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Effect of Transformational Leadership, Incentive Giving, Professional Development of Work Discipline and Teacher Performance SMK Ma'arif Surabaya Indonesia

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Abstract:

Vocational Secondary School (SMK) is a model of education that is relevant to bridge the gap between education outcomes and business needs, in its development it does not show significant growth of SMK. This study aims to examine and analyze the influence of transformational leadership, provision of incentives and professional development of teacher work discipline SMK Ma'arif Surabaya. Testing and analyzing the influence of transformational leadership, giving incentives and professional development to the performance of teachers of SMK Ma'arif Surabaya. And test and analyze the influence of work discipline on the performance of teachers of SMK Ma'arif in Surabaya. The population in this study is the foundation teacher at SMK under the auspices of Educational institutions(LP) Ma'arif Surabaya, with the sample in accordance with the research criteria is 163 people. To test the hypothesis is done by using SEM analysis (Structural Equation Model), the use of SEM in this study is based on the evaluation of the relationship of interdependence between variables adapted to the theoretical basis and concept and previous research. The result of the research shows that transformational leadership, incentive and professional development have a significant effect on teacher work discipline of SMK Ma'arif Surabaya. Transformational leadership, incentives and professional development have a positive and significant impact on the performance of teachers of SMK Ma'arif Surabaya. And work discipline has a positive and significant impact on teacher performance of SMK Ma'arif Surabaya.

Keywords: Transformational leadership, incentives, professional development, work discipline, teacher performance

1. Introduction

The Vocational High School (VHS) expansion is carried out through changes and the addition of a more flexible vocational education program in line with the growing demands of the job market. SMK as a model of education that is considered relevant to bridge the gap between educational outcomes and business needs, in its development it does not show significant growth of SMK. At least, when compared Senior High School (SMA), the growth of SMK is still below SMA.

SMK Ma'arif is one of the schools of private SMK in Surabaya concerned with the world of vocational education who have the desire to educate the nation's children in order to obtain education ready to enter the business world after graduating school. SMK Ma'arif is a Private Vocational School whose operations are borne by the SMK itself because under the auspices of Ma'arif Education Foundation. Although SMK Ma'arif must bear with high operational financing but still SMU Ma'arif graduates are expected to be an important part in efforts to reduce the number of poor and unemployed and contribute to the realization of a reliable and competent Human Resources in the world of work or business in the community.

Based on data from the Ma'arif Nahdlatul Ulama Institute of Education (LP Ma'arif NU) in Surabaya as a minimum estimate for 2011/2012, the average assessment of teacher performance indicator such as learning planning, learning activities, assessing learning outcomes, and the development of professions that result is still below 35%, then for the year 2012/2013 shows the average results of teacher performance appraisal is still below 40%. Teacher performance appraisals decreased below 38% in 2013/2014. The results of the information obtained indicate that the teacher's performance is still not optimal from year to year. The teacher performance appraisal standard provided is 42%. Therefore, three years to evaluate the performance of teachers are still ups and downs for the achievement of teacher performance and the results are still not showing good results.

According to Nasution (2002: 21), at least teachers must have special requirements, knowing the basis of education to transform information and learning to students. The common problem that is still found in Ma'arif high school discipline is still low. Suprianto et

al. (2014) professional teacher development activities have not been done periodically. Sujianto (2013) that the continuous professional development of teachers certified educators is still relatively low.

Ismail et al. (2011), the transformational leadership style in performing organizational functions has organizational impact and commitment. Thamrin (2012), Mondiani (2012) and Surbakti and Suharmomo (2013) that transformational leadership have a significant positive effect on employee performance. Instead research results Insan et al. (2013) transformational leadership negatively affects teacher performance. Dee and Wyckoff (2013) financial incentives further improve teacher performance, incentives increase according to Levacic (2009) an important component of reforms to improve the quality of education. According Pasaribu (2014) material incentives affect the motivation but does not affect the performance.

According to Cubukcu (2010) qualified teachers should have the ability to use various methods of learning in their classroom to meet students' learning needs. Research Dewi (2015) professionalism of teachers have a positive effect on teacher performance. Sudriyah and Liana (2015) professional competence have a positive and significant influence on teacher performance. While Gunawan (2011) implementation of the development of professionalism of teachers cannot be done well due to teachers have not been able to show adequate performance.

2. Theoretical Basis

2.1. Transformational Leadership

Transformational leadership can inspire teachers to prioritize school progress rather than self-interest, paying close attention to teachers and able to raise teachers' awareness in viewing old issues in new ways. Burns (1978: 35) states that transformational leadership as a process whereby leaders and followers together mutually improve and develop morality and motivation. The transformational leadership style is considered effective in any situation and culture (Yukl, 2009: 4). According to Hartanto (2009: 519), transformational leadership is a way to influence others in such a way that they are willing and willing to bring out their best virtues and capabilities in the process of value creation.

2.2. Providing Incentives

Providing incentives is an incentive for an employee to work well, in order to better achieve higher levels of performance, can increase the willingness to work high, and motivated in the creation of a quality performance in accordance with company goals. According to Handoko (2009: 176), states that the notion of incentives is an incentive offered to employees to perform work in accordance or higher than the standards that have been set. Pangabean (2002: 93), that incentives are compensation that relates salaries to productivity, incentives are rewards in the form of money given to those who can work beyond a predetermined standard. Thus, incentives are an award in material or non-material form given by the leadership of the organization or company to its employees with the aim that they work with high motivation and achievement in achieving company goals, in other words the provision of incentives is the provision of money beyond the salary as a company's recognition of the work performance and the contribution of its employees.

Ranupandojo and Husnan (2002: 32) state that measures of effective incentives are indicated in two ways: first, just paying wages and paying wage eligibility. While Internal consistency refers to payments that deserve to be obtained by employees or have the principle of equal distribution which is a relationship of sacrifice with income. The higher the sacrifice the higher the income generated. Further external consistency is the level of payment received by employees based on the minimum requirements of the company or can be according to labor law.

2.3. Professional Development

Profession is someone who pursue work based on skills, abilities, techniques, and procedures based on intellectuality (Yamin, 2005: 2-3). According to Danim (2001: 22) which became the main pillar of a profession there are three, namely knowledge, expertise, and academic preparation. Teacher activities that include professional development activities according to Zainal and Elham (2007: 155) are, (1) Research, (2) Finding appropriate technology, (3) Making props, (4) Creating papers, and (5) Curriculum development.

Professional development is the business of the profession that is every activity intended to improve the teaching and educating profession. Efforts to develop this profession can arise from two aspects, namely from the external side, namely the leadership that encourages teachers to follow upgrading or academic activities that provide opportunities for teachers to learn again, while from the internal side, teachers can try to learn themselves to be able to grow in position. Danim (2011: 23), explains that the improvement of teacher profession development to meet three needs, namely: 1. Social needs to improve the ability of an efficient and humane education system and adaptation for the preparation of social needs. 2. The need to find ways to help educational staff in order to develop personally broadly. 3. The need to develop and encourage his personal life, as well as to help his students in developing desires and beliefs to meet personal demands that are in line with their basic potential.

2.4. Work Discipline

Discipline is the attitude of one's willingness and willingness to obey and comply with all applicable regulatory norms (Saydam, 2006: 284). According to Wirawan (2009: 7) some discipline goals are: (1) motivating employees, (2) maintaining mutual respect, (3) improving employee performance, (4) increasing morale, morale, work ethic, and effectiveness and work efficiency. (5) enhancing industrial peace and organizational citizenship. Newstorm (2007: 236) explains that two types of discipline are: (1) preventive

discipline is an action to encourage employees to follow rules and habits, so there will be no violations; (2) Corrective discipline is an action followed by a violation of a rule. It seeks further weaknesses, so future actions will conform to standards.

2.5. Teacher Performance

According to the law of teachers and lecturers no.14 of 2005 Article 1 paragraph 1 stated that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners on early childhood education formal education, education Basic and secondary education. Rusman (2009: 50) states that the performance of teachers is a form of behavior of a teacher activity in the learning process is how a teacher plans learning, doing learning activities and assess learning outcomes.

Surya (2004: 10) states about the factors that affect teacher performance. The fundamental factors that are closely related to the professional performance of teachers are job satisfaction that is closely related to the welfare of teachers who caused by factors: (1) rewards, (2) sense of security, (3) interpersonal relationships, (4) working conditions, (5) opportunities for development and self-improvement.

3. Hypothesis

Formulation of research hypothesis proposed in this study as shown in Figure 1.

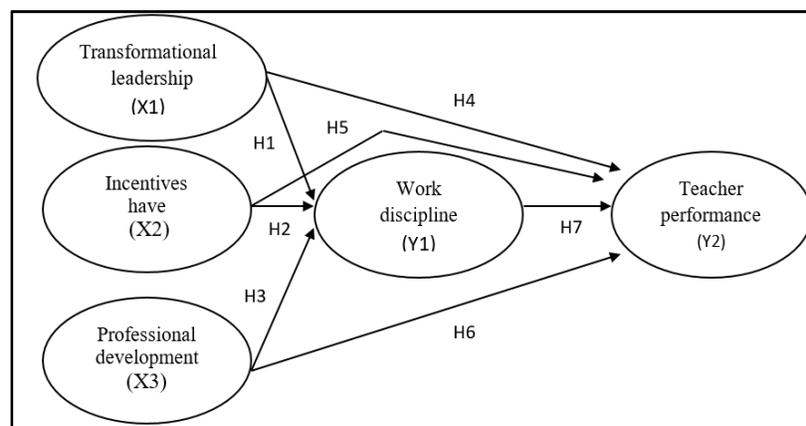


Figure 1

- H1: Transformational leadership has a significant effect on work discipline.
- H2: Incentives have a significant effect on work discipline.
- H3: Professional development has a significant effect on work discipline.
- H4: Transformational leadership has a significant effect on teacher performance.
- H5: Incentives have a significant effect on teacher performance.
- H6: Professional development has a significant effect on teacher performance.
- H7: Work discipline affects the teacher's performance significantly

4. Research Methods

The method in this research is quantitative. This study discusses transformational leadership, incentives, teacher professional development, teacher work discipline, and teacher performance of LP Ma'arif vocational school in Surabaya. While the relationship between exogenous and endogenous variables can be tested Statistics according to the hypothesis proposed in the study.

The sample in this study are 163 teachers at SMK Ma'arif Surabaya at SMK Ma'arif Surabaya. To test the hypothesis can be done by using SEM analysis (Structural Equation Model), based on the data analyzed through the spread of questionnaires. The use of SEM in this study is based on the evaluation of the relationship of interdependence between variables that are adapted to the theoretical foundations and concepts and previous research.

5. Research Results

In the SEM model, for measurement models and structural models the parameters are estimated together. This method is somewhat difficult to meet the demands of fit model. The greatest possibility is caused by the interaction between measurement model and structural.

The results of the analysis of SEM modification index can be shown in Figure 2 as follows,

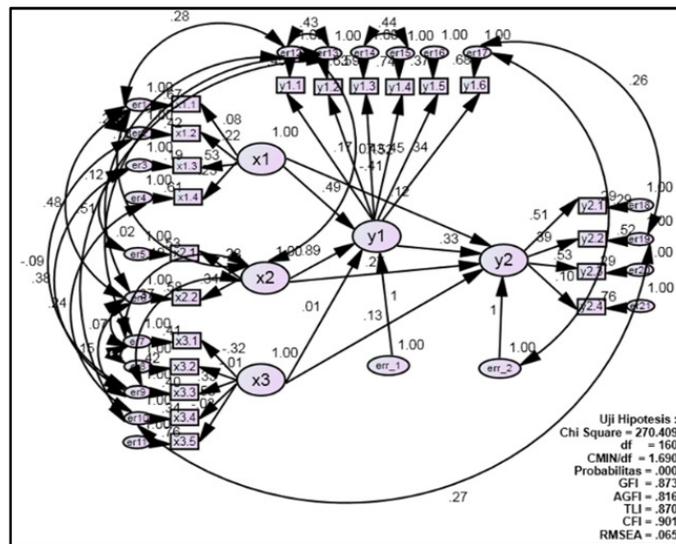


Figure 2: Two Step Approach Modification Models to SEM

Based on Figure 2, above can be seen evaluation of one step approach modification model to SEM for testing SEM model hence the result of analysis of some criterion obtained is classified in table 1.

| Criteria | Results | Cut-off Value | Model Evaluation |
|-------------|---------|---------------------------|------------------|
| Chi-Square | 270,409 | Expected value is smaller | Not Good |
| Cmin/DF | 1,690 | ≤ 2,00 | Good |
| Probability | 0.000 | ≥ 0,05 | Not Good |
| RMSEA | 0.065 | ≤ 0,08 | Good |
| GFI | 0.873 | ≥ 0,90 | Marginal |
| TLI | 0,870 | ≥ 0,95 | Marginal |
| CFI | 0,901 | ≥ 0,95 | Marginal |

Table 1: Evaluation of Goodness of Fit Indices Criteria

Based on table 1, it can be explained that the results of goodness of fit test on the model of structural equation there are two criteria test data is not good, but still can be accepted with marginal category so that remain eligible. That is, the data corresponds to the model.

6. Discussion

6.1. Discussion of Hypothesis Testing Results

To analyze hypothesis testing performed. Based on the results of data processing seen that all constructs used to form a research model, the process of confirmatory factor analysis has met the criteria of goodness of fit that has been determined.

6.1.1. The Influence of Transformational Leadership on Teacher Discipline

The result of hypothesis testing proves that transformational leadership has a positive and significant effect on teacher work discipline. The results of this study support the opinion of Martoyo (2006: 152), Sutarmaningtyas et al. (2014) and Fazri (2014) that transformational leadership has a significant effect on the discipline of work. The results of this study differ from the results of research Setyaningdyah, et al. (2013) and Budiwibowo (2014) stating that the transformational leadership style has no effect on performance.

The existence of transformational leaders has a transformational effect both at the organizational level and at the individual level (Tichy and Devanna, 1990: 51), which can widen the boundaries and have performance that reaches the organization's goals (O'Reilly, 2001: 112). In fact, it is found that transformational leadership that is considered not yet able to bring changes to subordinates or teachers to discipline themselves, therefore need training and organizational rules. Discipline is a form of training that enforces organizational rules (Mathis and Jackson, 2009: 498). As indicated by the status of one's self-control, as a sign of order and tidiness in cooperating with a group of work units within an organization (Mondy, 2008: 670).

6.1.2. The Influence of Incentives on Teacher Discipline

The result of hypothesis testing proves that giving incentive has positive and significant effect to teacher work discipline. The results support Bharata's (2016) and Sejati et al. (2016) incentives have a positive effect on work discipline. The results of this study differ Cowherd (2008) which states that the provision of incentives negatively affect the discipline of work.

According to Rivai (2005: 387) that incentive program is one way to enable all workers to feel together with the prosperity of the company. Providing incentives for teachers is a reward after teachers have contributed to the realization of their goals through work (Nawawi, 2002: 94). With the incentives that have been given it can stimulate the teachers to carry out teaching full discipline or higher than the standards that have been set (Handoko, 2009: 176). Giving this intention can encourage an attitude of willingness and willingness of teachers to comply and obey all applicable regulatory norms (Saydam, 2006: 284). Discipline behavior is demonstrated by attitudes, behaviors and deeds appropriate to the rules of the organization and school both written and unwritten (Nitisemito, 2002: 106).

6.1.3. Effect of Teacher Professional Development on Teacher Work Discipline

The results of hypothesis testing prove that the development of the profession has a positive and significant effect on the discipline of teachers work. The results of research support Hasbullah and Moeins (2015) professionalism have a significant effect on work discipline. The results of this study are different from Suprianto et al. (2014) development activities are seasonal, and Sujianto (2013) that the continuous professional development of certified teachers is still relatively low.

Teacher profession is a job that requires higher education for the perpetrators who are emphasized on theoretical knowledge as an instrument to perform practical acts rather than manual work (Danim, 2011: 21). Teacher profession is a job that requires knowledge, skills, abilities, expertise, and diligence to create students have a behavior as expected (Yamin, 2005: 2).

6.1.4. The Influence of Transformational Leadership on Teacher Performance

The result of hypothesis testing proves that transformational leadership have positive and significant effect on teacher performance. The results support Triwahyuni et al. (2014), Thamrin (2012), Surbakti and Suharnomo (2013), and Mondiani (2012) studies that have significant positive effect on employee performance. The results differ from Insan et al. (2013) that the transformational leadership style has no effect on employee performance.

According to Nawawi (2002: 2) that transformational leadership is a leader who has the power to influence subordinates in certain ways. Transformational leadership that involves strong personal identification with leaders, joining in a shared vision of the future, or transcending the interests of awards for adherence (Bass and Avolio, 1997). With transformational leadership, there will be a way to influence teachers so that they are willing and willing to bring out their virtues and best capabilities in the value creation process (Hartanto, 2009: 519).

6.1.5. The Influence of Incentives on Teacher Performance

The result of hypothesis testing proves that giving incentive has positive and significant effect to teacher performance. The results support Tuwwet (2001), Dee and Wyckoff (2013) and Levacic (2009) studies that incentives are an important component in improving the quality of education and improving teacher performance. The result of this penetration is different from Pasaribu (2014) that partially material incentives have no effect on performance. According to Mangkunegara (2007: 89), incentives are a form of motivation expressed in the form of money on the basis of high performance and also a sense of recognition from the organization towards employee performance and contribution to organization. The incentives given to teachers are a tribute to their excellent performance and productivity (Nitisemito, 2002: 249). Provision of incentives is the most effective system as a motivator to motivate employees and able to give morale of high employees.

6.1.6. Effect of Professional Development on Teacher Performance

The results of hypothesis testing prove that the development of the profession has a positive and significant impact on teacher performance. The result of the research supports the research of Hasbullah and Moeins (2015), Dewi (2015) that both partially and simultaneously the professionalism of teachers has a positive and significant effect on teacher performance, and Sudriyah and Liana (2015) research that professional competence has a positive and significant influence on teacher performance. The results of this study are different from Gunawan (2011) that the implementation of the development of professionalism of teachers cannot be done well because teachers have not been able to show adequate performance.

According to Pidarta (1997: 68) that the guidance and professional development of teachers aims to improve performance and carried out continuously so as to create performance in accordance with the desired requirements, in addition to coaching should be appropriate direction and tasks concerned in school. According to Mulyasa (2009: 14) the performance of teachers is said to be successful can be viewed from the ability of teachers in involving the majority of student's active in both physical, mental and social dalm learning process and the ability of teachers to change the behavior of many students towards the mastery of good basic competence.

6.1.7. The Effect of Work Discipline on Teacher Performance

The results of hypothesis testing prove that the discipline of teacher work has a positive and significant effect on teacher performance. The results support the research of Enni et al. (2013), Sofyan et al. (2016), Pujiyanti and Isroah (2013) that work discipline affects teacher performance.

According Siagian (2005: 193) that the better the discipline of employees, the higher performance that can be achieved by an employee. Without good employee discipline, it is difficult for organizations to achieve optimal results. According Mulyasa (2009: 34) performance can be seen from several criteria that is, individual characteristics, processes, results and combinations of individual characters, processes and results. Performance of teachers is a form of behavior of a teacher activity in the learning process is how a

teacher plans learning, doing learning activities and assess the results of learning (Rusman, 2009: 50). Therefore, teacher discipline is important in shaping teacher behavior in the learning process. Obedience and accuracy in a rule that is made consciously without the coercion of others will improve the performance of teachers.

6.2. Direct and Indirect Influence

Testing the significance of the mediation variables in the model can be examined from the indirect effect test results, from this test can be examined the level of intervention of the mediation variable whether full mediation or partial mediation or not mediation. The direct and indirect influence of transformational leadership variables, incentives, teacher professional development, discipline and teacher performance can be analyzed as shown in table 2.

| Influence | Direct Effect | Indirect Effect | Total Effect |
|---|---------------|-----------------|--------------|
| Transformational leadership ---> Work discipline | 0,492 | | 0,492 |
| Provision of Incentives ---> Work discipline | 0,889 | | 0,889 |
| Profession Development Teacher ---> Work discipline | 0,007 | | 0,007 |
| Work discipline ---> Teacher Performance | 0,329 | | 0,329 |
| Transformational Leadership ---> Teacher Performance | 0,125 | 0,162 | 0,287 |
| Provision of Incentives ---> Teacher Performance | 0,271 | 0,292 | 0,563 |
| Profession Development Teacher ---> Teacher Performance | 0,129 | 0,002 | 0,131 |

Table 2: Direct, indirect and total influence

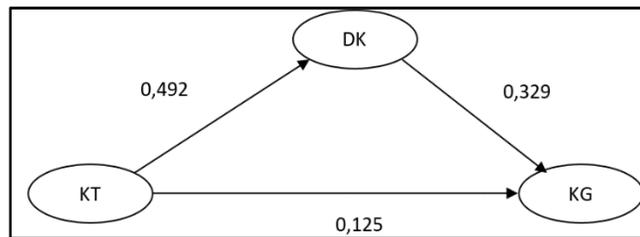


Figure 3: Influence of Transformational Leadership on Teacher Performance through Work Discipline

Based on Table 2 it shows that:

Remarks:

KT = Transformational leadership

DK = Work discipline

KG = Teacher performance

Figure 2 shows that transformational leadership has a direct influence on teacher performance of 0.125, while on the other hand transformational leadership has an indirect effect on teacher performance by through the formation of work discipline variable whose analysis result is obtained $0,492 \times 0,329 = 0,162$. Then overall it was shown that transformational leadership had an effect on teacher performance through mediation of teacher work discipline that was obtained 0,287, meaning transformational leadership have influence to teacher work discipline, and work discipline of teacher influenced teacher performance while transformational leadership influence to teacher performance, so work discipline as partial mediation.

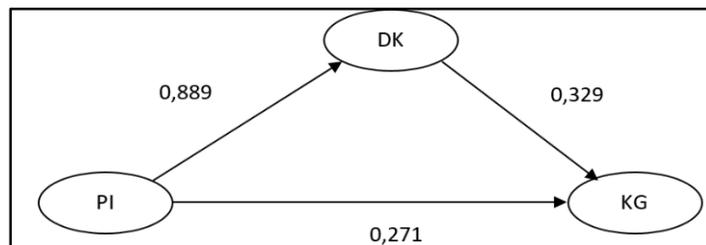


Figure 4: The Influence of Incentives on Teacher Performance through Work Discipline

Remarks:

PI = Incentives have

DK = Work discipline

KG = Teacher performance

From Figure 3, that giving incentive has direct influence to teacher performance equal to 0,271, while on the other hand giving incentive has indirect effect to teacher performance by through the formation of variable of work discipline which result of analysis obtained equal to $0,889 \times 0,329 = 0,293$. Then overall (total) indicated that giving incentives affect the performance of teachers

through teacher work discipline mediation obtained for 0.563 (0.271 + 0.293). Means that incentives have an influence on teacher work discipline, and work discipline of teachers influence to the performance of teachers while giving intensive effect on teacher performance, so teacher work discipline as partial mediation.

7. Conclusions and Suggestions

7.1. Conclusion

Based on the discussion in the previous chapter then the results of this study can be summed up some things as follows:

1. Transformational leadership has a significant effect on the working discipline of SMK Ma'arif in Surabaya.
2. Provision of incentives have a positive and significant impact on the working discipline of SMK Ma'arif in Surabaya.
3. Professional development has a positive and significant impact on the working discipline of SMK Ma'arif in Surabaya.
4. Transformational leadership has a positive and significant influence on the performance of teachers of SMK Ma'arif in Surabaya.
5. Provision of incentives have a positive and significant impact on the performance of teachers of SMK Ma'arif in Surabaya.
6. Professional development has a positive and significant impact on the performance of teachers of SMK Ma'arif in Surabaya.
7. Work discipline has a positive and significant impact on the performance of teachers of SMK Ma'arif in Surabaya.

7.2. Suggestion

Based on the results of these studies, the researchers suggest several things as follows:

1. Transformational leadership should emphasize value to pay attention to leadership indicators that can be role models and can listen to subordinates' complaints with attention. However, it is advisable that disciplinary actions need to be initiated from the principal because the results of this study transformational leadership can improve teacher discipline, and it is expected that teacher discipline will increase in the future.
2. In an effort to increase incentives, it can be prioritized on improving the system of material incentives by considering incentives in the form of midterm exam and final exams results, midterm exam and final exams results committees and supervision of exam and teacher commission in schools because it can change and motivate teachers to be more active and participative in the activities in schools because it is able to improve teacher performance supported by teacher discipline factor.
3. In improving the development of teacher profession, it can be prioritized to improve the indicators of responsibility, as well as the competence by emphasizing the school's assessment and rules that are related to the improvement of teachers' performance and teacher's discipline in carrying out their work.

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