

## Relationship of Transformational Leadership, Interpersonal Communication with Teacher Performance through Teacher Discipline

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### Abstract

This study aims to describe instructional leadership, interpersonal communication, discipline and teacher performance and analyze the relationship (1) transformational leadership with teacher performance; (2) interpersonal communication with teacher performance; (3) transformational leadership with teacher discipline; (4) interpersonal communication with teacher discipline; (5) discipline with teacher performance; (6) transformational leadership with teacher performance through teacher discipline; (7) interpersonal communication with teacher performance through teacher discipline. Using this type of quantitative research with a research sample of 117 school principals and kindergarten teachers in the Landasan Ulin Subdistrict who were selected randomly. The results showed: (1) transformational leadership, interpersonal communication, work discipline is in the high classification and teacher performance is in the medium classification; there is a relationship: (2) transformational leadership with teacher performance of 0.106; (3) interpersonal communication with teacher performance is 0.181; (4) transformational leadership with teacher discipline of 0.262; (5) interpersonal communication with teacher discipline is 0.233; (6) discipline with teacher performance of 0.536; (7) transformational leadership with teacher performance through teacher discipline of 0.143; (8) interpersonal communication with teacher performance through teacher discipline is 0.131.

**Keywords:** instructional leadership, teacher performance, teacher discipline.

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### 1. INTRODUCTION

The success of education, especially in Indonesia, is determined by the teacher as the main actor in the success of learning. The success of learning in the classroom depends on the abilities of a teacher, it can be seen in terms of creativity and innovation used by teachers during the learning process (Hartono, *et al.*, 2019). To achieve high quality education, teachers must have supportive performance and carry out obligations to the maximum extent possible so that goals can be achieved (Kailola, 2016).

Teacher performance can be interpreted as work performance, work achievement, work results or performance. Syamsudin (2016) explain performance is the level of implementation that has been obtained by someone based on the abilities possessed to achieve organizational goals. In line with Supardi's opinion (2013) Performance is an activity to carry out and complete tasks with full responsibility in the hope that

the goals that have been made can be achieved optimally.

Sutermeister (Karweti, 2010) explain the factors that influence teacher performance including work experience, leadership, social conditions, interpersonal relationships, motivation and work discipline.

Suriansyah and Aslamiah (2015) explaining that an organization, especially in schools, will always experience changes so that an organization can run effectively by improving teacher performance, therefore a leadership style is needed that can support teacher performance. Diah, et all (2013) explained that transformational leadership style is one of the options in dealing with the demands of an organization that prioritizes the empowerment of human resources rather than carrying out the demands of leadership alone.

Sutyatimah (2013) explained that transformational leadership is a leadership style that can be regarded as a visionary leader. Transformational leadership will have a positive influence in building a culture of cooperation, behavior in an organization, improving performance in the organization and developing a conducive climate (Suriansyah & Aslamiah, 2015).

To realize the maximum learning process, teachers are required to be able to build good interpersonal communication with school principals, teachers, students and parents of students. Rahmania and Ultimate (2018) explaining the function of interpersonal communication is not just the exchange of information but individual and group activities to exchange data, ideas that aim to make a communication well received.

In addition, interpersonal communication factors can also provide influence on teacher performance. Rahmadani (2020) explained that interpersonal communication is a factor that comes from outside a teacher greatly determines teacher performance. Zulkifli (2019) This explains that teachers who have interpersonal communication skills in carrying out their duties will be aware of their responsibility in achieving a goal to be achieved. According to Rahayu (2017) explained that the teacher will try to build a good relationship with the principal. Conversely, if the teacher does not have interpersonal communication skills with the principal, it will have an impact on completing the task which will have an impact on the decline in teacher performance.

In addition, to improve teacher performance, it is necessary to have discipline from the teacher. Wahjosumidjo (2013) explaining discipline is an attitude that complies with all agreed provisions and norms that apply in completing tasks and responsibilities. The success of student learning cannot be separated from the success of the learning process which is influenced by teacher discipline. In line with the opinion of Yugusna et al (2016) explains that teachers who have discipline in teaching, will be seen in the process of learning activities that are carried out effectively and efficiently.

Discipline or not a teacher can have an impact on his performance. Discipline is an obligation that must be obeyed and should not be violated by the teacher. This is because the teacher is a role model for his students so the teacher should set a good example (Octarina, 2010).

Based on the explanation above, the authors are interested in further researching the relationship between transformational leadership, teacher interpersonal communication and teacher performance

through teacher discipline in Kindergarten in the Landasan Ulin sub-district, Banjarbaru City. Based on the background, this study aims to: (1) describe the description of transformational leadership, teacher interpersonal communication, teacher discipline, and teacher performance; (2) the direct relationship of transformational leadership with teacher performance; (3) direct relationship of interpersonal communication with teacher performance; (4) the direct relationship of transformational leadership with teacher discipline; (5) direct relationship of interpersonal communication with teacher discipline; (6) direct relationship of discipline with teacher performance; (7) the indirect relationship of transformational leadership with teacher performance through teacher discipline; (8) indirect relationship of interpersonal communication with teacher performance through teacher discipline.

## 2. METHODOLOGY

This type of research uses a descriptive method with a quantitative approach. The population of the study was all kindergarten principals and kindergarten teachers in Landasan Ulin sub-district totaling 166 people, after using non-probability sampling technique, 117 people were obtained.

Data collection in this study was carried out by distributing questionnaires in the form of a list of questions that were shown directly to a number of selected respondents, namely principals and teachers in kindergartens in Landasan Ulin District. The questionnaire was based on a Likert model scale with a descriptive scale scoring, namely scores strongly agree, agree, disagree, disagree, and strongly disagree. The results of the questionnaire were then analyzed using path analysis techniques. This analysis will be used in testing the magnitude of the contribution shown by the correlation coefficient between the variables as follows:

1. There is a direct relationship between transformational leadership and teacher performance
2. There is a direct relationship between interpersonal communication and teacher performance
3. There is a direct relationship between transformational leadership and teacher discipline
4. There is a direct relationship between interpersonal communication and teacher discipline
5. There is a direct relationship between discipline and teacher performance
6. There is an indirect relationship between transformational leadership and teacher performance through teacher discipline
7. There is an indirect relationship between interpersonal communication and teacher performance through teacher discipline.

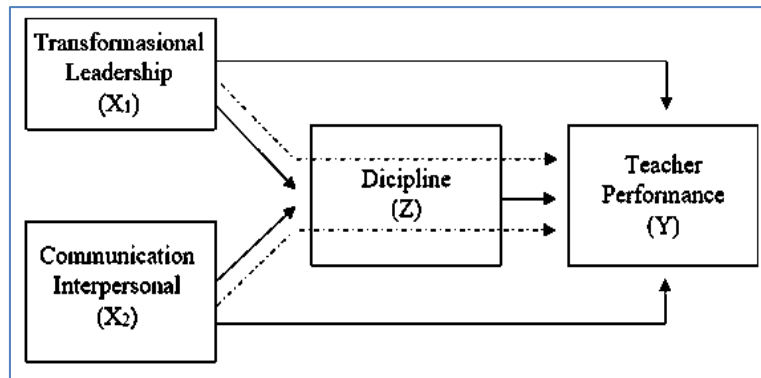


Fig-1: Path Model

Table-1: Summary of Decision on Hypothesis H1, H2, H3, H4, and H5

Hypothesis		$\beta$	Decision
H1	Transformational leadership relationship with teacher performance	0.106	Accepted
H2	Interpersonal communication relationship with teacher performance	181	Accepted
H3	Transformational leadership relationship with teacher discipline	262	Accepted
H4	Interpersonal communication relationship with teacher discipline	233	Accepted
H5	The relationship between discipline and teacher performance	536	Accepted

Table-2: Summary of Decision for Testing Hypotheses H6 and H7

Hypothesis		Coefficient of Decision Correlation Indirect	Decision
H6	The relationship of transformational leadership with teacher performance through teacher discipline.	0.143	Accepted
H7	Interpersonal communication relationship with teacher performance through teacher discipline	0.131	Accepted

### 3. FINDINGS AND DISCUSSION

This study discusses 4 variables which aim to determine the condition of each of the variables studied in kindergartens in the Landasan Ulin sub-district.

Based on the results of descriptive statistical tests on the transformational leadership variable, an average value of 56.41% was found in the high category. This is in line with the explanation of James McGregor Burn (Bachtiar, 2019) explained that transformational leadership is a stage when a leader and subordinates work together to increase morale and high motivation. Transformational leadership will have a positive impact on performance. Senny *et al.* (2018) explained in the results of his research that leaders with a transformational style will make changes and motivate their subordinates by: 1) making members aware of the importance of work results; 2) encourage members to prioritize the interests of the team over their own interests; 3) pay attention to the needs of members. Based on the results of the study and supported by relevant research, transformational leadership, in essence, there is a positive school culture that can encourage schools to create places where teachers have a positive sense of work and students are motivated to learn.

Based on the results of the analysis obtained on the interpersonal communication variable, an average value of 82.05% was obtained in the high category. Interpersonal communication is a form of personal communication. Interpersonal communication can be done in the form of verbal and non-verbal, which aims to exchange ideas and thoughts with one another (Eriyanti, Arafat, & Eddy, 2021). In line with research results from Parastika (2016) explains that interpersonal communication is an interaction carried out by two or more people which is carried out face to face or indirectly which can have an influence on the attitudes, income and behavior of a person. Sulistiato and Mulyanto (2012) in the results of his research, he explains that interpersonal communication in an organization aims to achieve the goals of achievement both in groups and in society. If communication can run smoothly then the completion of the task will run smoothly. In addition, interpersonal communication that runs smoothly will have an influence on teacher performance (Choiron, 2015).

Based on the results of descriptive analysis on work discipline, it was found that the average value was 78.64% in the high category. Onibala *et al.* (2019) This explains that someone who has work discipline will be satisfied with his work, have high morale, a sense of responsibility towards work, and enthusiasm.

Teacher work discipline is related to compliance in implementing applicable school regulations. In Nurmalina's research results, (2016) Explaining the attitude of discipline will encourage teachers to work in accordance with applicable regulations. With the discipline of the teacher in carrying out the task, the learning process will be carried out effectively and efficiently (Jumriah, Akib, & Darwis, 2016).

Based on the results of the descriptive analysis test obtained a value of 57.27% in the medium category. SURIANSYAH (2015) explain teacher performance is a work achievement that can be done through activities, attitudes and productivity in accordance with the duties and responsibilities. In addition, a person's level of success in carrying out duties and responsibilities as well as the ability to achieve predetermined goals and standards (Tika, 2016). To place a teacher to teach must be adjusted to the expertise, this will have an impact on performance. If the task given is not in accordance with the work it will result in decreased performance, both the way of working and the results of work (Aslamiah & Suhaimi, 2019).

#### **Transformational leadership relationship with teacher performance**

Based on the results of the study, there is a relationship between transformational leadership and teacher performance of 0.106. This shows the importance of transformational leadership factors in influencing teacher performance. Transformational leadership is a charismatic leader and has a strategic role in bringing the organization to achieve its goals (Wati, 2011).

In line with the results of Stronge *et al.* (2013) Transformational leadership is a strong encouragement from someone in achieving a success in work which is characterized by self-actualization, high concern and in completing tasks can be completed optimally. Matapuntun (2018) explained that transformational leadership is a necessary condition so that school principals can implement it optimally, it will have an impact on teacher performance.

#### **Interpersonal communication relationship with teacher performance**

Based on the results of the study, there is a relationship between interpersonal communication and teacher performance of 0.181, meaning that interpersonal communication owned by the teacher has a relationship with the performance of kindergarten teachers in Landasan Ulin District. Performance means the work of a person based on a certain period. Cetin *et al.* (2012) explained that to obtain optimal performance, good interpersonal communication is needed, this aims to avoid misunderstandings between the communicator and the communicant.

Besides that, Rahayu (2017) explained that a teacher is required to carry out the work required to be able to excel, to support the expected achievement of communication in a conducive environment.

#### **Transformational leadership relationship with teacher discipline**

Based on the results of the study, there is a relationship between transformational leadership and teacher discipline of 0.262. With the leadership style, the principal can influence the teachers he leads to work optimally. Suyatminah (2013) explaining transformational leadership emphasizes moralist leadership, which is centered on beliefs that emphasizes emphasizing the process of building commitment to jointly uphold the values and vision of the organization. Transformational leadership aims as the basis for the mission to make changes or transformations due to environmental demands or technological developments (Fermi, 2018).

For this reason, it is necessary to have a teaching and learning process that is based on discipline to grow individual values and norms, self-control, attitudes and responsibilities for teachers. Bangun (2012) explain the lack of discipline in the teacher in carrying out tasks, such as coming to school late, being indifferent to students which results in the low quality of students. Budiwibowo (2014) Explaining work discipline is a mental attitude to obey written and unwritten rules based on the principle of correctness of benefits.

#### **Interpersonal communication relationship with teacher discipline**

Based on the results of the study showed that there was an interpersonal relationship with teacher discipline of 0.233. Zulkifli (2019) Explaining communication needs to be done in order to be able to share information so that there is no unwanted misunderstanding in the organization. In the results of Sihartini's research, (2018) Interpersonal communication occurs directly involving two or more people in which the sender can convey the message directly and the recipient of the message can receive and respond directly.

With interpersonal communication, it plays a role in creating open communication between the principal and teachers, and is able to increase cooperation and discipline of its members (Dwiayuni, 2019). This is supported by research conducted by Asy'ari (2021) which shows that communication and work discipline are things that really determine the level of performance achieved by an organization, thus communication and work discipline can affect employee performance.

### **The relationship between discipline and teacher performance**

Based on the results of the study showed that there was a relationship between discipline and teacher performance of 0.536. Saleh *et al.* (2019) explained that to improve teacher performance, every teacher must be able to discipline themselves by: attending school on time, filling out the attendance list, coming home on time, completing assignments on time and teaching according to the lesson plan that has been made.

In Wulan's research results (2013) explained that if teachers cannot discipline themselves, schools can apply to teachers to make clear work rules, enforce positive discipline attitudes by giving warnings, giving leave and evaluating teacher performance. This means that the higher the level of discipline, the better the performance of the teacher.

### **The relationship of transformational leadership with teacher performance through teacher discipline.**

Based on the results of the study, it shows that there is a relationship between transformational leadership and teacher performance through teacher discipline of 0.143. The principal's transformational leadership is very influential on teacher performance. In the results of research by Marlina, *et al.* (2019) explain teachers who are innovative and creative due to the motivation and direction to be disciplined from the principal. The principal does not stop to provide guidance and direction to always be disciplined, this is because the teacher's performance is largely determined by the high work discipline of the teacher. (Sundari, Aslamiah, & Ngadimun, 2019).

This shows that the kindergarten principal's transformational leadership can shape teacher discipline, with his discipline a teacher will improve teacher performance at work. In other words, the transformational leadership of the kindergarten principal can improve teacher discipline which will indirectly improve teacher performance.

### **Interpersonal communication relationship with teacher performance through teacher discipline**

Based on the results of the study showed that there was a relationship between interpersonal communication and teacher performance through teacher discipline of 0.131. From research conducted in kindergartens in Landasan Ulin sub-district, there is a direct relationship between interpersonal communication and teacher performance through teacher discipline.

Rofijah (2017) explained that communication has an important role this is because the success of interaction in an organization is a communication. If communication can run smoothly, the information in the dynamics of the organization will run smoothly so that performance can be achieved optimally (Oktarina,

Makhdalena, & Caska, 2020). Sumar, *et al.* Explaining good discipline is a reflection of the magnitude of a teacher's sense of responsibility for the tasks he receives. With a disciplined attitude will encourage work passion, to realize the school's goals in educating the nation's sons and daughters.

Interpersonal communication between the principal and the teacher creates communication that is able to improve cooperation and discipline of its members, with good communication between the kindergarten principal and the teacher can improve teacher performance. So with interpersonal communication in improving teacher discipline, it also indirectly improves teacher performance.

## **4. CONCLUSION AND RECOMMENDATION**

From the results of the study it can be concluded that: (1) There is a direct relationship between the head of early childhood transformational leadership and the discipline of the kindergarten teacher; (2) There is a direct relationship between interpersonal communication and the discipline of the kindergarten teacher; (3) There is a relationship between the head of early childhood transformational leadership and the performance of kindergarten teachers; (4) There is a direct relationship between interpersonal communication and the performance of kindergarten teachers; (5) There is a direct relationship between teacher discipline and kindergarten teacher performance; (6) There is an indirect relationship between the head of early childhood transformational leadership and teacher performance through the discipline of kindergarten teachers; (7) There is an indirect relationship of interpersonal communication to the performance of educators through the discipline of kindergarten teachers.

Based on the results of the study, it can be taken suggestions that can be submitted to the parties, namely: (1) For the Head of Kindergarten in Landasan Ulin Sub-district to further improve the Individual Attention indicator so that teacher discipline and performance will increase; (2) Teachers in Landasan Ulin Subdistrict, Banjarbaru City, are expected to further improve the empathy indicators in international communication variables, discipline indicators for official duties and discipline on work atmosphere in teacher discipline variables, and assessment indicators for students in teacher performance variables; (3) For researchers before conducting research, first observe before conducting research and can collect data using techniques such as interviews accompanied by distributing questionnaires.

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