

# The Effect of An Institution's Environment, Leadership, Inspiration for Accomplishment, and Work Happiness on the Performance of Teachers in Medan Aliyah Negeri (MAN)

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## The Effect of An Institution's Environment, Leadership, Inspiration for Accomplishment, and Work Happiness on the Performance of Teachers in Medan Aliyah Negeri (MAN)

DOI: <https://doi.org/10.47175/rielsj.v3i2.479>| Siti Aisyah Hanim<sup>1,\*</sup> | Zainuddin<sup>2</sup> | Darwin<sup>3</sup> |

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### ABSTRACT

This research was conducted to identify: (1) the impact of an institution's environment on inspiration for accomplishment, (2) the impact of transformational Leadership on motivation to succeed, (3) the influence of an institution's environment on work happiness, (4) the effect of transformational Leadership on work happiness, (5) the role of an institution's environment on work happiness, organisation behavior on teachers' works, and (6) the impact of transformational Leadership on teachers' works (7) the impact of inspiration for accomplishment on teachers' works, and (8) the impact of work satisfaction on teachers' works. The subject of the study was the Madrasah Aliyah Negeri teacher of Medan City with a total sample of 182 participants obtained by filtered proportionally random sampling. The data collected were analyzed using path analysis after measuring the correlation of 11 research variables in the form of a matrix. The investigation of the influence of exogenous factors on endogenous variables derived in each substructure (1) inspiration for accomplishment is influenced by an institution's environment and transformational Leadership by 0.229 and 0.176, respectively, (2) work happiness is influenced by an institution's environment and transformational Leadership by 0.077 and 0.047, respectively, (3) teachers' works is influenced by organisation behavior, transformational Leadership, inspiration for accomplishment, and work.

### KEYWORDS

an institution's environment; transformational Leadership; motivation; achievement; teachers

### INTRODUCTION

Teachers are part of the national education system that has a role in shaping human beings now and in the future. The position of teachers systematically determines the quality of education in Indonesia, therefore, improving the quality of teachers is very important and urgent to continue to be carried out in a planned and sustainable manner to boost the position of the quality of national education in order to be able to apply sustainable development concepts that are applicable in dealing with global education competition.

In accordance with the basic assumptions of science, the problem of the low performance of MAN teachers as described above, certainly does not occur by itself. This happens due to various influencing factors. There are various elements that have an impact, both directly and indirectly, that cause a person's performance not to meet expectations, and there are also factors that can occur as a result of these performance problems.

In addition, the results of research conducted by Riduan Pohan conducted from January to March 2019, Williem Iskandar No. 7a Medan discovered that there was still a poor communication and transparency between the principal and instructors at MAN 2 Model Medan. The principal is rarely seen at school functions. There is a communication chasm between instructors and principals. The lack of a principal's communication attitude creates a negative an institution's environment, resulting in teacher groupings. Teachers and principals should collaborate closely. The administrator may embrace the teacher as a whole through interpersonal communication. In order to foster a positive an institution's environment in the educational space. It has a positive and important influence on the work of instructors. 29.3 percentage points An institution's environment has a 71.0 percent favorable and substantial effect on teachers' works. Leadership style has a 70.9 percent favorable and substantial effect on teachers' works. There is a 78.9 percent positive and substantial relationship between interpersonal communication, an institution's environment, and leadership style on teachers' works.

The results of the research above indicate that the behavior of teachers in carrying out their duties cannot be separated from the influence of various factors, both external and internal factors of the teacher himself, which have an impact on changes in his performance. In accordance with the theoretical explanation and research results as described above, there are many factors, both internal and external, that affect teachers' works. This further strengthens that the emergence of the teachers' works dilemma is thought to be caused, among others, by the direct or indirect influence of an institution's environment, principal leadership, work motivation and work happiness.

The leadership of the madrasa principal will be successful if they understand the existence of the madrasa as a complex and unique organization, and are able to carry out their role as the head of the madrasa. One of the roles in question is to influence and mobilize others to work towards achieving the vision and mission of the madrasa without coercion.

According to Colquitt, Le Pine, and Wesson, one of the elements thought to impact performance is inspiration for accomplishment (1996:178) "Motivation is described as a set of energetic factors that originate both within and without an employee, launch work-related effort, and determine its direction, intensity, and persistence." According to Siagian (1995:137), motivation is a driving force that causes an organization member to mobilize expertise or skills, energy, and duration to carry out different duties that are their responsibility, in the context of achieving goals and organizational goals.

Sutrisno (2012:78) defines work happiness as an individual's behaviour toward work connected to work scenarios, collaboration among persons, benefits gained at work, and physical and psychological elements. This attitude toward work is the consequence of a variety of individual specific attitudes toward work elements, individual adjustment, and individual social ties outside of work, all of which contribute to the individual's overall attitude toward the task he encounters. Someone who does not have work happiness will never achieve psychological satisfaction and will eventually develop negative attitudes or behaviors, which will lead to frustration; on the other hand, someone who has high work happiness will be able to work well, be enthusiastic, active, and perform better.

A good an institution's environment is expected to improve the performance of Madrasah Aliyah Negeri (MAN) teachers in Medan, as well as transformational Leadership influencing teachers' works. Leadership has a critical role in the company. Leaders who exercise effective leadership may guide people / personnel towards the desired goals; on the other side, leaders who exist simply as figures have no impact; their leadership might result in poor organizational performance, which can lead to a downturn. Seeing the fact that the

organizational environment is constantly changing, the role of the leader is not only trying to adapt the organization to outside innovation movements, but a successful leader if he is able to bring the organization as a reference for other institutions. So that it can create an effective and competitive organization, then give birth to leadership power to produce various policies in public services. No less important is to prepare teachers for the era of the industrial revolution 4.0 so that they can carry out the task of optimizing learning better the challenges faced by the world of education in the future era. In addition to transformational Leadership that influences teachers, a good an institution's environment is also an important thing that must be created within an organization because an institution's environment is a habit that has become a shared belief and agreement so that it is attached as a role model for organizational members in schools. In accordance with the teacher's role, creating a good an institution's environment is the main capital in managing educational institutions well, thereby increasing motivation and work happiness so that it will affect the results of teachers' works.

The problem conducted shows that the decline in performance is thought to be caused by a decrease in an institution's environment. This is also supported by gap research, where the results of research by Muksin (2021), Riduan Pohan (2019), and Ahmad Faisal (2017) which state that an institution's environment affects performance, however contradict the results of Riyadi's research (2011) which states that an institution's environment affects performance. The organization has no effect on performance.

So in order to improve the performance of Madrasah Aliyah Negeri teachers in the city of Medan, it is necessary to conduct a study on performance and the factors that influence it. To examine the extent to which these factors can influence teachers' works scientifically, this is what encourages researchers to conduct research on: *The Effect of An institution's environment, Transformational Leadership, Inspiration for accomplishment, and Work happiness on Teachers' works at Madrasah Aliyah Negeri (MAN) Medan.*

## RESEARCH METHODS

The type of research used in this research is quantitative research which emphasizes the numbers that are processed statistically. The researcher uses statistical analysis (using statistical analysis) to find out how the description of teachers' works is influenced by an institution's environment, transformational Leadership, inspiration for accomplishment, and work happiness at Madrasah Aliyah Negeri (MAN) Medan. Through quantitative research, researchers can maintain the objectivity of research results as they are and formulate problem solving as a recommended problem solution by not involving themselves in the research context (researcher is detached).

## RESULTS AND DISCUSSION

The description of the research data presented on these five variables are an institution's environment (X1), transformational Leadership (X2), inspiration for accomplishment (X3), work happiness (X4), and teachers' works (X5). Based on the results of the quantification of respondents' answers to the questionnaire distributed as many as 182 sets according to the number of research samples that have been determined to the teachers. Furthermore, after obtaining the raw data, the researchers processed the data using computer tool statistical program SPSS for Windows version 22. The statistical data unit can be seen in table 1:

**Table 1.** Central Tendency Research Base Statistics Summary

Central Tendency Value	Organization Culture (X1)	Visionary Leader (X2)	Inspiration for accomplishment (X3)	Satisfaction Work (X4)	Teachers' works (X5)
N	182	182	182	182	182
Valid	182	182	182	182	182
Missing	0	0	0	0	0
Mean	120,52	129,20	116,66	126,15	122,24
Median	120,12 <sup>a</sup>	129,67 <sup>a</sup>	116,38 <sup>a</sup>	128,00	122,81 <sup>a</sup>
Mode	131	116	118	130	122
Std. Deviation	7,338	9,158	6,082	6,177	7,245
Variance	53,853	83,861	36,986	38,153	52,491
Range	33	41	30	26	33
Minimum	102	108	100	109	102
Maximum	135	149	130	135	135
Sum	21935	23514	21233	22960	22247

Description;

- X1 = An institution's environment
- X2 = Transformational Leadership
- X3 = Inspiration for accomplishment
- X4 = Work happiness
- X5 = Teachers' works

**An institution's environment Variable (X1)**

The frequency distribution of an institution's environment variable scores can be seen in table 2 below:

**Table 2.** An institution's environment Variable Frequency Distribution (X<sub>1</sub>)

Class	Class Interval	Class Limit	Absolute Frequency (f <sub>i</sub> )	Relative Frequency	Cumulative Frequency
1	102 – 110	101.5 - 109.5	15	8.24 %	8.24 %
2	111 – 119	109.5 - 118.5	69	37.91 %	46.15 %
3	120 – 128	118.5 - 127.5	67	36.81 %	82.96 %
4	129 – 137	127.5 - 136.5	31	17.04 %	100 %
5	138 – 146	136.5 - 145.5	-	-	-
6	147 – 155	145.5 - 154.5	-	-	-
7	156 – 164	154.5 - 163.5	-	-	-
8	165 – 173	163.5 - 172.5	-	-	-
9	174 – 182	172.5 - 181.5	-	-	-
<b>Total</b>			<b>182</b>	<b>100 %</b>	

Based on the data in Tables 1 and 2, it is known that the highest score is 135, the lowest score is 102, and the mean is 118.5 and the standard deviation is 5. So, as many as 69 people (37.91%) of respondents had scores above the average, and as many as 31 people (17.04%) of respondents were below the average.

By referring to the criteria in the methodology section, the tendency of the an institution's environment variable (X1) can be seen in Table 3 below;

**Table 3.** An institution's environment Variable Tendency Level (X<sub>1</sub>)

Interval	Observation Frequency.	Relative Frequency	Category
127 – 135	36	19,78 %	High
119 – 126	77	42,3 %	<b>Enough</b>
110 – 118	56	30,78 %	Less
102 – 109	13	7,14 %	Low
<b>Total</b>	<b>182</b>	<b>100%</b>	

Based on Table 3, it was obtained as many as 3 percent of the research subjects, namely the an institution's environment (X<sub>1</sub>) of the teachers in the sufficient category. So, overall it can be concluded that an institution's environment tends to be in the "Enough" category.

**23. Transformational Leadership Variable (X<sub>2</sub>)**

The frequency distribution of the transformational Leadership variable scores can be seen in Table 4 below:

**Table 4.** Variable Frequency Distribution of Transformational Leadership (X<sub>2</sub>)

Class	Interval Class	Edge Class	Absolute Frequency (f <sub>i</sub> )	Relative Frequency	Cumulative Frequency
1	108 – 116	107,5 – 115,5	20	10,99%	10,99%
2	117 – 125	115,5 – 124,5	41	22,53%	33,52%
3	126 – 134	124,5 – 133,5	68	37,36%	70,88%
4	135 – 143	133,5 - 142,5	41	22,53%	93,41%
5	144 – 152	142,5 - 151,5	12	6,59%	100%
6	153 – 161	151,5 – 160,5	-	-	
7	162 – 170	160,5 – 169,5	-	-	
8	171 – 179	169,5 – 178,5	-	-	
9	180 – 188	178,5 – 187,5	-	-	
<b>Total</b>			<b>182</b>	<b>100%</b>	

Based on the data in tables 1 and 4, it is known that the highest score is 149, the lowest score is 108, and the mean is 128.5 and the standard deviation is 6.8. So, as many as 68 people (37.36%) of respondents were above the average, and as many as 41 people (22.53%) were below the average. By referring to the criteria in the methodology section, the tendency of the transformational Leadership variable (X<sub>2</sub>) can be seen in table below:

**Table 5.** Tendency Level of Transformational Leadership Variable (X<sub>2</sub>)

Interval	Observation Frequency	Frequency Relative	Category
137 – 149	38	20,88%	High
129 – 136	65	35,71%	<b>Enough</b>
120 – 128	43	23,63%	Less
108 – 119	36	19,78 %	Low
<b>Total</b>	<b>182</b>	<b>100%</b>	

Based on Table 5, 35.71 percent of the research subjects were obtained, namely transformational Leadership (X<sub>2</sub>) teachers of Madrasah Aliyah Negeri (MAN) Medan City in the sufficient category. So, overall it can be concluded that transformational Leadership tends to be in the "Enough" category.

**Inspiration for accomplishment Variable (X3)**

The frequency distribution of inspiration for accomplishment variable scores can be seen in table 6 below:

**Table 6.** Frequency Distribution of Inspiration for accomplishment Variables (X3)

Class	Interval Class	Class Limit	Absolute Frequency (fi)	Relative Frequency	Cumulative Frequency
1	100 – 109	99,5 – 108,5	20	10,99%	10,99%
2	110 – 119	108,5 – 118,5	105	57,69%	68,68%
3	120 – 129	118,5 – 128,5	53	29,12%	97,80%
4	130 – 139	128,5 – 138,5	4	2,20%	100%
5	140 – 149	138,5 – 148,5	-	-	
6	150 – 159	148,5 – 158,5	-	-	
7	160 – 169	158,5 – 168,5	-	-	
8	170 – 179	168,5 – 178,5	-	-	
9	180 – 189	178,5 – 188,5	-	-	
<b>Total</b>			<b>182</b>	<b>100%</b>	

Based on the data in Tables 1 and 6, it is known that the highest score is 130, the lowest score is 100, and the average is 115 and the standard deviation is 5. So, as many as 105 people (57.69%) of respondents are above the average, and as many as 53 people (29.12%) below the average. By referring to the criteria in the methodology section, the level of inspiration for accomplishment variable tendency (X3) is obtained in Table 7 below:

**Table 7.** Tendency Level of Inspiration for accomplishment Variable (X3)

Interval	Observation Frequency	Frequency Relative	Category
123 – 130	31	17,03%	High
115 – 122	83	45,60%	Enough
107 – 114	61	33,52%	Less
100 – 106	7	3,85%	Low
<b>Total</b>	<b>240</b>	<b>100%</b>	

Based on Table 7, it was obtained as many as 45.60% of the research subjects, namely inspiration for accomplishment (X3) for teachers of Madrasah Aliyah Negeri (MAN) Medan in the sufficient category. So, overall it can be concluded that inspiration for accomplishment tends to be in the "Enough" category.

**Work happiness (X4)**

The frequency distribution of work happiness variable scores can be seen in table 8 below:

**Table 8.** Frequency Distribution of Work happiness Variables (X4)

Class	Interval Class	Class Limit	Absolute Frequency (fi)	Relative Frequency	Cumulative Frequency
1	109 – 117	117,5 – 125,5	21	11,54%	11,54%
2	118 – 126	126,5 – 134,5	63	34,62%	46,16%
3	127 – 135	135,5 – 143,5	98	53,84%	100%
4	145 – 153	144,5 – 152,5	-	-	
5	154 – 162	153,5 – 161,5	-	-	
6	163 – 171	162,5 – 170,5	-	-	
7	172 – 180	171,5 – 179,5	-	-	

8	181 – 189	180,5 – 188,5	-	-
<b>Total</b>			<b>182</b>	<b>100%</b>

Based on the  $d_{12a}$  in Tables 1 and 8, it is known that the highest score is 135, the lowest score is 109, and the mean is 122 and the standard deviation is 4.3. So, as many as 98 people (53.84%) of the respondents were above the average, and 21 people (11.54%) were below the average. By referring to the criteria in the methodology section, the level of work happiness variable tendency (X4) is obtained in Table 9 below:

**Table 9.** Tendency Level of Work happiness Variable (X4)

Interval	Observation Frequency	Frequency Relative	Category
128 – 135	93	51,10%	High
122 – 129	52	28,57%	Enough
114 – 121	27	14,84%	Less
109 – 113	10	5,49	Low
<b>Total</b>	<b>182</b>	<b>100%</b>	

Based on Table 9, it was obtained that 51.10 percent of the research subjects, namely work happiness (X4) of Madrasah Aliyah Negeri (MAN) Medan teachers in the high category. So, overall it can be concluded that work happiness tends to be in the “High” category.

**Teachers’ works (X5)**

The frequency distribution of teachers’ works variable scores can be seen in table 10 below:

**Table 10.** Frequency Distribution of Teachers’ works Variables (X5)

Class	Interval Class	Class Limit	Absolute Frequency (fi)	Relative Frequency	Cumulative Frequency
1	102 – 111	101,5 – 110,5	18	9,89%	9,89%
2	112 – 121	111,5 – 120,5	59	32,42%	42,31%
3	122 – 131	121,5 – 130,5	90	49,45%	91,76%
4	132 – 141	131,5 – 140,5	15	8,24%	100%
5	142 – 151	141,5 – 150,5	-		
6	152 – 161	151,5 – 160,5	-		
7	162 – 171	161,5 – 170,5	-		
8	172 – 181	171,5 – 180,5	-		
9	182 – 191	181,5 – 190,5	-		
<b>Total</b>			<b>182</b>	<b>100%</b>	

Based on the  $d_{12}$  in Tables 1 and 10, it is known that the highest score is 135, the lowest score is 102, and the mean is 118.5 and the standard deviation is 5.5. So, as many as 90 people (49.45%) of respondents were above the average, and as many as 18 people (9.89%) were below the average. By referring to the criteria in the methodology section, it is found that the level of tendency of the teachers’ works variable (X5) in table 11;



**Table 11.** Tendency Level of Teachers' works Variable (X5)

Interval	Observation Frequency	Frequency Relative	Category
127 – 135	58	31,87 %	High
119 – 126	71	39,01 %	Enough
110 – 118	42	23,08 %	Less
102 – 109	11	6,04 %	Low
<b>Total</b>	<b>182</b>	<b>100%</b>	

Based on Table 11, 39.01 percent of the research subjects were obtained, namely the performance of teachers (X5) of Madrasah Aliyah Negeri (MAN) Medan teachers in the sufficient category. So, overall it can be concluded that teachers' works tends to be in the "Enough" category.

***Positive direct influence of An institution's environment (X1) on Inspiration for accomplishment (X3)***

An institution's environment has a direct positive effect on the inspiration for accomplishment of Madrasah Aliyah Negeri (MAN) Medan teachers, meaning that the better the principal's leadership style will increase the rewards for teachers. This is based on hypothesis testing with a path coefficient of  $\beta_1 = 0.229$  and  $t = 3.181$  with a significance level of 0.000 (the hypothesis is accepted if the significance level of  $t_{count} < 0.05$ ), so that the direct effect of an institution's environment on inspiration for accomplishment in Madrasah teachers Aliyah Negeri (MAN) Medan is 0.0524.

Based on the path coefficient values obtained in sub structure 1, it can be concluded that the influence of an institution's environment variables on inspiration for accomplishment is much greater when compared to other exogenous variables (transformational Leadership). This shows that the higher the an institution's environment of the Madrasah Aliyah Negeri (MAN) Medan teacher, the higher the inspiration for accomplishment of the teacher. Vice versa if the an institution's environment is low, it will reduce the level of inspiration for accomplishment. So the changes (high-low) inspiration for accomplishment of Madrasah Aliyah Negeri (MAN) Medan teachers can be determined by the highs and lows of an institution's environment.

An institution's environment is one of the factors that influence a school organization, especially for teachers in motivating them to continue to excel, it is necessary to develop an institution's environment properly and wisely because it will play a very important role in shaping and maintaining the existing value system of the school. Inspiration for accomplishment is inspiration for accomplishment (inspiration for accomplishment) is very closely related to success and success, or one's enthusiasm in achieving a goal or success.

Indications of the influence between an institution's environment and inspiration for accomplishment in teachers are the establishment of a strong need for achievement, drive to succeed, and is related to the extent to which people are motivated to carry out tasks. Inspiration for accomplishment is an internal drive that always tries or struggles to improve or maintain the highest possible ability in all activities by using a standard of excellence.

Someone who is successful are those who have high achievement motives. Suryana and Bayu (2013:101) define high achievement motives as (1) having an obligation and dedication towards work, (2) choosing difficulties, (3) always keen to see and take opportunities, (4) must be truthful in every assessment, (5) always needing responses, (6)

always enthusiastic in stressful conditions, (7) income, and (8) having the skills to control quickly and effectively.

In addition, the encouragement or desire that teachers have from one another is different, this is influenced by internal factors and external factors in the teacher. Efforts to improve teacher teaching performance cannot be left to teachers alone. An organization must always provide motivation so that teachers' works is maintained properly. With the achievement of a pleasant and productive an institution's environment, it is hoped that it will increase the motivation for good and controlled achievement of Madrasah Aliyah Negeri (MAN) teachers.

#### **Positive direct effect of Transformational Leadership (X2) on Inspiration for accomplishment (X3)**

Transformational Leadership has a direct positive effect on inspiration for accomplishment in Madrasah Aliyah Negeri (MAN) Medan teachers, meaning that better transformational Leadership will increase teachers' inspiration for accomplishment. This is based on hypothesis testing with a path coefficient of  $32 = 0.176$  and  $t = 2.445$  with a significance level of 0.000 (the hypothesis is accepted if the significance level of  $t_{count} < 0.050$ ), so that the direct effect of transformational Leadership on inspiration for accomplishment of Madrasah Aliyah Negeri teachers (MAN) Medan is 0.0309.

Based on the path coefficient value obtained in sub structure 1, it can be concluded that the influence of the transformational Leadership variable on inspiration for accomplishment is smaller than other exogenous variables (an institution's environment). This shows that the higher the transformational Leadership in Madrasah Aliyah Negeri (MAN) Medan, the higher the teacher's inspiration for accomplishment is expected. Likewise, if the transformational Leadership in Madrasah Aliyah Negeri (MAN) Medan is low, it will reduce the level of teacher inspiration for accomplishment. So the changes (highs and lows) of teacher inspiration for accomplishment can be determined by the highs and lows of transformational Leadership.

When compared to other leadership criteria, visionary leaders have distinct personality traits. Furthermore, transformational Leadership focuses on the process of strengthening the vision; fundamental awareness is the key to determining what leadership strategy is suited to the current scenario and then determining the activities that must be followed. Furthermore, visionary leaders must not only understand what behaviors are necessary, but they must also be able to carry out these behaviors. Transformational Leadership is the capacity to generate, define, and implement a dependable and realistic vision of the future of an organization or organizational unit that is still growing and improving today.

If this process goes well and continuously, of course, the teachers will also respond with high dedication to their duties as educators, thus it can be said that there is an influence of transformational Leadership on inspiration for accomplishment for Madrasah Aliyah Negeri (MAN) teachers in Medan. So that the existence of a friendly and innovative transformational Leadership will trigger inspiration for accomplishment for the Medan Madrasah Aliyah Negeri (MAN) teachers.

#### **Positive direct effect of An institution's environment (X1) on Work happiness (X4)**

An institution's environment has a direct positive effect on teacher work happiness at Madrasah Aliyah Negeri (MAN) Medan, meaning that if the an institution's environment is getting better, it will increase teacher work happiness. This is based on hypothesis testing with a path coefficient of  $41 = 0.077$  and  $t = 1.023$  with a significance level of 0.040 (the

hypothesis is accepted if the significance level of  $t_{count} < 0.050$ ), so that the direct effect of an institution's environment on teacher work happiness in Madrasah Aliyah Negeri (MAN) Medan is 0.0059.

Based on the path coefficient value obtained in sub structure 2, it can be concluded that the influence of an institution's environment on work happiness is at the bottom when compared to other exogenous variables (an institution's environment and transformational Leadership). This shows that the higher the an institution's environment, the higher the work happiness of teachers. Likewise, if the an institution's environment is low, it will reduce the level of teacher work happiness. So changes (high and low) on teacher work happiness at Madrasah Aliyah Negeri (MAN) Medan can be determined by the high and low level of an institution's environment in the school environment.

#### **Positive direct effect of Transformational Leadership (X2) on Work happiness (X4)**

Transformational Leadership has a direct positive effect on work happiness for Madrasah Aliyah Negeri (MAN) Medan teachers, meaning that if transformational Leadership is getting better, it will increase teacher work happiness. This is based on hypothesis testing with a path coefficient of  $\beta_2 = 0.047$  and  $t = 0.628$  with a significance level of 0.000 (the hypothesis is accepted if the significance level of  $t_{count} < 0.050$ ), so that the direct effect of transformational Leadership on work happiness for Madrasah Aliyah Negeri teachers (MAN) Medan is 0.0022.

Based on the path coefficient values obtained in sub structure 2, it can be concluded that the influence of the transformational Leadership variable on work happiness is smaller than other exogenous variables (an institution's environment and inspiration for accomplishment). This shows that the higher the transformational Leadership, the higher the work happiness of the teachers. Likewise, if the transformational Leadership is low, it will reduce the level of work happiness. So the changes (high and low) of transformational Leadership at Madrasah Aliyah Negeri (MAN) Medan teachers can be determined by the high and low levels of work happiness.

The ability of a leader to develop, establish, connect, interact, change, and utilize ideal ideas come from himself or as a result of social interaction between members of the organization and stakeholders that are assumed to become the ideals of the organization in the future that must be take or do all though and commitment from all participants or members is referred to as transformational Leadership.

Based on empirical findings which show that there is a significant influence of leadership transformational Leadership on work happiness, the results of this study provide some information, including: (1) leadership transformational Leadership at PTS Hospitality Study Program in Bandung City has a significant influence on work happiness, (2) one way to increase work happiness of permanent lecturers at PTS Hospitality Study Programs in Bandung City is to increase the transformational Leadership of the leadership, and (3) the percentage of the influence of the leadership transformational Leadership on work happiness directly is 35.76%, while indirectly through motivation work of 8.17% so that the total effect of transformational Leadership on work happiness is 43.93% while the rest is influenced by other variables, apart from work motivation, which are not examined in this study. So it can be assumed that transformational Leadership has a positive effect on work happiness.

#### **Positive direct influence of An institution's environment (X1) on Teachers' works (X5)**

An institution's environment has a direct positive effect on teachers' works, meaning that if the an institution's environment is getting better, it will improve teachers' works. This is

based on hypothesis testing with a path coefficient of  $\beta_1 = 0.168$  and  $t = 2.285$  with a significance level of 0.024 (the hypothesis is accepted if the significance level of  $t_{count} < 0.050$ ), so that the direct effect of an institution's environment on teachers' works is 0.0282.

Based on the path coefficient values obtained in sub structure 3, it can be concluded that the influence of an institution's environment on teachers' works is smaller than other exogenous variables (work happiness and transformational Leadership). This shows that the higher the an institution's environment, the higher the teacher's performance. Likewise, if the an institution's environment is low, it will reduce the level of teachers' works. So changes (high-low) teachers' works can be determined by the high-low level of an institution's environment.

#### **30** *Positive direct effect of Transformational Leadership (X2) on Teachers' works (X5)*

Transformational Leadership has a direct positive effect on teachers' works, meaning that if transformational Leadership is getting better, it will improve teachers' works as well. This is based on hypothesis testing with a path coefficient of  $\beta_2 = 0.177$  and  $t = 2.435$  with a significance level of 0.016 (the hypothesis is accepted if the significance level of  $t_{count} < 0.050$ ), so that the direct effect of transformational Leadership is 0.0313. **44**

Based on the path coefficient value obtained in sub structure 3, it could be the influence of the transformational Leadership variable on teachers' works is quite significant when compared to other exogenous variables. This shows that the higher the transformational Leadership, the higher the teacher's performance. Likewise, if transformational Leadership is low, it will reduce the level of teachers' works. So changes (high and low) its teachers' works be determined by the high or low level of transformational Leadership.

#### *Positive direct effect of Inspiration for accomplishment (X3) on Teachers' works (X5)*

Inspiration for accomplishment has a direct positive effect on teachers' works, meaning that the better the inspiration for accomplishment, the better the performance of the teachers. This is based on hypothesis testing with a path coefficient of  $\beta_3 = 0.076$  and  $t = 2.308$  with a significance level of 0.022 (the hypothesis is accepted if the significance level of  $t_{count} < 0.050$ ), so that the direct effect of inspiration for accomplishment on its teachers' works is 0.0058.

Based on the path coefficient values obtained in sub structure 3, it can be concluded that the influence of the inspiration for accomplishment variable on teachers' works is in the highest position when compared to other exogenous variables.

This shows that the higher the inspiration for accomplishment, the higher the teacher's performance. Likewise, if the inspiration for accomplishment is low, it will reduce the level of teachers' works. So changes (high-low) its teacher can be determined by the high-low inspiration for accomplishment.

#### *Positive direct effect of Work happiness (X4) on Teachers' works (X5)*

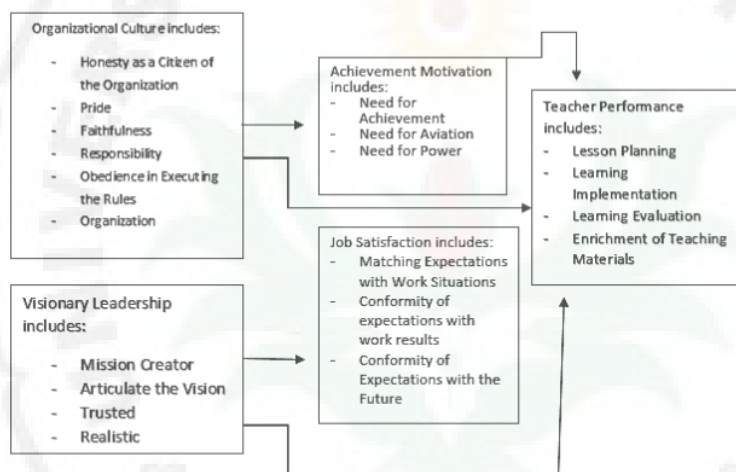
At Madrasah Aliyah Negeri (MAN) Medan, work happiness has a direct beneficial effect on the teachers' work, implying that if inspiration for accomplishment improves, so will teachers' work. Based on hypothesis testing with a path coefficient of  $\beta_4 = 0.053$  and  $t = 2.724$  with a significance level of 0.047 (the hypothesis is accepted if the significance level of  $t_{count} < 0.050$ ), the direct effect of work satisfaction on the teachers' work is 0.0028.

Based on the values of the route coefficients acquired in substructure 3, it could be inferred that work happiness has a lesser influence on teachers' works than other exogenous factors. This demonstrates that the stronger the accomplishment drive, the better the performance of

the instructor. Similarly, if accomplishment motivation is poor, teachers' works would suffer. Thus, variations in teachers' works (high-low) at Madrasah Aliyah Negeri (MAN) Medan may be predicted by the degree of teacher work satisfaction.

***Model of Teachers' Works Development of Madrasah Aliyah Negeri (Man) Medan***

The results of hypothesis testing explain that the eight research hypotheses that have been proposed and which have been described have found a theoretical model of teachers' works which is the development of several theories, mainly "Job performance illustration model" from Colquitt & Wesson (2011)); McClelland (2010), Fahmy (2013); Yamin and Maisah (2010); Barnawi and Arifin (2014); Asf & Mostofa (2013); and Supardi, (2014).



**Figure 1.** Model Development of Teachers'

26 Based on the results of the theoretical study and the results of the analysis of the pattern of the causation associative link between the exogenous variable of teachers' works and the endogenous variable, it was found that the perfect fit model for teachers' works with data to be implemented adaptively at the Madrasah Aliyah Negeri (MAN) Medan institution. This model can be used as an effective new research novelty to improve teachers' works by paying attention to the dominant indicators in each exogenous and endogenous variable from the research results, which can be seen in Figure 1 Model Development of Teachers' works of it.

The findings of the study indicate that an institution's environment on their inspiration for accomplishment is the most influential variable on improving teachers' works, so it can be said that if you want teachers' works to improve well, then first improve teacher an institution's environment, then followed by the treatment of transformational Leadership, inspiration for accomplishment and teacher satisfaction. Its results also explain that teacher satisfaction has a relatively small effect on their performance.

There are two variables that directly affect an institution's environment and work happiness, namely inspiration for accomplishment and transformational Leadership. Variables of an institution's environment and work happiness also directly affect teachers' works.

## CONCLUSION

The performance of Madrasah Aliyah Negeri (MAN) instructors in Medan is related to organizational environment, transformational Leadership, success motivation, and job happiness. That is variations that occur in teachers' works are directly influenced positively by variations in an institution's environment, transformational Leadership, inspiration for accomplishment and work happiness in there. The high and low performance of its teacher is influenced by the high and low an institution's environment, transformational Leadership, inspiration for accomplishment and work happiness with the performance of it. Variations in the influence of exogenous to endogenous variables then resulted in the formulation of a model for improving teachers' works which was influenced by an institution's environment, transformational Leadership, self-efficacy, and work happiness, either directly or indirectly.

The special performance improvement model for its teachers has been tested perfectly fit with the dominant proportion of exogenous variables being transformational Leadership variable ( $\rho_{52} = 0.177$ ), followed by self-efficacy ( $\rho_{53} = 0.176$ ), an institution's environment ( $\rho_{51} = 0.168$ ) and with the smallest effect proportion is work happiness variable ( $\rho_{54} = 0.053$ ) from it. The order of the most influential exogenous variables indicates that if you want to improve the performance of its teachers, what needs to be improved first is transformational Leadership, then followed by self-efficacy, an institution's environment, and work happiness with a total direct and indirect impact. The direct, Spurious, and Unanalyzed tests carried out were an institution's environment, transformational Leadership, self-efficacy, and work happiness on their performance were  $R^2 = 0.625$  or 62.51%, while the influence of other factors outside the exogenous variables tested is 0.3749 or 37.49% with a path coefficient, namely:  $\rho_{y_{ses}} = \sqrt{1 - R_5^2} = \sqrt{1 - 0.6251} = 0.6123 = 61.23\%$ .

In detail, the conclusions of the test result of each path of influence between research variables are an institution's environment has a direct positive effect on self-efficacy, with a large relative direct impact ( $\rho_{31} = 0.229$ ) and a proportional direct effect of 0.0524 or 5.24%. This means that a high an institution's environment results in increased self-efficacy of its teachers. Transformational Leadership has a direct positive effect on inspiration for accomplishment, with a relative direct effect of 32 = 0.176 and a proportional direct effect of 0.0309 or 3.09%. This means that high transformational Leadership results in increased their self-efficacy. An institution's environment has a direct positive effect on work happiness, with a relative direct effect of 41 = 0.077 and a proportional direct effect of 0.0059 or 0.59%. This means that a high an institution's environment results in increased their work happiness. Transformational Leadership has a positive direct effect on work happiness, with a relative direct effect of 42 = 0.047 and a proportional direct effect of 0.0022 or 0.22%. This means that high transformational Leadership results in increased their work happiness. An institution's environment has a direct positive effect on performance, with a relative direct effect of 51 = 0.168 and a proportional direct effect of 0.0282 or 2.82%. This means that the higher the an institution's environment, their higher performance. Transformational Leadership has a direct positive effect on performance, with relative direct effect of 52 = 0.177 and a proportional direct effect of 0.0313 or 3.13%. In other words, the higher transformational Leadership, their higher performance. Inspiration for accomplishment has a direct positive effect on performance, with a relative direct effect of 53 = 0.176 and a proportional direct effect of 0.0309 or 3.09%. This means that high inspiration for accomplishment results in increased teachers' works. Work happiness has a direct positive effect on performance, with a relative direct effect of 54 = 0.053 and a proportional direct effect of 0.0028 or 0.28%. This means that high work happiness results in increased teachers' works at the Madrasah Aliyah Negeri (MAN) Medan.

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