

**THE INFLUENCE OF THE HEAD MASTER TRANSFORMATIONAL  
LEADERSHIP STYLE TOWARD TEACHER'S WORK ETHICS IN THE AL-  
FARISI JUNIOR HIGH SCHOOL TAPOS TENJO BOGOR**

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**ABSTRACT**

Teacher work ethics are behaviors that exist in the teaching profession and are implemented in the teaching process, aiming to have norms and values of life in society that are related to the influence of the principal's transformational leadership style on teacher work ethics very closely related because in the implementation of the principal's duties as a leader, must have the right leadership style in order to improve the work ethics of teachers. Thus that the principal's transformational leadership style influences the work ethics of teachers. This research approach uses quantitative survey methods. The sample research in this study used a population sample, because given the limitations of the total population of 30 teachers. The research data collection technique was carried out using a questionnaire. The research procedure begins with the preparation of the grid, the preparation of the instrument, the testing, the results of the trial are tested for validity and reliability, the improvement of the instrument, then the instrument is used to retrieve data. Then the normality test, the linearity test, the inferential test of significance test and conclude the results of the study. The calculation results obtained by the regression equation  $Y = 18,001 + 1,264 X$ . And the results of regression testing using product moment regression, it can be seen that the price of regression ( $r_{yx}$ ) = 0.831 with a probability value (Sig. Fchange) = 0,000. Because the value of sig. Fchange < 0.05, then the decision is H1: accepted and H0 rejected. It means significant. It can be concluded that the influence of the principal's transformational leadership style and significance on the teacher's work ethics. Simple correlation coefficient value of  $r_{xy} = 0.831$  and significance test 69.1% significance while the remaining 31.9% student discipline influenced by other variables.

**Keyword:** *Transformational Leadership, Principal, Teacher Work Ethics*

**PRELIMINARY**

The principal as the highest leader who is very influential and determines the progress of the school must have administrative abilities, have a high commitment, and be flexible in carrying out their duties. (Euis Karwat June 2013). The principal who plays the most role in improving the quality of education. As stated by Supradi that: Closely the relationship between the quality of school principals with various aspects of school life such as school discipline, school cultural climate, and the decline in student misbehavior.

The school principal is also responsible for micro education management, which is directly related to the learning process in the school. As stated in Article 12 paragraph 1 PP 28 of 1990 that: The school principal is responsible for organizing educational activities, school administration, fostering other education personnel, and the utilization and maintenance of facilities and infrastructure. (Mulyasa, 2009)

The principal as the highest leader who is very influential and determines the progress of the school must have administrative abilities, have a high commitment, and be flexible in carrying out their duties. Principal transformational leadership that prioritizes the provision of opportunities and or encourages all elements in the school to work on the basis of a noble value system, so that all elements in the school (teachers, students, teaching staff and other staff, parents of students, communities, and so on) willing, without coercion, participate optimally in order to achieve school goals. Effective school principals blend in supportive and positive ways.

Based on observations made by the author at Al Farisi Junior High School Tapos, the work ethics of teachers at the school are very lacking. Therefore, we need teachers who are highly ethical in their work, are of high quality, in accordance with academics to obtain work discipline and good learning outcomes, but in fact often found teaching and learning processes that do not produce undesirable results schools and parents of students, because of some factors such as the teacher playing cell phone in the classroom, the teacher does not share the message with fellow students, many teachers leave class hours without permission, in addition to the lack of assertiveness from the principal that has been done but is not optimal.

## **LITERATURE REVIEW**

### **1. Understanding of Teacher Work Ethics**

The teacher's work ethic is the behavior that every teacher uses in his work. work ethics is a set of behaviors that are owned by individuals or groups that are implemented in work or activities to achieve the goals that have been set based on values and norms that are adhered to by indicators on time, honest, have motivation to develop, work hard, be responsible, creative and respectful and respectful. (Bachelor in 2014)

It can be concluded that a teacher's work ethic is a behavior that exists in the teaching profession and implemented in the teaching process aims to have norms and values of life in the community. Having ethics is important for a teacher, because ethics signifies a sense of respect and belief that he deserves to be a teacher. This is consistent with Aris Suherman's view that without professional ethics, what was once known as an honorable profession will soon be degraded to become an ordinary occupation (occupation) which is not at all colored with idealistic values and will ultimately end in no more respect or trust is deservedly given to these professional elites. (Aris Suherman 2015)

Ethics in its development greatly affects human life. Ethics gives people orientation as to how they live their lives through a series of daily actions. That means ethics help people to take a position and act appropriately in living this life. Ethics ultimately helps us to make decisions about what actions we need to take and that we need to understand together that this ethic can be applied in all aspects or aspects of our lives. Thus, this ethic can be divided into several sections according to aspects or aspects of human life. (Suprihatiningrum 2013)

## **2. Ethical principles**

- a. Responsible. There are two responsibilities that are carried out namely the implementation of the work and the results of the impact of the profession on the lives of others or society in general.
- b. Justice. This principle is in our opinion to give to anyone what is his right.
- c. Honesty. This Principle is honest and honors his profession, and strives to develop himself in achieving excellence in his expertise and profession through education, training and experience.
- d. Autonomy. This principle demands that every professional have and be given freedom in carrying out his profession. (Ondi Saondi 2015)

## **3. Definition of transformational leadership style**

Transformational leadership style is a leader who inspires his followers to put aside their personal interests and has an extraordinary ability to influence. (Robbins and Judge). Complementing Stoner, Freeman, and Gilbert, Griffin grouped the notion of leadership into two concepts, namely as a process, and the second as an attribute. The leadership

process in question is in terms of directing and moving its commitment to organizational goals (Gilbert 1997)

According to the theory of Kouzes and Posner, transformational leaders are leaders who must be able to set an example to their subordinates, set a role model for their subordinates, be able to inspire employees, direct subordinates in further directions, provide strong motivation for employees so that employee performance is good, and ready to accept future challenges for leaders, employees and all contents in an organization (Kouzes, Posner 1999)

So it can be concluded that transformational leadership is the ability of leaders to improve the performance of their employees. With the leadership attitude shown by the principal, the performance of the teachers will also increase and so the teachers will always increase work productivity at the school.

#### **4. Factors that influence leadership style**

According to Bass and Avolio factors that can influence transformational leadership styles, namely:

##### *1. Idealized Influence*

Described as behavior that results in respect and respect. Idealized influence implies risk sharing, through consideration of needs led above personal needs, and moral and ethical behavior.

##### *2. Inspiration Motivation*

Reflected in the behavior that always provides challenges and meaning for the work of others, including behavior that is able to articulate clear expectations and behavior that can demonstrate commitment to school goals. This spirit is raised through enthusiasm and optimism.

##### *3. Intellectual Simulation*

The teacher demonstrates the type of leadership that is always exploring new ideas and creative solutions. He also always encourages new approaches in doing work in schools.

##### *4. Individualized Consideration*

It is reflected by the teacher who always listens attentively, and gives special attention to others, especially students. (Donni Juni Priansa 2014)

Yukl put forward several guidelines for transformational leaders, namely:

- 1) State a clear and interesting vision and mission
- 2) Explain how the vision can be trusted
- 3) Acting in secret and optimism
- 4) Show confidence in followers
- 5) Using dramatic and symbolic actions to emphasize important values
- 6) Lead by example
- 7) Give people authority to achieve that vision (Yukl 2010)

Bass points out the four characteristics of transformational leadership, namely:

- 1) Charisma, 2) inspirational, 3) intellectual stimulation, and 4) individual attention (Bass, B.M 1997)

Transformational leadership style is a leader who inspires his followers to put aside their personal interests and has an extraordinary ability to influence.

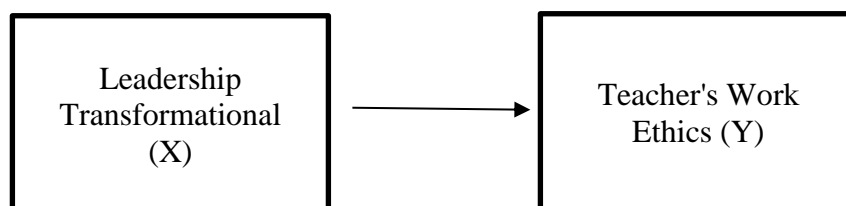
## RESEARCH METHODS

The method used in this study is a survey method with a quantitative approach using regression

techniques. In this study, there are 1 independent variables, namely the Effect of Transformational Leadership Style (X) and the dependent variable, namely the Work Ethics of Teachers (Y) which will be sought for correlation, namely:

1. The independent variable, which is the variable that causes or influences other variables, namely the Effect of the Transformational Leadership Style
2. Dependent variable, that is, the variable that is affected or becomes a result due to other variables, the dependent variable is the Teacher Work Ethics.
3. The correlations of the research are as follows:

**Picture 3.1**



The population in this study was 30 teachers. The sample is part of the number and characteristics possessed by the population. The sampling technique used is a saturated sampling technique because sampling of members of the population is done if the population is relatively small, or less than 100 people. The sample in this study were 30 people (Sugiyono 2016)

The data collection techniques used in this study was questionnaires. Researchers can use questionnaires to obtain data related to thoughts, feelings, attitudes, beliefs, values, perceptions, personalities and behavior of respondents. In other words, researchers can measure various characteristics using a questionnaire.

Validity Test is used to get the level of validity of an instrument in order to get the accuracy between the data that actually occurs in the data object that can be collected by researchers. Test the validity of the instrument with the product moment correlation formula from Karl Pearson. Validity test in this study the authors used the SPSS program. The formula for Product Moment Correlation is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

A reliable instrument is an instrument that if used several times will produce the same data. To test the reliability of the instrument, according to Suharsimi Arikunto quoted by FKIP Unida the Cronbach Alpha technique can be used. With the formula, namely:

$$r_{ii} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

In quantitative research, data analysis is an activity after the data from all respondents or other data sources are collected. Data analysis techniques in

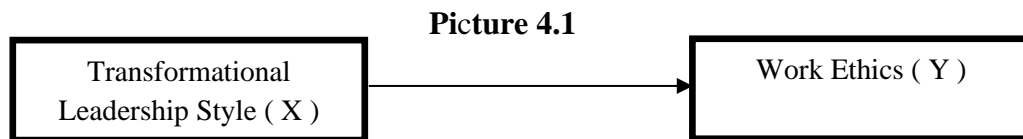
H<sub>0</sub> = there is no significant effect between transformational leadership style and work ethics of teachers in Al Farisi Junior High School Tapos Tenjo, Bogor, West Java.

H<sub>1</sub> = there is a significant influence between transformational leadership style and work ethics of teachers in Al Farisi Junior High School Tapos Tenjo, Bogor, West Java.

## RESULTS AND DISCUSSION

Whereas teacher work ethics are behaviors that exist in the teaching profession and are implemented in the teaching process aimed at having norms and values of life in the community.

The influence of the principal's transformational leadership style on the teacher's work ethic is very closely related because in carrying out the duties of the principal as a leader, he must have the right leadership style in order to improve the teacher's work ethic. Thus it can be concluded that the principal's transformational leadership style influences the work ethics of teachers.



Research hypothesis is a temporary answer to the research formulation, where the research problem formulation has been stated in the form of sentence questions. The temporary statement, because the answers given are only based on relevant theory, has not been based on empirical facts obtained through data collection. (Sugiyono 2016) The research hypothesis in this study is that there is an influence of the principal's transformational leadership style on the work ethics of the Al Farisi Junior High School Tapos Tenjo Bogor teachers.

The data in this Research came from the principal transformational leadership score data and teacher work ethics. This research data can be shown in the following table:

**Table 4.1**  
Research Result

<b>Respondent</b>	<b>Transformational Leadership</b>	<b>Teacher Work Ethics</b>
1	99	103
2	101	105
3	100	108
4	100	109
5	104	111
6	107	112
7	105	114

8	105	118
9	113	118
10	115	117
11	118	118
12	118	126
13	118	125
14	117	126
15	115	119
16	107	122
17	110	121
18	109	121
19	109	122
20	111	129
21	113	134
22	113	134
23	109	133
24	116	133
25	119	134
26	120	138
27	122	138
28	123	138
29	119	139
30	123	140
Total	3358	3705

Descriptive data in this study as follows:

#### 4.1 Teacher work ethics

**Table 4.2**  
Descriptive teacher work ethics

##### Statistics

Y		
N	Valid	30
	Missing	0
Mean		123,50
Std. Error of Mean		1,995
Median		122,00
Mode		118 <sup>a</sup>
Std. Deviation		10,925
Variance		119,362
Range		37



Minimum		103
Maximum		140
Sum		3705
Percentiles	25	116,25
	50	122,00
	75	134,00

a. Multiple modes exist. The smallest value is shown

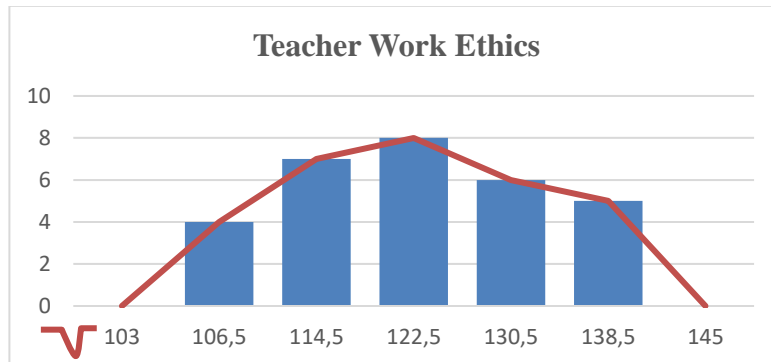
1. Based on data obtained from 30 teachers it can be seen that N is the amount of data. Valid data as many as 30 data, and no data is lost (Missing) and obtained the highest number of scores (maximum) of 140 and the lowest score (Minimum) of 103 with an average score (Mean) is 123.50 and Standard Error Of The mean is 1.995 The median value is 122.00. The standard deviation is 10.925 and the mode is 118. The teacher work ethics score data can be seen through the frequency distribution table, to create a frequency distribution table, the following steps are used:
2. Sort data from lowest score to highest score
3. Using data or range (R) in the difference between the highest score and the lowest score or  $R = 140 - 103 = 37$ .
4. Determine the number of interval classes, using the surges rule with the formula: number of classes =  $1 + 3.3 \log (30) = 5$
5. Class length (p) =  $(\text{Range (R)}) / (\text{Many Classes (BK)}) = 37/5 = 7.4 = 8$
6. Define the first data by using the smallest data as the lower limit of the first interval class.
7. Arrange the interval class in the frequency distribution table as follows:

**Table 4.3**  
Frequency Distribution of Teacher's Work Ethics

NO	CLASS INTERVAL	MIDPOINT	FREQUENCY		FREQUENCY	
			ABSOLUTE	%	CUMULATIVE	%
1	103 - 110	106,5	4	13,3	4	13,3
2	111 - 118	114,5	7	23,3	11	36,7
3	119 - 126	122,5	8	26,7	19	63,3
4	127 - 134	130,5	6	20,0	25	83,3
5	135 - 142	138,5	5	16,7	30	100,0

Total	30	100,0	
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From the results of the teacher's work ethic frequency table above, the following histogram and polygon drawings are made:



**Figure 4.1**  
Histograms and Teacher Work Ethics Polygons

The frequency distribution table shows that the frequency of work ethics variable is mostly in the interval 119-126 with 8 Al Farisi Junior High School teachers (26.7%) and at least in the 103-110 interval with 4 Al Farisi Junior High School teachers (13.3%).

Determination of the tendency of the teacher's work ethic variables, after the minimum value ( $X_{\min}$ ) and maximum value ( $X_{\max}$ ) are known, then next look for the average value ( $M_i$ ) with the formula  $M_i = 1/2 (X_{\max} + X_{\min}) = 1/2 (140 + 103) = 1/2 (243) = 121.5$  looking for the ideal standard deviation ( $SD_i$ ) with the formula  $SD_i = 1/6 (X_{\max} - X_{\min})$ . Based on these references, the ideal mean of the teacher's work ethic variable is the ideal standard deviation is  $SD_i = 1/6 (140-103) = 1/6 (37) = 6.1$ . from the above calculations can be categorized in 3 classes as follows:

Height:  $X \geq M + SD$   
 $= X \geq 123.50 + 10,925$   
 $= X \geq 134,425$   
 The number of respondents is 8 people  
 $= 8/30 \times 100\% = 26.6\%$

Medium:  $M - SD \leq X \leq M + SD$   
 $= 123.50 - 10,925 \leq X < 123.50 + 10,925$   
 $= 112,575 \leq X \leq 134,425$   
 The number of respondents is 17 people  
 $= 17/30 \times 100\% = 56.6\%$

Less:  $X < M - SD$   
 $= X < 123.50 - 10,925$   
 $= X < 112,575$   
The number of respondents is 5 people  
 $= 5/30 \times 100\% = 16.6\%$

The above calculation, the criteria can be obtained for teacher work ethics as follows:

**Table 4.4**  
Distribution of Variable Categorization Teachers' work ethics

No	Score	Frequency		Category
		Frequency	%	
1	$X \geq 134.425$	8	26,6667	High
2	$112,575 \leq X \leq 134.425$	17	56,6667	middle
3	$X < 112,575$	5	16,6667	low
<b>Total</b>		<b>30</b>	<b>100,0</b>	<b>-</b>

The above table shows that Al Farisi Junior High School teachers have a work ethic calculated from a population of 30 respondents. Al Farisi Junior High School teachers who had a high category of 8 teachers (26.6%), work ethics for Al Farisi Junior High School teachers were medium category 17 teachers (56.6%) and work ethics for Al Farisi Junior High teachers low category as many as 5 people (16.6%). So, it can be concluded that the tendency of the work ethic variables of the Al Farisi Junior High School teachers is in the medium category of 17 teachers (56.6%) of the total population of 30 teachers.

Based on the explanation above, the work ethics of the Al Farisi Junior High School teachers are at a moderate level, which still needs to be improved so that the work ethics produced by the Al Farisi Junior High School teachers become better so that it runs as expected.

## 1.2 Principal Transformational Leadership Style

**Table 4.5**  
Descriptive Principal Transformational Leadership Style

X		
N	Valid	30
	Missing	0

Mean	111,93
Std. Error of Mean	1,311
Median	113,00
Mode	109 <sup>a</sup>
Std. Deviation	7,182
Variance	51,582
Range	24
Minimum	99
Maximum	123
Sum	3358

a. Multiple modes exist. The smallest value is shown

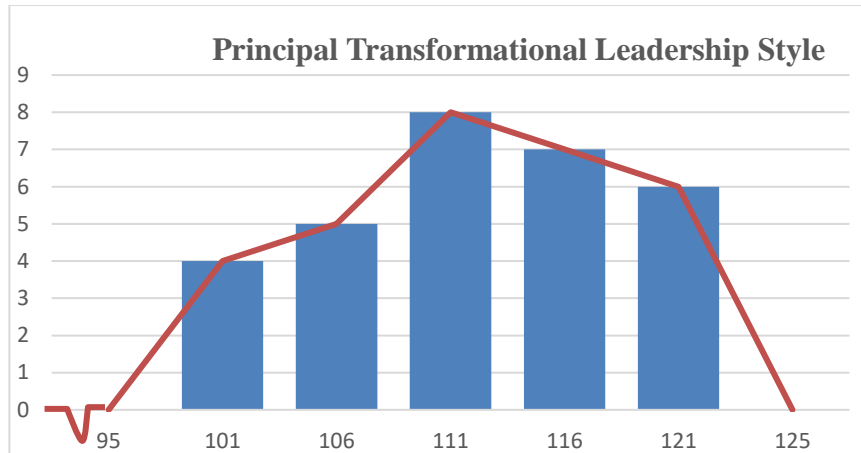
Based on data obtained from 30 teachers it can be seen that N is the amount of data. Valid data as many as 30 data, and no data lost (Missing) and obtained the highest number of scores (maximum) of 123 and the lowest score (Minimum) of 99 with an average score (Mean) is 111.93 and the Standard Error Of Mean of 1.311 The median (Median) of 113.00 Standard Deviated is 7.182 and Mode is 109a. The principal transformational leadership style score data can be seen through the frequency distribution table, to create a frequency distribution table, the following steps are used:

1. Sort data from lowest score to highest score
2. Using data or range (R), namely the difference between the highest score and the lowest score or  $R = 123 - 99 = 24$ .
3. Determine the number of interval classes, using the sturges rule with the formula: number of classes =  $1 + 3.3 \log (30) = 5$
4. Class length (p) =  $(\text{Range (R)}) / (\text{Many Classes (BK)}) = 24/5 = 4.8 = 5$
5. Define the first data by using the smallest data as the lower limit of the first interval class.
6. Arrange the interval class in the frequency distribution table as follows:

**Table 4.6**  
Frequency of Principal Transformational Leadership Styles

NO	CLASS INTERVAL	MIDPOINT	FREQUENCY		FREQUENCY	
			ABSOLUTE	%	CUMULATIVE	%
1	99 - 103	101	4	13,3	4	13,3
2	104 - 108	106	5	16,7	9	30,0
3	109 - 113	111	8	26,7	17	56,7
4	114 - 118	116	7	23,3	24	80,0
5	119 - 123	121	6	20,0	30	100,0
Total			30	100,0		

From the results of the headmaster transformational leadership frequency table above, the following histogram and polygon drawings are made:



**Figure 4.2**  
Histogram and Principal Transformational Leadership Polygons

The frequency distribution table, shows the variable frequency of transformational leadership styles of principals is mostly in the 109-113 interval of 8 Al Farisi Junior High School teachers (26.7%) and at least lies in the 99-103 interval of 4 Al Farisi Junior High School (13.3%).

Determination of the tendency of the transformational leadership style of school principals, after the minimum value ( $X_{min}$ ) and the maximum value ( $X_{max}$ ) is known, then next look for the average value ( $M_i$ ) with the formula  $M_i = 1/2 (X_{max} + X_{min}) = 1/2 (123 + 99) = 1/2 (222) = 111$ , looking for the ideal standard deviation ( $SD_i$ ) with the formula  $SD_i = 1/6 (X_{max} - X_{min})$ . Based on this reference, the ideal mean of the transformational leadership style of school principals is the ideal standard deviation is  $SD_i = 1/6 (123 - 99) = 1/6 (24) = 4$ . from the above calculation can be categorized in 3 classes as follows:

Height:  $X \geq M + SD$   
 $= X \geq 111.93 + 7,182$   
 $= X \geq 119,112$   
 The number of respondents is 6 people  
 $= 6/30 \times 100\% = 20\%$

Medium:  $M - SD \leq X \leq M + SD$

$$= 111.93 - 7.182 \leq X < 111.93 + 7.182$$

$$= 104,748 \leq X \leq 119,112$$

The number of respondents is 20 people

$$= 20/30 \times 100\% = 66.7\%$$

Less:

$$X < M - SD$$

$$= X < 111.93 - 7.182$$

$$= X < 104,748$$

The number of respondents is 4 people

$$= 6/30 \times 100\% = 13.3\%$$

The above calculation, the criteria for the principals of transformational leadership styles can be obtained as follows:

**Table 4.7**

Distribution of Variable Categorization Principal's transformational leadership style

No	Score	Frequency		Category
		Frequency	%	
1.	$X \geq 119.112$	6	20	high
2.	$104.748 \leq X \leq 119.112$	20	66,7	middle
3.	$X < 104.748$	4	13,3	low
<b>Total</b>		<b>30</b>	<b>100,0</b>	-

The table above shows that the teachers of Al Farisi Junior High School have the perception of the transformational leadership style ability of the Principal of Al Farisi Junior High School which is calculated from a population of 30 respondents. Perception of Al Farisi Junior High School teachers who had a high category of 6 teachers (20%), Perceptions of Al Farisi Junior High School teachers were 20 teachers (66.7%) and Perceptions of Al Farisi Junior High School teachers were as low as many 4 people (13.3%). So, it can be concluded that the tendency of the transformational leadership variable of the principals of the principals of the Al Farisi Junior High School is in the moderate category of 20 teachers (66.7%) of the total population of 30 teachers.

Based on the explanation above, the value of the ability of the transformational leadership style of the Principal of the Principal of the Al Farisi Junior High School is at a moderate level, which still needs to be improved so that the work ethics of the teachers created by the Al Farisi Junior High School teacher become better so that it runs according to which is expected.

### 1.3 Testing Data Analysis Requirements

1. Normality Test  
 a. Teacher Ethics Normality Test

**Table 4.8**  
 Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	statistic	df	Sig.	statistic	df	Sig.
Teacher's Work Ethic	,141	30	.132	,951	30	,185

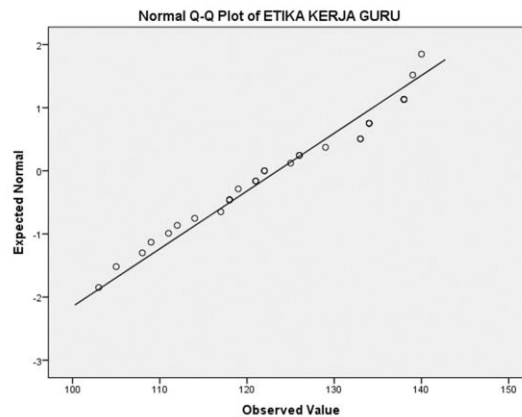
a. Lilliefors Significance Correction

$H_0$  : Normal population distribution, if probability > 0.05 then  $H_0$  is accepted.

$H_1$  : Normal population distribution, if probability < 0.05 then  $H_0$  is rejected.

Based on the above calculation results that the Kolmogorov-Smirnov Test of Normality table test at sig 0.132 > 0.05 which means the data is normally distributed.

Normality testing can also be based on normal Q-Q Plots, while the indicator is that the data are stated to be normally distributed if the data distribution is in the form of points that are docked or coincide with a straight line, as shown in the following figure



**Picture 4.1**  
 Normal Q-Q plot

b. Normality Test of Principal Transformational Leadership Style

**Table 4.9**  
 Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>	Shapiro-Wilk
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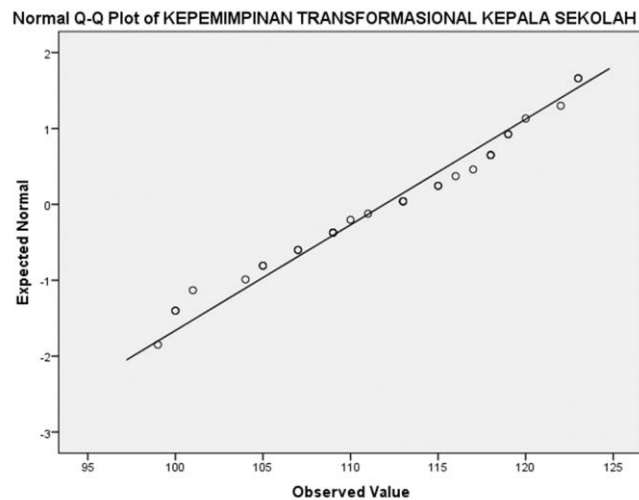
	Statistic	Df	Sig.	Statistic	Df	Sig.
THE HEAD MASTER TARNSTRANSFORMATIONAL LEADERSHIP STYLE	,101	30	,200*	,954	30	,214

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the above calculation results that the Kolmogorov-Smirnov Test Of Normality table test at sig  $0,200 > 0,05$  which means the data is normally distributed.

Normality testing can also be based on normal Q-Q Plots, as for the indicators are the data are stated to be normally distributed if the data distribution is in the form of points that are docked or coincide with a straight line, as shown in the following figure:



Picture 4

Normal Q-Q Plot

## 2. Linearity Test

a. Regression Equation

**Table 4.10**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.	Beta		



		Error			
1 (Constant)	-18,001	17,935		- 1,004	,324
THE HEAD MASTER TARNSTFORMATIONAL LEADERSHIP STYLE	1,264	,160	,831	7,906	,000

a. Dependent Variable: TEACHER'S WORK ETHICS

Based on the Coefficients test above shows the constant values (a) = 18,001 and beta = 1,264 from the table above, the calculation equation is  $\hat{Y} = 18,001 + 1,264X$

The regression coefficient states that each addition + 1 of the principal's transformational leadership style increase the teacher's work ethic of 1,264. Conversely, if the transformational leadership style falls, the teacher's work ethic is predicted to decrease. So the + sign states the direction of influence, where an increase or decrease in the independent variable (X) will result in an increase / decrease in the dependent variable.

The regression equation  $\hat{Y} = 18,001 + 1,264 X$  which is used as a basis for estimating the level of principals' transformational leadership style that is influenced by the teacher's work ethics to test whether it is valid to use. Based on the significance value from the Coefficients table, the significance value is  $7.906 > 1.701$

b. Linearity Test and Significance of X and Y

**Table 4.11**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
TEACHER'S WORK ETHICS* THE HEAD MASTER TARNSTFORMATIONAL LEADERSHIP STYLE	Between Groups	(Combined)	3089,167	17	181,716	5,857	,002
		Linearity	2390,508	1	2390,508	77,044	,000
		Deviation from Linearity	698,659	16	43,666	1,407	,278
	Within Groups		372,333	12	31,028		
	Total		3461,500	29			

To find out the significant linear effect between X and Y, the researcher uses the Anova data table where if the significance value is greater than 0.05 then there is a significant linear effect between the X variable and the Y variable. Conversely, if the

significance value is smaller than 0.05 then there is no linear effect between the X variable with the Y variable.

Based on the linearity test above, it is obtained the significance value = 0.278 > 0.05, the conclusion is that there is a significant linear effect between variable X and Y variable.

3. Inferential Test
  - a. Correlation Coefficient Test

**Table 4.12**  
**Correlations**

		THE HEAD MASTER TRANSFORMATIONAL LEADERSHIP STYLE	TEACHER' S WORK ETHICS
THE HEAD MASTER TRANSFORMATIONAL LEADERSHIP STYLE	Pearson Correlation Sig. (1- tailed) N	1  30	,831**  30
TEACHER'S WORK ETHICS	Pearson Correlation Sig. (1- tailed) N	,831**  30	1  30

\*\* . Correlation is significant at the 0.01 level (1-tailed).

Based on the correlation table above shows that there is an influence between the variables of transformational leadership style with the teacher's work ethic, which is 0.831. This means that there is an influence between variables X and Y, based on the correlation coefficient table with a range of values from 0.90 to 1.00, which means that between variables X and Y there is a very strong influence.

b. correlation

Based on the correlations table above, we can get the transformational leadership style variable with the work ethics of the teacher using the one-sided method (sig. 1-tailed) from the output sig value of 0,000 < 0.05 then H0 is rejected and H1 is accepted, which is significant. It is proven that the principal's transformational leadership style has a

significant positive influence on the work ethics of teachers at Al Farisi Junior High School Tenjo Bogor.

The "t" test was carried out to test the significance of constants and dependent variables (teacher work ethics). Research hypotheses that were tested for statistical hypotension were based on the t test.

$$H_0: \beta < 0$$

$$H_1: \beta > 0$$

Based on the coefficients table above can be obtained count = 7.906 Procedure for looking for statistics tables with criteria:

Significant level ( $\alpha = 0.05$ ) for the two-party test. Df or dk (degree of freedom) the amount of data - 2 or  $30 - 2 = 28$ . So we get t table = 2.052. It turns out that the value of t count > t table, or  $7.906 > 2.052$ , then  $H_0$  is rejected and  $H_1$  is accepted, meaning that it is significant, so the principal's transformational leadership style affects the work ethics of teachers.

b. Coefficient of Determination

**Tabel 4.13**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,831 <sup>a</sup>	,691	,680	6,185	,691	62,497	1	28	,000

a. Predictors: (Constant), TRANSFORMATIONAL LEADERSHIP STYLE OF THE HEAD OF SCHOOL

b. Dependent Variable: TEACHER'S WORK ETHICS

The final stage is to do the coefficient of determination test. This test aims to determine the magnitude of the Y variance determined by the variable X. The results of determination from the Model Summary table in this section displayed the value  $R^2 = 0.691$ , to determine the coefficient of determination of the influence of the transformational leadership style of the principal on teacher work ethics can be calculated with  $R^2 \times 100\% = 69.1\%$ . This shows the understanding that the work ethics of teachers (Y) has an influence of 69.1% of the principal's transformational leadership style (X). So the results of the coefficient of determination show that 69.1% of the principal's transformational leadership styles contribute to teacher work ethics, while the remaining  $100\% - 69.1\% = 31.9\%$  are influenced by other factors.

### **Hypothesis testing**

To find out whether there is an influence of the principal's transformational leadership style on the teacher's work ethic, a simple regression was performed. Based on the analysis of the data in the Coefficients table, the regression equation model obtained  $\hat{Y} = 18,001 + 1,264 X$  Means that each addition (because it is positive) one score of the variable X value will increase the level of variable Y on average by 1,264.

Based on the linearity test on the ANOVA table, the significance value =  $0.278 > 0.05$  is obtained, so the conclusion is that there is a significant linear effect between the variable X and the Y variable.

Based on the correlation table shows that there is an influence between the principal transformational leadership style variables on teacher work ethics, which is 0.831. This means that there is an influence between variables X and Y, based on the correlation coefficient table with a range of values from 0.90 to 1.00, which means that between variables X and Y there is a very strong influence.

Based on the correlations table, transformational leadership style variables can be obtained towards teacher ethics with the one-sided method (sig. 1-tailed) of the output sig value of  $0,000 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted, meaning that it is significant.

It is proven that the principal's transformational leadership style has a significant positive effect on the work ethics of teachers in Al Farisi Junior High School Tenjo Bogor.

The final stage is to do the coefficient of determination test. This test aims to determine the magnitude of the Y variance determined by the variable X. The results of the determination of the Model Summary table in this section displayed the value  $R^2 = 0.691$  to determine the coefficient of determination of the influence of the principal's transformational leadership style on teacher work ethics can be calculated with  $R^2 \times 100\% = 69.1\%$ . This shows the understanding that the work ethic of teachers (Y) has an effect of 69.1% with the transformational leadership style of the principal (X). So the results of the coefficient of determination show that 69.1% of the principal's transformational leadership style contributes to the teacher's work ethic, while the remaining  $100\% - 69.1\% = 31.9\%$  are influenced by other factors.

The results of the research hypothesis test stated that  $H_0$  was rejected and  $H_1$  was accepted, thus the research hypothesis was proven to have a significant influence on the principal's transformational leadership style on the work ethics of teachers at Al Farisi Tapos Tenjo Bogor Middle School.

Based on the results of the teacher's work ethics normality test in the Kolmogorov-Smirnova Test Of Normality table in the section  $\text{sig } 0.132 > 0.05$  which means the data is normally distributed. Likewise, the results of the headmasters' transformational leadership style normality test in the Kolmogorov-Smirnova Test Of Normality table in the section  $\text{sig } 0,200 > 0.05$  which means the data is normally distributed.

Based on the results of regression testing using product moment regression, it can be seen that the regression ( $R_{xy}$ ) = 0.831 with a probability value (sig. Change) = 0,000 because the value of 0,000  $< 0.05$  then the decision is  $H_1$ : accepted and  $H_0$  rejected. It means significant. So, the influence of the principal's transformational leadership style on teacher work ethics is proven by the regression equation that is  $\hat{Y} = 18,001 + 1,264 X$  meaning that if the transformational leadership style of the principal (X) plus 1 score will increase the teacher's work ethic (Y) by 1,264 with a constant 18,001. This shows that if the transformational leadership style of the principal (X) is good, the work ethic of the teacher will improve. So the results of the analysis of the research hypothesis testing stated

that  $H: r_{yx} > 0$ , then  $H_1$  was accepted, which means that there was a significant influence on the transformational leadership style of the principal on the work ethics of teachers at Al Farisi Junior High School.

From this analysis, it can be seen that the principal's transformational leadership style has a positive and significant influence on the teacher's work ethic. With the application of a good principal's transformational leadership style can improve the work ethics of teachers and with a good principal's transformational leadership style it can produce qualified teachers in Al Farisi Junior High School Tenjo Bogor.

Based on the results of the study found a correlation coefficient of 0.831, this indicates a significant influence on the principal's transformational leadership style on teacher work ethics with very strong criteria in the range (0.80 - 1,000) it is supported by a coefficient of determination of 69.1%

The contribution of the principal's transformational leadership style to the work ethics of teachers Al Farisi Junior High School Tenjo Bogor amounting to 69.1% of the value gives a very strong contribution, while the remaining 31.9%. This implies that every teacher must have a teacher's work ethic is important for a teacher, because ethics signify a sense of respect and trust that he deserves to be a teacher, as well as existing behavior in the teaching profession and implemented in his teaching process aimed at having norms and values of life in the community.

## **CONCLUSION**

Based on the calculation results of the analysis and discussion obtained from research and combined with several theories and proven by several systematic measurements, it can be concluded that there is an influence of the principal's transformational leadership style (X) on the work ethics of teachers (Y) at Al Farisi Junior High School Tenjo Bogor amounted to 69.1%. While the remaining 31.9% is influenced by other variables.

Principals need to pay attention to the transformational leadership style that inspires their followers to put aside their personal interests and have an extraordinary ability to influence so that the teaching staff can feel comfortable in working so that will create a harmonious and familial atmosphere within the team. In carrying out its function as a teacher educator needs to improve the work ethics of teachers so that the atmosphere is

comfortable and harmonious relationships in the work environment can be created properly.

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