leadership to organizational commitment (as intervening) then to employee performance.

6. Conclusion

Based on the results of the research and discussion presented in the previous chapter, the conclusions in this study are as follows:

- 1) Description of the principal's transformational leadership, teacher's work motivation, organizational commitment of State Primary School teachers in the District of Labuan Amas Selatan are in a high classification, while the teacher's performance is in a sufficient classification.

- 2) There is a relationship between the transformational leadership of the principal and the work motivation of the State Primary School teachers in the District of Labuan Amas Selatan at 0,579.
- 3) There is a relationship between the transformational leadership of the principal and the commitment of the organization of the Teachers of Public Elementary Schools in the District of South Labuan at 0,339.
- 4) There is a relationship between Principal Transformational Leadership and the performance of Teachers of Public Elementary Schools in the District of South Labuan Amas of 0,656.
- 5) There is a relationship between the motivation of teacher work and the performance of state elementary school teachers in the District of Labuan Amas Selatan at 0,894.
- 6) There is a relationship between the organizational commitment of the Teacher and the performance of teachers at the Public Elementary School in South Semarang Amas District of 0,688.
- 7) There is an indirect relationship between the principal's transformational leadership and the teacher's performance through the work motivation of the State Primary School teachers in the District of South Semarang at 0,517.
- 8) There is an indirect relationship between the principal's transformational leadership and teacher performance through the commitment of the organization of State Primary School Teachers in the District of South Semarang to 0,233.

7. Suggestions

Based on the results of the research that has been done, the researcher gives the following suggestions:

- 1) To the teachers of the Public Elementary Schools in the District of Labuan Amas Selatan, they are advised to always improve the performance of the school by establishing good cooperation with all the components in the school in the teaching and learning process and with the principal's transformational leadership so that it will increase work motivation and teacher organizational commitment in school.
- 2) For principals in the Public Elementary Schools in the District of Labuan Amas Selatan, it is recommended that they be able to optimize the development of teachers through transformational leadership so that later it will increase work motivation and teacher organizational commitment.
- 3) For further researchers, it is suggested to be able to examine other factors that can also affect teacher performance in addition to the principal's transformational leadership, teacher work motivation and teacher organizational commitment, so that other factors related to teacher performance can be identified.

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TEACHER ORGANIZATION COMMITMENTS WITH PERFORMANCE OF PRIMARY SCHOOL TEACHERS
IN LABUAN AMAS SELATAN, INDONESIA

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