

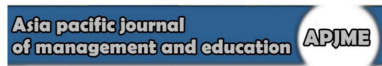


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The Impact of Transformational Leadership Head of School and Discipline of Work on
Performance of Junior High School Teachers in The Region of Gorontalo City

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ABSTRACT

This study aims: 1) to determine the effect of principal transformational leadership on the performance of junior high school teachers in Gorontalo City Region, 2) to determine the effect of work discipline on the performance of junior high school teachers in Gorontalo City Region, and 3) to determine the influence of Principals' transformational leadership and discipline simultaneously work on the performance of junior high school teachers in Gorontalo City Region. In this study, researchers used a survey approach with quantitative methods. To get accurate data, the distribution of 30 primary respondents was determined by means of proportional random sampling. After the data collected, it was processed using SPSS version 20 program, and analyzed by multiple linear regression. The results showed that: 1) principal transformational leadership had a positive and significant effect on the performance of junior high school teachers in Gorontalo City, 2) work discipline had a positive and significant effect on the performance of junior high school teachers in Gorontalo City, 3) principal transformational leadership and work discipline simultaneously has a positive and significant effect on the performance of junior high school teachers in Gorontalo City Region.

Keywords: School Headmaster's Transformational Leadership, Work Discipline, and Teacher's Work

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Performance of Junior High School Teachers in The Region of Gorontalo City**

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ABSTRACT

This study aims: 1) to determine the effect of principals' transformational leadership on the performance of junior high school teachers in Gorontalo City Region, 2) to determine the effect of work discipline on the performance of junior high school teachers in Gorontalo City Region, and 3) to determine the influence of Principal's transformational leadership and discipline simultaneous work on the performance of junior high school teachers in Gorontalo City Region. In this study, researchers used a survey approach with quantitative methods. To get accurate data, the distribution of 30 primary respondents was determined by means of proportional random sampling. After the data collected, it was processed using SPSS version 20 program, and analyzed by multiple linear regression.

The results showed that: 1) principal transformational leadership had a positive and significant effect on the performance of junior high school teachers in Gorontalo City, 2) work discipline had a positive and significant effect on the performance of junior high school teachers in Gorontalo City, 3) principal transformational leadership and work discipline simultaneously has a positive and significant effect on the performance of junior high school teachers in Gorontalo City Region.

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Preliminary

Education is the basic capital to create superior human resources. In the world of education the main thing is school. School is one of the alternative education service institutions. School as an institution certainly has a vision, mission, goals and functions. To carry out the mission, realize the vision, achieve goals, and carry out its functions the school requires professional staff, organizational work procedures and supporting resources both financially and non-financially. Schools as a system have components that are related to each other and contribute to the achievement of goals. These components are students, curriculum, teaching materials, teachers, principals, other education personnel, environment, facilities, facilities, learning processes and results or output.

All these components must develop according to the demands of the times and environmental changes that occur around them. To develop, of course there must be a process of change. This development should depart from the things that caused the organization not to function as well as expected (Gupta & Shingi, 2001). In the conception of institutional development, it is reflected that there are efforts to introduce changes in how to organize an institution, structure, process and system of the institution concerned so that it can better fulfill its mission. Therefore, changes that occur in school institutions must include

occurs in the structure, process, workforce and system of an institution and the process of change itself, concerning how the school as an institution is organized so that it can carry out its mission well. In the process of change, individual organizations and institutions improve their capabilities so that they have an impact on improving performance.

Changes will not occur without the support of human resources that can provide more contribution in achieving organizational goals. The teacher is one of the human resources in the school. Teacher performance in schools has an important role in achieving school goals. Performance problems are highlighted by various parties, government performance will be felt by the community and teacher performance will be felt by students or parents. Various efforts were made to achieve good performance. The government's attention to education has been socialized, the education budget mandated by the Act of 20% has begun to be implemented. Then the teacher's performance will certainly be of concern to all parties. Teachers must be truly competent in their fields and teachers must also be able to serve optimally so that they can produce good performance for their own teachers. Optimal teacher performance is influenced by various factors, both internal and external. One of the factors thought to influence teacher performance is the principal leadership transformational leadership, this is in line with the opinion expressed by Bass (in Yukl, 2013) that transformational leadership is a situation where followers of a transformational leader feel trust, admiration, loyalty, and respect for these leaders, and they are motivated to do more than they initially expected. The leader transforms and motivates followers by making them more aware of the importance of the results of a job, encouraging them to be more concerned with the organization or team than self-interest, and activating their needs at a higher level. Headmasters as leaders must be able to provide guidance and supervision, increase the willingness of education staff, open two-way communication, and delegate tasks. Wahjosumijo (2002: 10) suggests that principals as leaders must have special characteristics that include personality, basic skills, experience and professional knowledge, as well as administrative and supervisory knowledge. The personality of the principal as a leader will be reflected in the characteristics (1) honest, (2) confidence, (3) responsibility, (4) dare to take risks and decisions, (5) big spirits, (6) stable emotions, (7) role models. The implementation of the capabilities that must be possessed by the principal is realized in the implementation of his duties to administer, among others, compiling planning, organizing, directing finance, compiling curriculum, handling students, infrastructure, staffing, and others. Therefore, the principal always strives to devote his ability to carry out his duties to achieve his goals. The abilities that must be possessed by the principal include personality that is a role model for his subordinates, the ability to motivate, make decisions, communicate and others.

This study also wants to know the effect of disciplinary factors on improving teacher performance. One of the results of research on the influence of disciplinary variables on

performance as stated by Priono et al (2015) that discipline has a significant effect on performance *.

Based on the results of the study, researchers wanted to find out whether discipline also affected the performance of junior high school teachers in Gorontalo City.

Some opinions raised are related to the discipline, among others Simamora (2006) ¹ that discipline is a procedure that corrects or punishes subordinates for violating regulations. Discipline is a form of employee self-control and regular implementation and shows the level of seriousness of the work team within an organization.

Another opinion ² stated by Keith Davis (2003) that work discipline as the implementation of management to strengthen the guidelines is seen closely related to performance. The statement is supported by the opinion of Malthis and Jackson that work discipline is closely related to employee behavior and influence performance. Although this discipline is only one part of the causes of teacher performance and is related to the percentage of attendance, non-compliance with rules, decreasing work productivity and apathy, it turns out this has a huge impact especially on the education system which still requires the presence of teachers in the process learning.

At this stage the leadership of the principal is required to be able to manage education, create a conducive atmosphere in the work environment (climate-maker) so that it can prevent the emergence of disintegration and be able to provide encouragement so that all components in the school unite to achieve the goals to be achieved.

Based on the explanation above, transformational leadership and work discipline are thought to have a significant impact on the performance of teachers, especially teachers in junior high schools (SMP) in the city of Gorontalo, especially on the performance of teachers themselves. Preliminary observations on the ground that in general the performance of junior high school teachers in Gorontalo City is still not optimal. This is because personal communication has not been well established, the work culture is not conducive, reward and punishment have not been effective, awareness of tasks is still low, commitment to achieving teacher work is still low, the infrastructure available in schools has not been fully utilized.

To overcome this problem, the researchers determined 2 (two) independent variables, namely: transformational leadership and work discipline which allegedly could improve teacher performance. In connection with the description above, the researcher raises the theme of this research which is "The Effect of Principal Transformational Leadership and Work Discipline on Teachers Performance in Junior High School in Gorontalo City Region".

The main problems in this study are: (1) whether ³ there is influence of the principal's transformational leadership on the performance of junior high school teachers in Gorontalo City Region, (2) whether there is an influence of work discipline on the performance of junior high school teachers in Gorontalo City, (3) whether there is leadership influence transformational Principals and work discipline simultaneously ² on the performance of junior high school teachers in Gorontalo City Region. The objectives of this study are:

(1) to find out the effect of the principal's transformational leadership on the performance of junior high school teachers in Gorontalo City Region, (2) to determine the effect of work discipline on the performance of junior high school teachers in Gorontalo City Region; simultaneously on the performance of junior high school teachers in Gorontalo City Region. The significant of this research is: (1) theoretical usability, this research is expected to contribute scientific development to future researchers, especially those related to improving teacher performance in schools, and (2) practical uses, the results of this study can be used as information for teachers, practitioner's education, and policy makers, especially policies relating to efforts to improve teacher performance in Gorontalo City Middle School.

Definition of Teachers' Work

According to Sedarmayanti (2011) performance is a system used to assess and find out whether an employee has carried out his work as a whole, or is a combination of work results and competencies. Mathis and Jackson (in Priansa, 2014) state that performance is basically what employees do or don't do in their jobs.

From this opinion, the success of an organization can be assessed on the results of its work, therefore how important we are to pay attention to performance. Riniwati (2011), states that the real foundation in an organization is performance. If there is no performance, then all parts of the organization will not achieve their goals. Performance is very necessary as an evaluation material for a leader or manager. Performance is also a record of outcomes produced from certain employees or activities carried out over a period of time. Kreitner and Kinicki (in Wibowo, 2014). Bangun (2012) explains that the results of a person's work are based on job requirements. Same with Physical opinion (2013) that the term performance comes from the word job performance or actual performance (work performance or actual achievement achieved by someone).

Based on the definition of performance above, thus performance is the ability possessed by someone (employee) in carrying out tasks in accordance with their responsibilities, and the results of their work can be seen in terms of quality and quantity.

Wagiran (2013) defines teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity as well as time with the output produced reflected in the quantity and quality.

In relation to teacher performance in carrying out the task of educating children, the government in this case the Minister of National Education of the Republic of Indonesia issued Regulation of the Minister of National Education of the Republic of Indonesia Number 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher's Functional Position and Credit Figures. work achieved by the teacher in carrying out his duties.

Based on the description above, it can be seen that teacher performance is related to teacher competence, meaning that in order to have good performance, a teacher must be supported by good competence. Thus the teacher's performance is something that is achieved by a teacher in carrying out his duties based on ability, skill, experience, ability, and in accordance with teacher competencies.

Work Measurement Models

The success of achieving the strategy needs to be measured, because measurement is a key aspect of performance management on the basis that if it is not measured it will not be able to improve it (Dharma, 2012). Therefore the strategic objectives that form the basis of performance measurement need to be determined in size, and determined strategic initiatives to realize these goals. The strategic objectives and their size are then used to determine targets that will be used as a basis for performance appraisal, to determine the awards that will be given to personnel, teams or organizational units.

According to Whittaker (in Moeheriono, 2012), performance measurement is a management tool used to improve the quality of decision making and accountability, and to assess the achievement of goals and objectives (goal and objectives).

Moeheriono (2012), revealed that there are several examples of integrated performance measurement system models, namely:

1) *Balance Scorecard* The model of the Harvard Business School by Robert S. Kaplan and David P. Norton, in this model uses four perspectives with the starting point of the strategy as the basis of the design, including: financial perspective (customer), customer perspective, internal business process perspective (internal business processes) and learning and growth perspective (growing and developing). Integrated Performance, Measurement Sistem (IPMS) pada model sistem pengukuran kinerja ini dengan titik awal (starting point dari stakeholder) sebagai landasan menentukan Key Performance indicator-nya.

1) *Cambridge models*, in this model focus on the use of product groups as a basis for identifying the Key Performance Indicator.

2) *The Human Resource Scorecard Model (HR Scorecard Model)* by Brian E. Becker and Dave Ulrich of Harvard Business School, in this model tries to clarify the role of human resources in detail as something that has been considered intangible to measure its performance the extent to which the company's vision, mission and strategy are achieved.

3) *PRISM Performance*. This model tries to integrate a measurement strategy-oriented framework with a measurement methodology that pays attention to stakeholder interests.

1) Supply Chain Performance Measurement is a performance measurement system that aims to help monitor the application of Supply Chain Management (SCM) to run well.

Factors Affecting Performance

In the view of Henry Simamora (in Mangkuenegara, 2010) performance (performance) is influenced by three factors: (1) individual factors consisting of ability and expertise, background, demography. (2) psychological factors, consisting of perceptions of attitude (attitude), personality, learning, motivation. (3) organizational factors, consisting of resources, leadership, ranking, job structure design.

Whereas according to Pasolong (2010), the factors that influence employee performance are as follows:

- 1) Ability, which is the ability to carry out that is influenced by talent, intelligence (intelligence) sufficient and interest.
- 2) Willingness, namely the willingness to issue a high level of effort for organizational purposes.
- 3) Energy, as a source of strength from within a person who is able to respond and react to whatever is needed, without thinking or conscious attention so that mental acuity and concentration in managing work are higher.
- 4) Technology, what is meant is the application of existing knowledge to facilitate work.
- Kompensasi, yaitu sesuatu yang diterima oleh pegawai sebagai balas jasa atas kinerja dan bermanfaat baginya.
- 5) Clarity of purpose, namely the goals that must be achieved by employees. This goal must be clear so that the work carried out by employees can be directed and run more effectively and efficiently.
- 6) Security, which is a fundamental human need, because generally someone who feels safe in doing his job will have an effect on his performance.

Headmasters' Transformational Leadership

The leader has responsibility both physically and spiritually towards the success of work activities from the one led.

According to Thoha (2010) leadership is an activity to influence the behavior of others, or art influences human behavior both individuals and groups. Robbins and Coulter (2012) stated that:

"Leadership is what leaders do. It's process of leading a group and influencing that group to achieve its goals".

The same opinion was expressed by Ardana et al. (2012), that leaders are someone who has the ability to lead which means having the ability to influence the behavior of others.

From several opinions above, it can be concluded that leadership is the ability of a leader in the process of influencing and directing activities related to the tasks of the members of the organization effectively.

In connection with the notion of transformational leadership, Cavazott, et al. (2011) suggest that transformational leadership is a leader who inspires followers to go beyond their personal interests and who is able to have a profound and extraordinary impact on followers.

Transformational leadership can basically create an environment that motivates employees to achieve organizational goals and develop interest in work (Kresnandito, 2012).

According to Bass (in Yukl, 2013) explained that transformational leadership is a situation where the followers of a transformational leader feel the existence of trust, admiration, loyalty, and respect for the leader, and they are motivated to do more than they initially expected. Leaders transform and motivate followers by making them more aware of the importance of the results of a job, encouraging them to be more concerned with the organization or team than self-interest, and activating their needs at a higher level.

According to Newstrom and Bass (in Sadeghi and Pihie, 2012) transformational leaders have certain components of behavior, including integrity and justice, setting clear goals, having high expectations, providing support and recognition, arousing followers' emotions, and getting people to see something goes beyond its own interests to achieve something that is impossible. While according to Robins and Coulter (2010) transformational leadership is more than a charisma because transformational leaders try to instill in their subordinates the ability to question existing views and views held by leaders. Transformational leaders are leaders who inspire subordinates to achieve extraordinary results.

From the opinion above, it can be understood that transformational leadership is a leadership style that quickly generates motivating teachers so that they can develop and achieve performance at a high level, beyond what they had thought before. Transformational leaders must build a vision that is oriented towards the future conditions of the school by interacting between the principal and fellow teachers. With interaction between people can help teachers to be able to answer assumptions that can generate solutions to problems faced by teachers in school. This is characterized by changes in the behavior of subordinates to become someone who feels capable and has high motivation and strives to achieve high and quality work performance.

Headmasters' Transformational Leadership Dimension

Theoretically transformational leadership focuses on the future vision of an organization. In relation to this vision, Mc Shane., Steven L., Von Glinov., (2010) suggested the element of transformational leadership is

"There are several descriptions of transformational leadership, but most include the following four elements. Create a strategic vision, communicate the vision, model the vision, and build commitment inward the vision"

The four elements of transformational leadership can be explained as follows:

1) Make a strategic vision

Transformational leaders build a vision of a future-oriented state by moving employees to achieve goals, determine a realistic strategic vision of the future and attract the attention of employees and together focus on the spirit towards higher organizational goals. Den Hartog et al., Hinkin and Tracey (in Pounder, 2003), that leaders provide vision and understanding, mission, instill pride, respect, trust and increase optimism.

2) Communicating the Vision

Xirasagar, Sudha. (2008) Inspirational motivation involves communicating a vision to followers, identifying followers with a vision, focusing followers' efforts, arousing self-awareness of goals and higher motivation, supporting the emergence of positive things. Message compilation helps leaders form a general mental model so that groups or organizations will act collectively towards the desired goals.

3) Vision Modeling

In addition to talking about vision, leaders also enact this vision, among others through speaking behavior while walking outside their duties as an executive and doing things that symbolize vision. Leaders talking when walking is an important event such as visiting

customers always communicating and being close to employees, holding meetings to discuss organizational and business policies.

4) Building Commitments to Vision

Turning vision into reality requires employee commitment. Leaders build this commitment in several ways, namely in the form of words, symbols, and stories that can build enthusiasm encouraging people to adopt a vision as belonging to all the personalities in the organization.

One thing that is hopeful in overall leadership is the effect of leadership on followers. In relation to transformational leadership, Bass (2006) argues that the most powerful effects of transformational leadership are on the attitudes and commitment of followers towards leaders and organizations. Moreover, it may be the extraordinary commitment of followers that underlies the exclusion of the performance of many groups led.

The results of Kark's research, Shamir & Chen, (2003) prove that transformational leaders influence followers' commitment and also positively influence the social identification of followers with groups or organizations.

Work Discipline Program

In general, the discipline shows a condition or respect that is in the employee's self against the applicable regulations. Discipline includes obedience and respect for agreements made between employees and regulations that have been set. According to Siswanto (2010) work discipline is an attitude of respect, respect, obey and obey the rules that apply both written and unwritten and able to run it and do not avoid receiving sanctions if he violates the duties and authorities given to her.

According to Rivali (2011) work discipline is a tool used by managers to communicate with employees so that they are willing to change behavior and as an effort to increase one's awareness and willingness to fulfill all company regulations.

Another opinion expressed by Hasibuan (2012) is that discipline is the desire and awareness to comply with company regulations and social norms. Similarly, Handoko (in Sinambela, 2012) that work discipline is a person's willingness to arise with his own awareness to follow the rules that apply in the organization. The same opinion expressed by Singodimedjo in Sutrisno (2012) discipline is the attitude of willingness and willingness of someone to obey and obey the rules and regulations that apply around them. Thus, understanding of the discipline prioritizes behavior

Besides that, to develop employees, a Government Regulation No. 53 of 2010 concerning Discipline of Civil Servants has been established. There are three levels and types of disciplinary punishment on civil servants consisting of: (1) mild disciplinary punishment, (2) moderate disciplinary punishment, and (3) severe disciplinary punishment.

Work Discipline Measurement

1. Basically, there are many indicators that affect the level of discipline of employees of an organization Singodimedjo (in Sutrisno, 2011) that measurement or indicators of the discipline include:
2. Comply with the rules of time, including indicators of hours of work, hours of return, and timely breaks in accordance with applicable rules.
3. Comply with organizational rules, agencies that are basically about how to dress and behave in work.
4. Comply with the rules of behavior in the work indicated by doing work in accordance with the position, duties and responsibilities and relating to other work units.
5. Comply with other regulations in the organization / agency about what is allowed and what should not be done by employees in the organization.

Work Discipline Purpose and Significance

According to Simamora in Sinambela (2012) the main purpose of disciplinary action is to ensure that employee behaviors are consistent with the rules set by the organization.

The main objectives of employee discipline according to Sutrisno (2012) are as follows:

- 1) To increase efficiency as much as possible by preventing waste of time and energy.
- 2) Prevent damage or loss of property, machinery, equipment and work equipment caused by caution or theft.
- 3) Overcoming mistakes and negligence caused by lack of attention, disability and delay.
- 4) Prevent the beginning of work that is slow or too early to end work due to delay or laziness.
- 5) Overcoming differences of opinion between employees and preventing disobedience caused by misunderstanding and misinterpretation.

Work Discipline Types

According to Sinambela (2012) there are two types of work discipline, namely preventive discipline and corrective discipline. 1) Preventive discipline is an effort to move employees to follow and comply with the guidelines and work rules set by the organization. 2) Corrective discipline is an effort to mobilize employees to unite a regulation and direct it to comply with various regulations in accordance with the applicable guidelines for the organization. Employees who violate discipline will be given sanctions with the aim that these employees can improve themselves and comply with the rules set.

Previous Research

Several previous studies ⁵ related to the influence of principals' transformational leadership and work discipline on teacher performance from several sources including: (1) Satrijo Budiwibowo (2014) with the title of research the influence of transactional, transformational and work discipline leadership styles on Teacher performance (employees) in the city of Madiun. The results of the study show that together transactional, transformational, work discipline leadership styles influence the performance of employees of broadcasting companies. Partially transactional and transformational leadership styles have no effect on performance. (2) Tokhibin, Wuradji (2013) with the title of research the effect of principal transformational leadership, competence, motivation and discipline of teachers on the performance of vocational teachers. The results showed that principals' transformational leadership, teacher competency, teacher motivation and teacher discipline were significantly affected by the performance of vocational teachers in the city of Magelang, both individually and together.

Putu Yuda Perdana Putra and I Gusti Ayu Dewi Adnyani (2010) with the title of research the effect of transformational leadership, communication and work discipline on the performance of the body of employees and body repair at PT. Bali Pigeon. The results of the study show that transformational leadership, communication and work discipline simultaneously have a significant effect on employee performance and partially leadership, communication and work discipline have a positive and significant effect on employee performance.

Mind Mapping

Principal transformational leadership, and work discipline are thought to have an effect on improving teacher performance which can be described in the following frame of mindset:

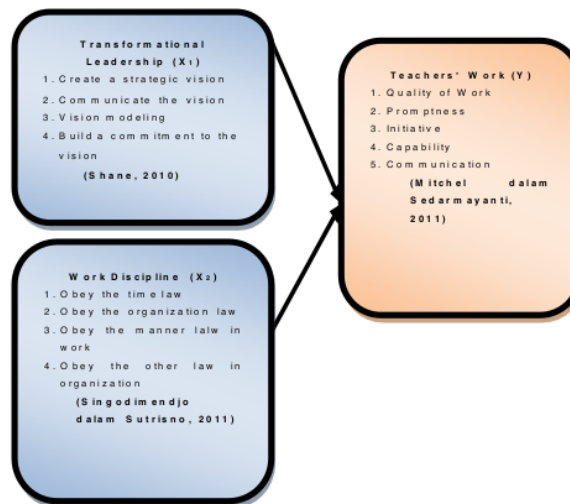


Figure 2.1 Research's Mind Mapping

Research's Hypothesis

H1: Headmasters' transformational leadership has a positive effect on the performance of junior high school teachers in Gorontalo City Region.

H2: Work discipline has a positive effect on the performance of junior high school teachers in Gorontalo City Region.

H3: Principal transformational leadership and work discipline simultaneously have a positive effect on the performance of junior high school teachers in Gorontalo City Region.

Research Model

The method used is a quantitative method with the aim of providing an overview of the influence of principals' transformative leadership and work discipline on the performance of teachers in state junior high schools in Gorontalo City Region. The variables in this study are Transformational Leadership (X1), Work Discipline (X2) and Teacher Performance (Y).

Study population. The population in this study were all teachers in the Public Middle School in Gorontalo City Region. While the sampling technique used in this study was proportional random sampling by choosing 3 schools, namely SMP (Gorontalo State Middle 1, Gorontalo City Middle School 2, and Gorontalo City Middle School 6), so that the total sample was 30 teachers.

Techniques for collecting data through the distribution of questionnaires (questionnaires) which contain a number of questions or statements.

The data analysis technique used is multiple linear regression analysis. Whereas to measure the proportions or presentation of the influence of independent variables on the dependent

variable, a determination coefficient is made. The determinant coefficient ranges from zero to one.

Research Findings and Discussion

Data Normality Test

The results of normality testing using SPSS assistance can be seen in the following table:

Table 4.20 Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstand ardized Residual
N		30
Normal	Mean	0E-7
Parameters ^{a,b}	Std.	1.151772
	Deviation	.32
Most Extreme	Absolute	.114
Differences	Positive	.114
	Negative	-.071
Kolmogorov-Smirnov Z		.623
Asymp. Sig. (2-tailed)		.832

a. Test distribution is Normal.

b. Calculated from data.

The results of the analysis above show the Kolmogorov Smirnov (KS) coefficient value of 0.623 with a significance value of 0.832. While the value of Z at the 5% significance level is 1.96. Because the value of KS is smaller than the value of Z-table, H_0 is accepted. Thus it can be concluded that data on teacher performance has been normally distributed.

Multiple Regression Research Findings

The results of the regression analysis using SPSS assistance using the following table:

Table 4.21 Regression Table Result

		Coefficients ^a		
		Unstandardized Coefficients		Standardized Coefficients
Model		B	Std. Error	Beta
1	(Constant)	-5.858	5.371	
	Kepemimpinan Transformasional	0.246	0.066	0.37
	Disiplin Kerja	0.657	0.1	0.647

a. Dependent Variable: Teacher's Work

From the results of research on regression analysis between transformational leadership of principals and work discipline with teacher performance, it can be described as follows: $\hat{Y} = -5.858 + 0.246X_1 + 0.657X_2$.

The results of the multiple regression equation above provide the understanding that:

1. Constant value of -5,858. That is, if the teacher's performance variable (Y) is not influenced by the independent variable (principal's transformational leadership and discipline) is zero, then the teacher's performance is worth -5,858. The regression coefficient value in the independent variables illustrates if it is estimated that the independent variable increases by one unit and the value of other independent variables is estimated to be constant or equal to zero, then the value

of the dependent variable can be expected to rise or can decrease according to the independent variable regression coefficient sign.

2. Regression coefficients for independent variables X1 (principal transformational leadership) are positive, indicating a unidirectional relationship between principals' transformational leadership (X1) and teacher performance (Y). The regression coefficient of variable X1 of 0.246 implies that for each increase in principal's transformational leadership (X1) of one unit it will cause an increase in teacher performance (Y) of 0.246. This means that the better the transformational leadership of the junior high school principals in Gorontalo City area, the better the teacher's performance.

3. Regression coefficients for independent variables X2 (work discipline) are positive, indicating the existence of a unidirectional relationship between work discipline (X2) and teacher performance (Y). The regression coefficient of variable X2 of 0.657 implies for each increase in work discipline (X1) of one unit will cause an increase in teacher performance (Y) of 0.657. This means that if the work discipline of public junior high school teachers in the Gorontalo City area rises, it will be followed by an increase in teacher performance.

Hypothesis Test

Using SPSS, the following results are obtained:

Table 4.22 Hypothesis Test

		Coefficients ^a		
Model		Standardized Coefficients	t	Sig.
		Beta		
1	(Constant)		1.091	0.285
	Kepemimpinan Transformasional	0.37	3.746	0.001
	Disiplin Kerja	0.647	6.554	0

a. Dependent Variable: Teachers' Work

1. Partially Test (T Test)

Partial testing is done through 2 steps including:

a) Hypothesis Testing which says there is an effect of Transformational Leadership on Teacher Performance

The results of hypothesis testing indicate that the value of the calculation for discipline employee is 3.746 with a significance of 0.05%. While the t-table value at a significance level of 5% with degrees of freedom $df = nk - 1$ or $30 - 3 - 1 = 26$, then from the distribution list t-table is obtained $(0.05) (26) = 1.706$ (t-table value). When compared with the calculated value, the t-table value is still smaller than t-count and t-count is not in the reception area. Thus there is a significant effect of the principal's transformational leadership (X1) on teacher performance (Y).

b) Hypothesis Testing which reads There is the influence of Work Discipline on Teacher Performance

By using SPSS, the calculated value for motivation is 6.554 with a significance of 0.05%. While the value of t-table at a significance level of 5% with degrees of freedom $df = nk - 1$ or $30 - 2 - 1 = 27$, then from the distribution list t-table is obtained $(0.05) (27) = 1.703$ (t-table value). When compared with the calculated t-value obtained, the t-table value is still smaller than t-count and t-count not in the receiving area. Thus indicating that there is a significant influence between work discipline (X2) on teacher performance (Y).

2. Simultaneous Hypothesis Test (F test)

Using SPSS the following results are obtained

Table 4.23 F Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	169.696	2	84.848	59.549	.000 ^b
Residual	38.471	27	1.425		
Total	208.167	29			

a. Dependent Variable: Teachers' Work

b. Predictors: (Constant), Work Discipline, Transformational Leadership

From the results above obtained F-count value of 59,549. The F-table value at 5% significance level and numerator free degree (df1) of k = 1 and the denominator's free degree (df2) of N-k-1 = 35-2-1 = 27 is equal to 3,354. If the two F values are compared, then the calculated F value is far greater F-table so H_0 is rejected. Thus it can be concluded that transformational leadership and work discipline jointly influence teacher performance.

Interpretation of the Determination Coefficient

The coefficient of determination reflects the magnitude of the effect of changes in the independent variable in carrying out changes to the non-independent variables together, with the aim of measuring the truth and the good relations between variables in the model used. The value of R^2 ranges from $0 < R^2 < 1$. If the value of R^2 approaches one, the proposed model is said to be good because the higher the variation of the dependent variable can be explained by the independent variable.

Table 4.2.4 Determination Coefficient Value for the Between Regression Model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903 ^a	.815	.802	1.194

a. Predictors: (Constant), Work Discipline, Transformational Leadership

Based on the estimation results of the regression equation model that has been done above, the determination coefficient value R^2 is 0.815. This value means that 81.5% of teacher performance is influenced by transformational leadership and work discipline, while the remaining 18.5% is influenced by other variables, such as the principal's motivation and teacher professionalism.

Discussion

The Impact of Headmasters' Transformational Leadership to Teachers' Work in Gorontalo city

From the test results obtained ¹ that the principal's transformational leadership has a significant influence on the performance of teachers in the State Middle School in Gorontalo City Region. The influence coefficient of transformational leadership is 0.246 and sig = 5% . This identifies that the better transformational leadership of the principal can improve teacher performance, and vice versa. This supports the results of research conducted by Suyati (2011) which shows that transformational leadership has positive influence on teacher performance. The data above is also supported by a description of the results of the respondents' answers that transformational leadership of the junior high school principals in Gorontalo City area has shown good leadership, this can be seen from the average respondents obtained in answering questionnaire questions given about indicators creating vision strategic, communicating vision, modeling vision, building commitment to vision.

The Impact of Work Discipline to Junior High School Teachers' Work in Gorontalo city

From the results of testing carried out that work discipline has a positive effect on the performance of junior high school teachers in Gorontalo City Region. The influence coefficient of discipline is 0.657 and sig = 0.5% . This indicates that the increasing teacher work discipline, it will be able to improve teacher performance, and vice versa. The results of this study support the result ⁵ of a study conducted by Wuradji Tokhibin (2013) showing that teacher work discipline has a positive effect on teacher performance.

The data above is also supported by a description of the results of the respondent's answers that the teacher's discipline towards the rules of time, school regulations, rules of conduct in work, and other regulations in schools in the Public Middle School especially in the Gorontalo City area is good.

1. ⁵ The Impact of Headmasters' Transformational Leadership and Work Discipline to Junior High School Teachers' Work in Gorontalo city

From the results of the analysis, it is obtained that the calculated F value is far greater F-count so that H_0 is rejected. Thus it can be concluded that transformational leadership and work discipline jointly influence teacher performance. The explanation above, it can be concluded ³ that there is a significant effect of the principal's transformational leadership and work discipline on the performance of junior high school teachers in the Gorontalo City Region, the effect is positive, meaning that every principal improvement in leadership and teacher work discipline will be followed by improving teacher performance in doing work.

While the coefficient of determination R^2 is obtained at 0.815. This means that 81.5% of teacher performance is influenced by transformational leadership and work discipline, while the remaining 18.5% is influenced by other variables, such as the principal's motivation and teacher professionalism. The magnitude of the value obtained in this study is increasingly clear to prove that the principal's transformational leadership and work discipline have an influence on teacher performance, there is even a very strong and significant relationship. The findings show that if there is an increase and improvement in transformational leadership and work discipline of state junior high school teachers in Gorontalo City in the future, the more there is an increase in principal transformational leadership and work discipline, the teacher's performance will increase, conversely the principal transformational leadership will be lower and work discipline, the lower the teacher's performance. This conclusion is in line with the opinion expressed by Yulk (2013) that in the context of leadership, it is important for someone to be able to instill their influence on others so that there is a link between the leadership of the principal and the teacher's performance. This means that the better the leadership of the principal, the better the

performance of a teacher. And vice versa, the worse the headmaster's leadership, the lower the performance of a teacher. This is also confirmed by Munawaroh (2011), arguing that transformational leadership is described as a leadership style that can arouse or motivate employees, so that they can develop and achieve performance at a high level, beyond what they previously expected. Followers of a transformational leader feel the presence of trust, admiration, loyalty, and respect for these leaders, and they are motivated to do more than they initially expected them to. In addition, work discipline also influences teacher performance, this is similar to what was stated by Singodimendjo in Sutrisno (2011) that the better the work discipline of an employee, the higher the performance results (performance) achieved by work quality.

Conclusion and Suggestion

The results showed that:

- (1) Principal transformational leadership has a positive and significant effect on the performance of junior high school teachers in Gorontalo City Region.
- (2) Work discipline has a positive and significant effect on the performance of junior high school teachers in Gorontalo City Region.
- (3) Simultaneously transformational leadership school principals and work discipline have a positive and significant effect on the performance of junior high school teachers in Gorontalo City Region, and
- (4) the influence of principals' transformational leadership and work discipline on the performance of junior high school teachers in Gorontalo City Area is 81.5% and the remaining 18.5% is influenced by other variables, such as the principal's motivation and teacher professionalism.

With the results of these studies, the authors suggest:

- (1) In the framework of the autonomy of education, the Office of Education needs to provide real support for school efforts in the form of policies and programs that lead to improving teacher performance.
- (2) It is expected that full principal involvement in creating a conducive school climate for teachers so that teacher performance will improve. This can be done through workshops or training together with teachers from different schools.
- (3) To support good teacher performance, teachers should improve their professionalism as educators must choose the quality of education that is well accredited and must choose the appropriate department with the field of ownership that is owned, and
- (4) the teacher is expected to try to create a school climate and a conducive working environment in order to improve its performance. In future research, other variables need to be considered in the model, especially the factors that influence teacher performance. The limitations of this study only able to explain the variables studied.

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