The Effects of Work Ethics, Transformational and Transactional Leadership on Work Performance of Teachers

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Teacher performance is an important factor to improve education performance. This study aimed to analyze the effect of the work ethics, transformational, and transactional leadership style on teacher performance. The experiment was conducted in public high school No. 112 Jakarta. A total of 50 teachers were included as samples, where they were given the questionnaires to be filled by self-rating. Data were analyzed with multiple linear regression model and processed with SPSS version 20. Results showed that transformational leadership, transactional leadership and work ethics have positive and significant impacts on teacher performance both simultaneously and individually.

Keywords: transformational, transactional, leadership style, work ethics, teachers performance

Introduction

Teacher performance has an important role in achieving the goals of the school. To achieve that goal, then the school principal stakeholders in particular and education institution in general, need to know how to manage meaningfully that will help improve school teacher performance. The style of leadership of a supervisor or principal is one of the factors that affect the performance of teachers in school, since school principal is a school manager who led the passage of the activities. Principal is required by all teachers, students, and employees who are residents of the school. But the position as principal is regulated by government so frequently change overtime, as well as the principal at public high school No. 112 Jakarta. There have been eleven principals conducting the high school since its establishment in 1991 until now (2015).

Changes in leadership with different styles may lead the teacher performance to become inconsistent, so it needs a proper leadership style pattern. One of leadership style that gets a lot of attention from researchers is transformational leadership. Transformational and transactional leadership theory was first introduced by Burn (1978) and developed by Bass (1999). The full range of leadership, as stated by Bass (1999) measured by the Multifactor Leadership Questionnaire (MLQ), implies that every leader displays a frequency of both the transactional and transformational factors, but each leader's profile involves more of one and less of the other. Those leaders who are more satisfying to their followers and who are more effective as leaders are more transformational and less transactional.

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The effectiveness of transformational and transactional still needs to be observed because of inconsistent results. Research by Edward and Gill (2012) showed a distinct pattern of behaviors across different hierarchical levels of organizations. Transformational leadership is equally effective across hierarchical levels in organizations, whereas transactional leadership is not effective at the uppermost hierarchical levels in organizations but effective at levels lower down. Laissezfaire leadership is ineffective at all hierarchical levels. This finding was in line with Riaz and Haider (2010) that in the lower and middle management, transactional leadership style is found positively and significantly related to job success as compared to transformational leadership style. But Bass and Avolio (2003) stated that both transformational and transactional contingent reward leadership positively predicted unit performance.

The other factor that predicts teacher performance is work ethics. As stated by Tasmara (2006, p 45), work ethics forms the attitude of someone's expectations. In hopes of tremendous power stored in his mind that kept glowing, sparkling, so suck up all their intentions. They were obsessed, fascinated, and continued to run to meet their expectations. They want to realize their hopes or ideals that have very strong fortitude attitude. They are not a quitter from the direction that has been believed. Research conducted by Mutaqin (2010) showed that the organizational climate, work discipline, and work Ethics positively influence the effectiveness of work.

The purpose of this study was to: (1) Analyzing the effects of transformational leadership style on teacher performance; (2) Analyzing the effect of transactional leadership style on teacher performance; (3) Analyzing the effects of work Ethicss on teacher performance; and (4) Analyzing the effects of transformational leadership, transactional leadership style, and work ethics on teacher performance.

Theories and Previous Researches

Transformational Leadership Style

Style of leadership is a business or a leader means to achieve organizational objectives by taking into account the elements of philosophy, skills, traits, and attitudes of employees. So that the most effective leadership style is the style of leadership that can push or motivate subordinates, so the subordinates foster a positive attitude at work and organization, and easily adapts to all situations. Initial ideas of transformational and transactional leadership styles were developed by James McGregor Burns who apply it in a political context. Further refined and introduced into the organizational context by Bernard Bass. Burn distinguished between transactional leadership and transformational leadership.

According to Burns in Yukl (2010, p. 290), transformational leadership called moral values of followers in an attempt to increase their awareness of Ethical issues and to mobilize their energies and resources to reform institutions. While transactional leadership style according to Burn in Yukl (2010, p. 290) is a leadership that motivates follower transaction by calling their personal interest. Transformational leadership is based on the conceptual richness, through charisma, individualized consideration, and intellectual stimulation, is believed to be able to bring ideas to reach into the future, the principles of democracy and transparency. Therefore, it needs to be adopted into the leadership of the principal, in particular in order to support school-based management or forms of other educational reforms. Changes in the centralization policy into decentralization, make the school have a more significant role in determine its discretion.

At schools that use of school-based management model, the role of school leadership is very crucial in implementing reform efforts in education. Without coupled aspirational principal leadership to change the design of educational reform efforts, is unlikely to bring optimal results. Transformational leadership is

considered to be able to answer the challenges of the implementation of school-based management through three elements, namely charisma, individualized consideration and intellectual stimulation in self-principal. In the context of leadership, it is important for someone to be able to exert influence on others (Yulk, 2009, p. 130). Transformational leaders will seek to instill in their followers the ability to question not only the existing perspective but also a way of thinking that is set by the leader (Robbins and Judge, 2009, p. 90).

According to Bass and Avolio (2003) there are five dimensions of transformational leadership, namely: (1) Idealized Influence (Attributed), is that leaders put the interests of the company and the interests of others from self-interest. Leaders give the impression to employees that leaders have the skills to perform job duties, so that should be appreciated. (2) Idealized Influence (Behavior), which is the behavior of leaders who provide vision and mission, bring a sense of pride, as well as the respect and trust of subordinates. Idealized influence is also known as a charismatic leader, where followers have deep confidence in their leaders, felt proud to have worked with leaders, and to trust the capacity of its leaders to overcome any problems. (3) Inspirational Motivation, which is the behavior of a leader who is able to communicate high expectations, conveying a shared vision is interesting by using symbols—symbols to focus the efforts of subordinates, and inspire subordinates to achieve goals that resulted in important progress for the organization. (4) Intellectual Stimulation, which is the behavior of a leader who is able to improve the intelligence of subordinates to increase their creativity and innovation, improving rationality and careful problem solving. (5) Individualized Consideration, which is the behavior of a leader who gives personal attention, treats each subordinate individually as an individual with needs, abilities, and different aspirations, as well as to train and give advice. Individualized consideration of transformational leadership treats each—each individual subordinate as well as accompanying them, to monitor and foster opportunities.

Transactional Leadership Style

According to Yukl (2010, p. 291) transactional leadership can involve values, but the values are relevant to the process of exchange such as honesty, responsibility, and reciprocity. Transactional leaders help followers to define what should be done, in the identification of leaders should consider self-concept and self-esteem of subordinates (Ivancevich et al., 2005, p. 213). Robbins and Judge(2009, p. 159) stated that transactional leadership style is where a leader who leads by using social exchanges (or transactions). A transactional leader motivates subordinates to work toward the goal to give awards of their productivity.

Transactional leadership is described as a leadership that gives an explanation of what the responsibilities or duties of subordinates and rewards they can expect if the specified standard is reached. This leader is open in terms of distributing information and responsibilities to subordinates. Although this disclosure is an essential component in running an organization, but leadership is not enough to explain the additional effort and performance of subordinates, what can actually dug a leader of its employees. Therefore we need another concept, so as a leader able to explore additional effort or performance of subordinates. This transactional leadership, in terms of the nature of its activities, sees leadership as manifested in the form of behavior that is passive and nonreactive. This is one form of transactional leadership, that will not maximize their relationship with their subordinates. Leaders who behave like this usually will wait until there is a problem. Leaders are not active enough to look for errors. The issue needs to be brought to the front of them before they act. They usually let things continue as usual while it is running normal and ordinary. They only act when there are errors or irregularities (Hartanto, 2009, p. 506).

Work Ethics

In essence, the values permeate and animate every behavior and habit as well as anything that is owned by a particular community. The habits of thinking, doing, and the results, will be all encouraged by certain values that are called by the system of cultural values. This system is a series of abstract concepts that live in the community, as to what should be considered important, either, and valuable, but also about what is considered important, either, and valuable, but also about what is taken for granted, the bad, and not worthwhile in life. This cultural value system will guide as a driver of human behavior in life. The manifestation is seen in human behavior, both individually and in groups. According to Yousef, the work ethics is a concept containing devotion or dedication to work as a precious value (Istijanto, 2005, p. 240).

According to Tasmara (2006, p. 45), ethics and expectations also indicate a person's attitude. In hopes of tremendous power stored in his mind that kept glowing, sparkling, so suck all his attention. They are obsessed, fascinated, and continued to run to meet these expectations. Those who want to realize the hopes or ideals have a very strong attitude of fortitude. They do not easily give up or change direction from the direction that has been believed. According to Tasmara (2006, p 73), people with work ethics will have wonderful achievement in their life.

In the formulation of Sinamo (2005, p. 31), the work ethics is a set of positive behaviors that are rooted in the fundamental belief with total commitment to the integral work paradigm. According to him, if a person, an organization, or a community embraces the paradigm of work, trust, and committed to the work paradigm, it will bear all the attitudes and behavior typical of their work. That would be the work ethics and culture. Sinamo (2005, p. 32) considers that work ethics is the foundation of true success and authentic. This view was influenced by his studies of the studies sociology since the time of Max Weber at the beginning of the 20th century and the writings of the past twenty years of management is that it all boils down to one main conclusion; that success in any area of life is determined by human behavior, especially the behavior of employment. Some people refer to this work as a motivational behavior, habits (habit) and work culture. According to Sutopo (2010, p. 138) beliefs and assumptions are part of the organizational culture. Therefore, it can be concluded that the culture of an organization can affect an organization's effectiveness.

Work Performance

As Wirawan (2009, p. 21) said, performance is the output generated by functions or indicators of a job or a profession within a certain time. To measure the performance of which later developed into performance indicators. Performance indicators are used to develop evaluation instruments to measure the performance of an employee. The development dimensions and performance indicators implemented through job analysis. Mangkunagara (2007, p. 67) stated that work performance is the result of the quality and quantity of work achieved by an employee in performing their duties in accordance with the responsibilities given to him. Rival (2009, p. 309) suggests that the performance of a real behavior is shown by everyone as the performance generated by the employees in accordance with its role within the company.

Work performance in the organization is the essence of the success or failure of organizational goals that have been set. The boss often does not notice unless already very bad or anything so completely wrong. Too often employers do not know how bad the performance has declined so that agencies face a serious crisis. Bad impressions will result organizational depth and ignore warning signs of declining performance. Mangkunagara (2007, p. 67), suggests that the performance is the result of the quality and quantity of work achieved by the

employees in performing their duties in accordance with the responsibilities given to them.

Previous Studies

Research conducted by Pane and Astuti (2009) examines the Influence of Organizational Culture, Transformational Leadership, and Compensation on Employee Performance (Studies in Telkom Office Division in Semarang). The results showed that transformational leadership and compensation positive influence on employee performance, but the organizational culture does not affect the performance of employees. This shows that the Telkom Way 135 made since 2003 does not affect the employee performance as previously Telkom has had a strong organizational culture. Furthermore, the results indicate that transformational leadership has a much stronger influence on employee performance rather than compensation. Pradana et al. (2012) examined the influence of transformational and transactional leadership style on employee performance on PT. Mustika Jaya Bahana Lampung. The results showed that transformational and transactional leadership has a significantly better effect partially or simultaneously on employee performance.

Research conducted by Mutaqin (2010) is about the influence organizational climate, work ethics and discipline of work on performance effectiveness in Health Polytechnic Surakarta. There is the influence of organizational climate on performance effectiveness in Surakarta Health Polytechnic. There is the influence of the work Ethics of the effectiveness of performance in Surakarta Health Polytechnic. There is the influence of labor discipline of the effectiveness of performance in Surakarta Health Polytechnic. There is jointly influence organizational climate, work ethics, and discipline of the effectiveness of the organization's performance. Zulham (2008) studied the influence analysis of organizational culture and work ethics against employee performance faculty of economics, University of North Sumatra Medan. Organizational culture and work ethics both simultaneously and partially significantly affected the employee performance.

Nasrun (2011) studied about the relationship between work ethics and trustful attitude with teacher performance in high schools Yayasan Pesantren Islam Al-Azhar. Of the ten independent variables, there are six that have significant high correlation with the teachers' performance. Consciousness is thick, conviction fundamental, total commitment, passion, adherence to the law and honesty to oneself, while others do not have a significant relationship with the performance of teachers. Mubarak and Haider (2010) studied about the role of transformational and transactional leadership on performing job satisfaction and career satisfaction. The results showed that there are positive trend of all the variables. Transactional leadership found to be significantly related to job success while transformational leadership and job success are found strongly associated with career satisfaction. Regression analysis showed that the success of the work depends more on transformational and transactional leadership compared with career satisfaction. Research by Floyd (2010) is on leadership styles, institutionalization ethics, work ethics, work climate, and employee attitudes to information technology misuses in Higher Education. The purpose of this study was to determine whether there is a relationship between certain leadership style higher education and institutionalization of ethics, whether there is a relationship between Ethical institutionalization and development of ethical work climate, and whether there is a relationship between labor climate and ethical attitudes of employees against misuse of information technology. This study used questions from existing surveys to measure leadership style, the institutionalization of ethics, and ethical work climate, and researchers developed instruments to measure employee attitudes toward IT misuse. That sample includes teachers currently working in higher education institutions in the University System of Georgia. Results of the study found a significant relationship between leadership style

and both of them implicitly and explicitly affected ethical institutionalization. In addition, a significant relationship was found between the two forms of implicit and explicit ethical institutionalization and ethical work climate. That the relationship between climate and ethical attitudes of employees against the abuse of IT is only marginally significant.

Research Framework and Hypotheses

Based on the theories studies and previous researches the research framework is as illustrated in Figure 1. The hypotheses in this research are as follow:

Work ethics, transformational leadership, and transactional leadership significantly affect work performance of teachers.

Work ethics significantly affects work performance of teachers.

Transformational leadership significantly affects work performance of teachers.

Transactional leadership significantly affects work performance of teachers.

Figure 1. Research framework.

Research Methods

Type Design Research

Based on the title and the problems, then this type of research is a causality that is useful to analyze the effect between a variable with other variables. According to Istijanto (2008, p. 21) causal derived from the English word “cause” which means to cause or influence. Variables that affect the other variables are so-called independent variable, while the variable that is affected by the independent variable called the dependent variable. The method used is explanatory survey in a way of gathering information from a population, with the aim to clarify and explain the phenomena by examining the influences between variables.

Operational Variables

Transformational leadership is a leader who has the ability to influence, motivate, and inspire subordinates to do more than expected, and open to subordinates and on any changes or problems that occur in the company. According to Burns in Yukl (2010), the relationship between transactional leader and subordinates is based on a series of bargaining between the two activities. The characteristics of transactional leadership are contingent reward and management by-exception. A work ethics is the basic motivation contained in the culture of a

society, which drives the inner member supporting the cultural community to do a job. The highest values in the culture idea of society are to work and drive the inner community to do the work. Sinamo (2005, p. 32) considers that Work Ethics is the foundation of true success and authentic. Performance is the result of in-quality and quantity of work accomplished by an employee in carrying out their duties in accordance with responsibilities given to him, Mangkunagara (2007). Teacher performance is using Madjid theory (2008) and the National Education Act, which consists of: (1) Plan learning, (2) Implement learning, and (3) Evaluating learning.

Population, Sample, and Data

All the teacher in Public High School No.12 Jakarta with the total 62 teachers are set as population, and all of them were involved as respondents. So the sample method was saturated or census sampling technique. But only 50 questionnaires were returned to the researchers, thus the number of samples was 50. Data used in this study are primary data, and the data are obtained from questionnaires and then processed and analyzed to test the hypotheses with multiple linear regression model.

Data Analysis

Test of validity and reliability. A questionnaire is considered valid if the questions on the questionnaire were able to express the perception measured by the questionnaire. Valid or not an item instrument can be determined by comparing the value of Product Moment Pearson correlation between the scores of respondents from each dimension or indicator with a total score of respondents for each variable. The data are said to be valid when having correlation values ≥ 0.3 (Ghozali, 2005). The instrument is a reliable instrument when used several times to measure the same object, will generate the same data (Sugiyono, 2010, p. 110). Instrument reliability testing is performed by testing scores between items by using Cronbach's Alpha technique through SPSS for Windows. An instrument can be said to be reliable if it has a value of Cronbach Alpha coefficients greater than 0.7 (Umar, 2007).

Classical assumption test. Normality Test according to Ghozali (2005) "Normality test on the regression model was used to test whether the value of the regression residuals resulting from normally distributed or not". A good regression model is the residual value that is normally distributed. Some normality test method is to see the spread of the data on the source of the graph diagonal Normal P-Plot of regression standardized residuals.

According to Ghozali (2005), multicollinearity is a correlation between the independent variables. If the variance inflation factors are less than 10 and the values of Tolerance are more than 0.1, then there is no multicollinearity problem in the regression model.

Test Heteroskedasticity according to Ghozali (2005), "Heteroskedasticity is a state in which the regression model variants of residual inequality occurs in one other observation to observation". A good regression model is not the case heteroskedasticity. One heteroscedasticity test performed is to look at the pattern of dots on the regression scatterplot. This method is done by looking at the graph scatterplot between standardized predicted value (ZPRED) with standardized residual (SRESID), presence or absence of a specific pattern on a scatterplot graph between SRESID and ZPRED where Y is the Y axis that has been predicted and the X axis is the residual (Y prediction - Y real). Basis for decision making: (1) If there is a specific pattern, such as dots that no particular form a regular pattern (wavy, widened and then narrowed), then there is heteroscedasticity. (2) If there is no clear pattern, like dots spread above and below the number 0 on the Y axis, then there is no heteroscedasticity.

Multiple linear regression analysis. According to Ghazali (2005), multiple linear regression analysis measures the level of influence between two or more independent variables to predict the dependent variable and the dependent variable using independent variables. In the multiple linear regressions there are classical assumptions that must be fulfilled, namely residual normally distributed, the absence of multicollinearity, heteroscedasticity absence in the regression model.

Hypotheses testing. Simultaneous test was conducted to determine the influence jointly independent variable on the dependent variable. The F-test results on SPSS output can be seen in table ANOVA. T-test was conducted to test whether the independent variables partially have significant effect on the dependent variable. All calculations to analyze the data of this study will use SPSS for windows with a confidence level 95% or error level α of 0.05.

Results and Discussion

Characteristics of Respondents

According to Table 1, it shows that respondents with less than 30 years of age are as many as 6 people, equivalent to 12.0%. Respondents between the ages of 30 to 40 years were as many as nine people, equivalent to 18.0%. Respondents between the ages of 41 to 50 years were as many as 22 people, equivalent to 44.0%. Furthermore, respondents aged over 50 years as many as 13 people, equivalent to 26.0%.

Table 1

Characteristics of Respondents

Explanation	Frequency
Age	
< 30 years	6
31-40 years	9
41-50 years	22
> 50 years	13
Total	50
Sex	
Male	20
Female	30
Total	50
Tenure	
≤ 5 years	5
6-15 years	11
16-25 years	26
26-35 years	7
> 35 years	1
Total	50
Education	
College degree	37
Master degree	13
Total	50

Source : Research Data Processed (2014).

The data showed that the number of respondents man was as many as 20 people equivalent to 40.0% while the female respondents as many as 30 people were equivalent to 60.0%. Thus the most of respondents were

female. The female teachers are more than the male teachers because the Department of Education puts more female teachers at public high school No. 112 Jakarta. From the data of the respondents turned out to respondents with long working less than five years are as many as 5 people, equivalent to 10.0%. Respondents with long working between 6 to 15 years are as many as 11 people, equivalent to 22.0%. Respondents with long working between 26 to 35 years were as many as 26 people, equivalent to 52.0%. A large number of teachers who have worked over a period of 16 to 25 years showed that teachers have been worked for very long time.

From the data of the respondents turned out to respondents with S1 is the most that 37 people, equivalent to 74.0%, while the equivalent S2 education teacher with as many as 13 people, equivalent to 26.0%. This suggests that teachers have similar educational S1. This is possible because of the many teachers who have had over 40 years of age that have no desire to continue his studies to pursue S2.

Validity and Reliability Test

The test results of validity showed that the r scores are between 0.428 to 0.731. It can be stated that the measurement for teacher performance, transformational leadership, and transactional leadership variable are valid. The test of reliability with Cronbach Alpha criteria for all variables, transformational leadership, transactional leadership, and teacher performance indicated that all of the measurements are reliable. All of Cronbach' Alpha coefficients are greater than 0.80.

Classical assumption test. Results of testing with testing using the normal P-plot show that the residuals of the regression estimation results were around the normal line. Thus it can be concluded that the assumption of the normal distribution is met. Based on tolerance and VIF criterias, it is concluded that there is no multicollinearity among independent variables transformational leadership, transactional leadership, and work Ethics. It is evident from the VIF is still below the value of 10. Thus it can be stated that there is no symptoms multicollinearity among independent variables. Heterokedastisitas test is performed to determine whether the data used are homogeneous. Heterokedastisitas testing is done by using scatterplot. Based on the above test results can be seen that the data used are homogeneous or not there is any heterokedastisitas. Hal is indicated with dots contained in the above image does not form a specific pattern.

Hypothesis Testing

The F test. The first significant test done using ANOVA test (F test) can be seen in the table below.

Table 2

Result of F Test

Model	Df	F	Sig.
1 Regression	3	46.962	0.000 ^b
Residual	46		
Total	49		

F test showed a value of 46.962 with sig of 0.000. Sig value of 0.000 or less than 0.05 indicates that the regression model is significant. Thus the independent variables together were able to significantly influence the dependent variable and the hypothesis 1 (H1) is accepted.

The t test. The t test is conducted to see the effect caused by each independent variable. At t test criteria decision making is when the value of t is greater than t table or t sig value is smaller than 0.05, it can be stated that the independent variables have a significant influence. Thus the accepted hypothesis is H_a .

Table 3
Result of t-Test

Model	T	Sig.
(Constant)	0.411	0.683
1 Transformational	2.077	0.043
Transactional	2.170	0.035
Work ethics	5.721	0.000

Transformational leadership variable has a value of t test (t) which was 2.077 with sig value of 0.043. T test value when compared to the value t table is greater (t table = 1.671). Likewise, the significance value is 0.043 which is smaller than 0.05 indicating that the variable transformational leadership has a significant influence on the performance of teachers. Thus accepted hypothesis 2 (H2). Variable transactional leadership has a value of t test (t) of 2.170 with sig at 0.035. T test value when compared to the value t table is greater (t table = 1.671). The significance value of the t test is 0.035 which is smaller than 0.05 indicating that the variable transactional leadership has a significant influence on the performance of teachers. Thus this research accepted the hypothesis 3 (H3). Work ethics has a value of t test (t) of 5.721 with sig value of 0.000. T test value when compared to the value t table is greater (t table = 1.671). The significance value of the t test is 0.000 which is smaller than 0.05 indicating that the variable work ethics has a significant influence on the performance of teachers. Thus accepted the hypothesis 4 (H4).

Conclusions and Recomendations

Conclusions

(1) Transformational leadership, transactional leadership, and work ethics together have a significant effect on the work performance of teachers at public high school No. 112 Jakarta.

(2) Work ethics has a significant influence on the work performance of teachers at public school No. 112 Jakarta.

(3) Transformational leadership has a significant influence on the work performance of teachers at public high school No. 112 Jakarta.

(4) Transactional leadership has a significant influence on the work performance of teachers at public high school No. 112 Jakarta.

Recommendations

(1) The leadership of the school and the government can pay more attention to the style of leadership that is used by principals in leading the school. This is necessary because the style of leadership has a significant influence on the performance of teachers and ultimately the expected impact on school performance.

(2) The work ethics is a variable with a dominant influence on this study, it should be a concern for the party leadership and government schools. Morale owned by the teachers who teach at public high school No. 112 Jakarta needs to be improved and should not be dropped because it is this which became one of the biggest influences in improving the performance of teachers.

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