

The Influence of Transformational Leadership Style and Work Discipline on Job Performance among Maros District Education Office Employees

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ABSTRACT

This study aims to analyze the effect of transformational leadership style and work discipline on the work performance of employees of the Maros District Education Office. This study uses a descriptive approach (descriptive research) and an explanatory approach (explanatory research). The population in this study was 120 employees, and the sample was 92 people. The sample technique used was stratified proportional random sampling. The analysis technique used was multiple regression analysis through the SPSS 25 program. The results showed that leadership style variables, especially charisma, individual consideration, and intellectual stimulation, had a positive but not significant relationship to employee performance, and work discipline had a positive and significant relationship to employee achievement.

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INTRODUCTION

Every human being has a different character and behavior; this is due to several things, for example, educational background, skills, basic character, and other factors within the workforce itself. The diversity of these behaviors will affect the course of an organization's activities. This will not only affect the results to be achieved by the organization but also the people who enjoy the work. Human existence in an organization has a very strategic and vital position. The success of an organization is largely determined by the quality of the people in it. How an organization responds to various changes that occur in its environment is determined by the quality of its people. Starting from capturing the phenomenon of environmental change and analyzing its impact on the institution to the level of implementation and evaluation, this is a job that requires human reliability.

Seeing the strategic and vital role of humans in an organization, especially in the field of education, the scope of human resource management is not only related to administrative matters, but also how to empower these humans to be creative, because in such a tight competition and changing environment Today's rapid development requires the creativity of human resources. Therefore, organizations that want to survive in their field should pay great attention to the development of human resources themselves, through strategic plans. As we know, no matter how advanced technology is, if it is not supported by and by skilled workers, it is very likely that the goals of an organization will not be achieved. Besides that, the role of the leader is no less important; a wise and good organizational leader must be able to provide satisfaction to his employees and always try to pay attention to their passion and enthusiasm for work. Of course, the leadership must have the ability to manage, direct, influence, govern, and motivate their subordinates to achieve the goals desired by the organization. The current phenomenon of leadership styles tends to be task oriented. Task-oriented

leadership is characterized by several things, such as the leader giving instructions to subordinates, the leader always strictly supervising subordinates, the leader assuring subordinates that tasks must be carried out according to their wishes, and the leader placing more emphasis on carrying out tasks than coaching and developing subordinates. In managing employees in an organization, good work communication must be created between superiors and subordinates in order to create a harmonious and harmonious working relationship. With increased enthusiasm and enthusiasm for work, these employees are expected to achieve high achievements in their respective fields of work so that organizational goals will be achieved with satisfactory results.

In line with the above statement according to the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System Article 1 says "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control , personality, intelligence, noble character, and skills needed by himself, society, nation and state" and article 3; states: "National education functions to develop capabilities and shape national character and civilization that are useful in the context of educating the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". To fulfill what is stated in the statement above, the role of human resources is very vital and strategic.

In accordance with the general elucidation provisions of Law Number 20 of 2003 concerning the National Education System, the Ministry of National Education is obliged to achieve the National Education Vision contained in the 2005-2009 Strategic Plan as follows: "The establishment of an education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are capable and proactive in responding to the challenges of an ever-changing era." In line with the National Education Vision, the Ministry of National Education aspires to produce "smart and competitive Indonesian people" (Insan Kamil and Insan Plenary). with the understanding that intelligent Indonesian people are intelligent people in a comprehensive manner, which includes spiritual intelligence. emotional intelligence, social intelligence, intellectual intelligence, and kinesthetic intelligence.

So, the Vision of the Ministry of National Education places more emphasis on transformative education, which makes education a driving force for change from a developing society to a developed society. The formation of an advanced society is always followed by a process of structural transformation, which marks a change from a society with less developed human potential to an advanced and developing society that actualizes its human potential optimally. Even in today's global era, the transformation is running very quickly which then leads to a knowledge-based society. In accordance with the statement above and at the same time responding to the vision of the Maros District Education Office, namely "The realization of good and quality education". Therefore, education must continuously adapt and adjust to the development of modern science and advanced technological innovation, so that it remains relevant and contextual with the changing times. Education is tasked with preparing students to achieve advanced civilization through the creation of a conducive learning atmosphere, interesting and enlightening learning activities, and a creative educational process.

At this time the leader is a figure that can be seen as the driving wheel of the institution, but there are still many leaders who are not in accordance with what is expected, especially in managing education. Educational leaders in general are bureaucratic apparatus who still reflect leaders whose daily lives are still routine, related to carrying out administration and making reports according to the wishes of superiors and only carrying out tasks according to their main tasks and functions (Tupoksi), and sometimes not in accordance with what is in the main function in terms of the division of tasks/delegation of authority to subordinates, is given only to those who can be trusted without assessing which staff is capable of handling a task, as well as leaders who do not have a work program drawn up with staff.

Thus, there is an impression of the leader of an organization as a barrier factor in change which ultimately has a negative influence on staff performance. Even though the ability of a leader of an educational organization must be able to establish relationships between fellow officials and staff regardless of the position and condition of staff or subordinates, so that all officials need to feel and enjoy a funish and reward from superiors. If this cannot be carried out by a leader, it can make subordinates become undisciplined. Discipline is something that should be upheld, because discipline is one of the factors contained in employee

performance both as superiors/leaders and as subordinates who are led.

The level of attendance is also one of the determinants of work discipline where attendance that is not optimal indicates that a person does not enjoy his work or lacks enthusiasm at work or is also due to a less conducive working atmosphere in the office where he works due to several factors that have been stated above. Based on the facts, the attendance level of the Maros Regency education office staff, which is still not optimal, has decreased, namely in 2006 the attendance rate was only an average of 90% and in 2007 the attendance rate decreased to 85%, given the declining attendance rate over the last two years, it is necessary investigated the reasons why this is so.

RESEARCH METHODS

This research uses two approaches, namely descriptive research and explanatory research. This research was conducted at the Maros District Education Office, in South Sulawesi. The research was carried out for 2 (two) months, from August 2022 to September 2022. The types of data in this study were qualitative data and quantitative data. While the data sources used are primary data and secondary data. The population in this study consisted of 120 employees taken from honorary employees and civil servants (PNS) at the Maros District Education Office, in South Sulawesi. By using the stratified proportional random sampling method, the sample in this study was 92 respondents.

RESULTS AND DISCUSSION

Descriptive analysis is an analysis of the data that has been collected in tables about the respondents' perceptions as a description of the tendency of the independent variables to influence the related variables.

Table 1. Distribution of Charisma items

Items	Answer Score										Total (F)	Total (%)
	1		2		3		4		5			
	F	%	F	%	F	%	F	%	F	%		
X11	-	-	-	-	9	9,8	33	35,9	50	54,3	92	100
X12	-	-	-	-	11	12.0	22	23,9	59	64,1	92	100
X13	-	-	-	-	14	15,2	31	33,7	47	51,1	92	100
X14	-	-	-	-	21	22,8	21	22,8	50	54,3	92	100
X15	-	-	-	-	3	3,3	23	25.0	66	71.7	92	100
X16	-	-	-	-	12	13.0	36	39,1	44	47,8	92	100
Average	-	-	-	-	12	13	28	30	53	57	92	100

Source: Data processed 2022.

Table 1 shows a description of the respondents' answers about the charismatic leadership style at the Maros District Education Office, with various ratings. Respondents' responses to the dominant charismatic leadership style gave an assessment or score of 5, namely a very good category with an average frequency of 53 or 57% of the 92 total respondents and those who gave the least response were ratings or a score of 3, namely a fairly good category according to the average number - an average of 12 or with a frequency of 13% of the total respondents, namely 92.

Table 2. Distribution of Individually Considered Items

Items	Answer Score										Total (F)	Total (%)
	1		2		3		4		5			
	F	%	F	%	F	%	F	%	F	%		
X21	-	-	-	-	7	7,6	35	38.0	50	54,3	92	100
X22	-	-	-	-	13	33,7	31	33,7	48	52,2	92	100
X23	-	-	2	2,2	24	26,1	22	23,9	44	47,8	92	100
X24	-	-	-	-	19	20,7	27	29,3	46	50.0	92	100
X25	-	-	-	-	26	28,3	20	21,7	46	50.0	92	100
X26	-	-	3	3,3	21	22,8	20	21,7	48	52,2	92	100
X27	-	-	2	2,2	17	18.5	19	20,7	54	58,7	92	100
Average	-	-	1	1	18	23	26	28	47	51	92	100

Source: Data processed 2022.

Table 2 shows a description of the respondents' answers about Individual Considerations at the Maros District Education Office, with various ratings from 92 respondents. Respondents' responses regarding individual considerations gave a score of 5 good categories with an average number of frequencies of 47 or 51% of the total respondents and those who gave the fewest responses were an assessment of a score of 3, namely the category was quite good according to the average number of 1 or 1% of the total respondents .

Table 3. Distribution of Intellectual Stimuli items

Items	Answer Score										Total (F)	Total (%)
	1		2		3		4		5			
	F	%	F	%	F	%	F	%	F	%		
X31	-	-	-	-	10	10,9	39	42,4	43	46,7	92	100
X32	-	-	-	-	16	17,4	36	39,1	40	43.5	92	100
X33	-	-	-	-	14	15,2	37	40,2	41	44,6	92	100
X34	-	-	-	-	12	13.0	37	40,2	43	46,7	92	100
X35	-	-	-	-	13	14,1	37	40,2	43	45,7	92	100
Average	-	-	-	-	13	14	37	40	42	45	92	100

Source: Data processed 2022.

Table 3 shows a description of the respondents' answers about physiological needs at the Maros District Education Office, with various assessments. Respondents' responses regarding the dominant opportunity to give an assessment/score of 5, namely very good with an average number of 42 or 42% of the total respondents and those who gave the fewest responses were an assessment/score of 3, namely a fairly good category according to the average number of 13 or 14% of the total respondents.

Table 4. Distribution of Work Discipline items

Items	Answer Score										Total (F)	Total (%)
	1		2		3		4		5			
	F	%	F	%	F	%	F	%	F	%		
Y11	-	-	-	-	-	-	46	50.0	46	50.0	92	100
Y12	-	-	-	-	8	8,7	37	40,2	47	51,1	92	100
Y13	-	-	-	-	4	4,3	42	45,7	46	50.0	92	100
Y14	-	-	-	-	2	2,2	41	44,6	49	53,3	92	100
Average	-	-	-	-	4	4	42	45	47	51	92	100

Source: Data processed 2022.

Table 4 shows a description of the respondents' answers about Work Discipline at the Maros District Education Office, with various assessments. Respondents' responses regarding the dominance of Work Discipline gave an assessment or score of 5, namely very good with an average number of frequencies of 45 or 47% of the total respondents, namely 92 people and those who gave the least response were ratings or scores of 3, namely the category was quite good according to the average number the average frequency is 4 or with a percentage of 4% of the total respondents, namely 92 people.

Table 5. Distribution of employee performance variable items

Items	Answer Score										Total (F)	Total (%)
	1		2		3		4		5			
	F	%	F	%	F	%	F	%	F	%		
Y11	-	-	-	-	1	1,1	40	43.5	51	55,4	92	100
Y12	-	-	-	-	1	1,1	41	44,6	50	54,3	92	100
Y13	-	-	-	-	4	4,3	38	41,3	50	54,3	92	100
Y14	-	-	-	-	-	-	37	40,2	55	59,8	92	100
Y15	-	-	-	-	-	-	39	42,4	53	57,6	92	100
Average	-	-	-	-	1	1	39	42	52	56	92	100

Source: Data processed 2022.

Table 5 shows a description of the respondents' answers about employee performance at the Maros District Education Office, with various ratings. Respondents' responses regarding the dominance of employee performance gave an assessment or score of 5, namely very good with an average number of frequencies of 52 or a percentage of 56% of the total respondents, namely 92 people and those who gave the least response were ratings or a score of 3, namely the category was quite good according to the average number of frequencies 1 or with a percentage of 1%.

Analysis Results

Regression

Table 6. Descriptive Statistics

	Means	std. Deviation	N
Achievement_Work_Employee	4.5543	,49976	92
Charisma	3.8261	,38111	92
Individual_Considerations	4.3152	,62774	92
Stimuli_Intellectual	4.3696	,50747	92
Discipline_Work	4.5217	,50226	92

Source: SPSS Output Results 2022.

From table output6 it can be seen that the average value of employee performance from 92 respondents is 4.5543 with a standard deviation of 0.49976, seen from the average charisma of 92 respondents is 3.8261 with a standard deviation of 0.38111, seen from the average value of intellectual stimuli from 92 respondents is 4.3696 with a standard deviation of 0.50747, seen from the average work discipline score of 4.5217 with a standard deviation of 0.50226.

Table 7. Correlations

		Achievement Work Employee		Consideration Individual	Stimuli Intellectual	Work Discipline
Pearson Correlation	Achievement_Work_Employee	1,000	,108	,523	,613	,805
	Charisma	,108	1,000	.048	-.062	,077
	Consideration Individual	,523	.048	1,000	,458	,449
	Stimuli Intellectual	,613	-.062	,458	1,000	,615
	Discipline_Work	,805	,077	,449	,615	1,000
Sig. (1-tailed)	Achievement_Work_Employee	.	,153	,000	,000	,000
	Charisma	,153	.	,325	,279	,232
	Consideration Individual	,000	,325	.	,000	,000
	Stimuli Intellectual	,000	,279	,000	.	,000
	Discipline_Work	,000	,232	,000	,000	.
N	Achievement_Work_Employee	92	92	92	92	92
	Charisma	92	92	92	92	92
	Consideration Individual	92	92	92	92	92
	Stimuli Intellectual	92	92	92	92	92
	Discipline_Work	92	92	92	92	92

Source: SPSS Output Results 2022.

From table 7 it can be seen that the relationship between employee performance and charisma is 0.108, this indicates a positive relationship. The relationship between the value of individual considerations and the value of employee performance is 0.523, which means that there is a positive relationship and the relationship between the value of intellectual stimuli and the value of employee performance is 0.613, which means that there is a positive relationship. The relationship between the variables of employee performance and work discipline is 0.805. this shows a positive relationship.

Table 8. Entered/Removed variables

Model	Variables Entered	Variables Removed	method
1	Discipline_Work, Charisma, Consideration_Individual, Stimuli_Intellectualb	.	enter
a. All requested variables entered.			
b. Dependent Variable: Achievement_Work_Employee			

Source: SPSS Output Results 2022

From table 8 it shows that the variables included are Work Discipline, Charisma, Individual Consideration, Intellectual Stimuli while the variables excluded are not there (No Removed Variables).

Table 9. Model Summary b

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.834a	.696	.682	.28187
a. Predictors: (Constant), Work Discipline, Charisma, Individual Consideration, Intellectual Stimuli				
b Dependent Variable: Employee Work Achievement				

Source: SPSS Output Results 2022.

From table 9, R Square is 0.834. This means that around 83.4% of employee performance can be explained by Work Discipline, Charisma, Individual Consideration, Intellectual Stimuli. While the rest (100% - 83.4% = 17%) is explained by other reasons. It can be concluded that the influence of these three variables is Work Discipline, Charisma, Individual Consideration, Intellectual Stimuli. has a considerable influence on employee performance. For this reason, the Maros Regency Education Office is sufficient to maximize these three factors to create increased employee performance. The Standard Error of Estimate is 0.07775 (the unit used is the dependent variable or in this case employee performance).

Table 10. ANOVA

	Model	Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	15,816	4	3,954	49,767	.000a
	residual	6,912	88	.079		
	Total	22,728	92			

a. Predictors: (Constant), Discipline_Work, Charisma, Consideration_Individual, Stimuli_Intellectual

b. Dependent Variable: Achievement_Work_Employee

Source: SPSS Output Results 2022.

From table 10 of the Anova test or F test, the F count is 49.767 with a significant level of 0.000. Because the significance value of 0.000 is less than 0.05, Work Discipline, Charisma, Individual Consideration, Intellectual Stimuli jointly affect Employee Work Achievement.

Table 11. Reliability and Validity Test Results

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,758	,741	5

a. The value is negative due to a negative average covariance among items. This violates the reliability of model assumptions. You may want to check item codings.

Source: SPSS Output Results 2022.

Reliability test is used to determine whether the indicators or questionnaires used can be trusted or reliable as a measuring tool for each variable used in research. The reliability of an indicator or questionnaire can be seen from the probability value (p). If the probability value (p) is less than or equal to 0.05 then the indicator or questionnaire is reliable.

Table. 12. Correlations

		Charisma	Team bang_ Individual	Stimuli_ Intellect old	Discipline_Work	Achievement_ Work_ Employee
Charisma	Pearson Correlation	1	.048	-.062	.077	.108
	Sig. (2-tailed)		.650	.559	.463	.306
	N	92	92	92	92	92
Individual_ Considerations	Pearson Correlation	.048	1	.458**	.449**	.523**
	Sig. (2-tailed)	.650		.000	.000	.000
	N	92	92	92	92	92
Stimuli_ Intellectual	Pearson Correlation	-.062	.458**	1	.615**	.613**
	Sig. (2-tailed)	.559	.000		.000	.000
	N	92	92	92	92	92
Discipline_ Work	Pearson Correlation	.077	.449**	.615**	1	.805**

	Sig. (2-tailed)	,463	,000	,000		,000
	N	92	92	92	92	92
Achievement_	Pearson					
Work_	Correlation	,108	,523**	,613**	,805**	1
Employee	Sig. (2-tailed)	,306	,000	,000	,000	
	N	92	92	92	92	92

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output Results 2022.

Validity testing to test the accuracy of the instruments used in this study. The validity of the research instrument was tested using bivariate person (product moment person correlation). Namely by correlating each item with the total value of the sum of all items processed using the SPSS version 21 program. Statistically the correlation number obtained must be tested first to determine whether the resulting correlation value is significant or not significant. If the correlation number obtained is negative, then this is related to other statements and therefore the statement is invalid or inconsistent with other statements.

Table 12 above shows that the results of the validation test for each indicator are declared valid to be used as a variable measuring tool, because all of them have a correlation value (correlation bivariate) whose value is greater than 0.60.

Table 13. Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	,181	,418		,432	,667
	Charisma	,079	,079	.060	1.006	,317
	Individual Considerations Stimuli_Intellectual	,133	.055	,167	2,430	,017
	Discipline_Work	,149	,077	,152	1,933	.056
		,629	,077	,632	8,124	,000

a. Dependent Variable: Achievement_Work_Employee

Source: SPSS Output Results 2022

Regression Equation:

$$Y = 0.181 + 0.079 X1 + 0.133 X2 + 0.077X3 + 0.077X4$$

Information:

Y = employee performance

X1 = Charisma

X2 = Individual Consideration

X3 = Intellectual Stimuli

X4 = Work discipline

- a. A constant of 0.181 states that if there is no Charisma, individual consideration, intellectual stimulation and work discipline then the employee's work performance is 0.181.

- b. The regression coefficient X1 (Charisma) of 0.079 states that every increase (due to a positive sign) will increase employee performance. The significant result is 0.317 which is greater than $\alpha = 0.05$, when seen in the Coefficients table from the results of t count Charisma has a t count of 1.006 which is smaller than the t table of 1.662 so it can be concluded that Charisma has a positive and not significant effect on employee performance.
- c. Individual consideration X2 of 0.133 states that every increase (due to a positive sign) will increase employee performance. The significant result is 0.017 which is greater than $\alpha = 0.05$, when seen in the Coefficients table from the results of t count individual considerations have a t count of 2.430 which is greater than t table with a value of $\alpha = 5\%$ which is equal to 1.662 so it can be concluded that individual considerations have a positive and insignificant effect on employee performance.
- d. X3 intellectual stimulation of 0.149 states that each increase in intellectual stimulation will increase employee performance. The significant result is 0.56 which is greater than $\alpha = 0.05$, when seen in the Coefficients table from the results of t count intellectual stimuli have a t count of 1.933 which is greater than the t table which is 1.662 so from these results intellectual stimuli have a positive effect and not significant to employee performance.
- e. X4 work discipline of 0.629 states that each increase in work discipline will increase employee performance. The significant result is 0.00 which is smaller than $\alpha = 0.05$, when seen in the Coefficients table from the results of t count intellectual stimulation has a t count of 8.124 which is greater than the t table which is 1.662 so from these results work discipline has a positive influence and significant to employee performance.

Table 14. Residuals Statistics^a

	Minimum	Maximum	Means	std. Deviation	N
Predicted Value	4.0100	5.0541	4.5543	,41690	92
residual	-,92143	,85727	,00000	,27560	92
std. Predicted Value	-1.306	1,199	,000	1,000	92
std. residual	-3,269	3,041	,000	,978	92
a. Dependent Variable: Employee Performance					

Source: SPSS Output Results 2022

From table 14 is a summary which includes the minimum and maximum values, mean and standard deviation of the predicted values and residual statistics.

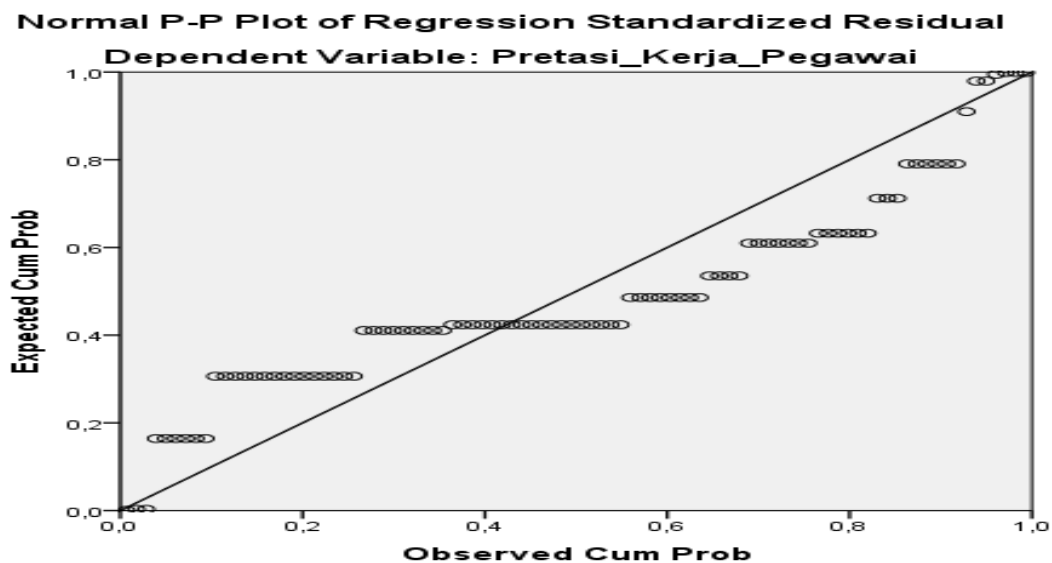


Figure 1. Normal P Plot

Discussion

Based on the description of the analysis of research results, the discussion is as follows:

The effect of transformational leadership style on employee performance:

a. The influence of Charisma on employee performance.

Based on the results of data analysis, it was found that the leadership variable, especially charisma, has a positive and not significant relationship to employee performance, meaning that although leadership describes the relationship between the leader and the led as a leader who directs, in the Maros district education office, leadership cannot influence behavior.subordinates through(aspects of authority, example, being honest, optimistic and energetic spirit, reasoned praise, and lively facial expressions).

The type of charismatic leadership in this study can be interpreted as the ability to use privileges or advantages of personality traits in influencing the thoughts, feelings and behavior of other people, so that in an atmosphere of admiring and glorifying the leader, they are willing to do something the leader wants. Leaders here are seen as special because of their admirable personality traits, for exampleaspects of authority, exemplary, being honest, optimistic and energetic spirit, reasoned praise, and lively facial expressions. In that personality the leader is accepted and trusted as someone who is respected, respected, obeyed and obeyed voluntarily and sincerely. Charismatic leadership wants organizational members as followers to adopt the leader's views without or with as little change as possible.

For this reason, organizations need a leadership style that is able to become a driving force for organizational change and is able to set specific goals, monitor developments, and identify awards received by employees.

Charismatic leadership style Followers or employees are motivated by heroic or extraordinary leadership abilities when they observe certain behaviors of their leaders.This is different from research conducted bySyafei (2006) conducted research on the relationship between transformational leadership and work ethic with the job satisfaction of Medan Tuntungan public elementary school teachers, with the results of the study suggesting that there was a significant relationship between transformational leadership and work ethic with SD teacher job satisfaction in Medan Tuntungan District.

b. The influence of Individual Considerations to employee performance.

Based on the results of data analysis, it was found that variable leadership especially Individual Consideration has a positive and not significant relationship to employee performance, meaning that the style of transformational leader at the Maros district education office, particularly with regard to Individual Consideration always attention to matters of the development needs of each of his followers or employees and problems by helping employees, look at old problems in new ways but they are unable to arouse, and inspire employees with (respect, tolerance, democracy, fair, empowering, participatory, and respectful) to expend extra effort to achieve common goals. Even though this transformational leadership style is really defined as true leadership because this leadership really works towards goals that direct the organization to a goal that has never been achieved before.

As stated by Sitinjak (2007) conducted research on the relationship between transformational leadership and innovative attitudes with the performance of productive teachers at State Vocational Schools in Humbang Hasundutan District. In contrast to the application of transformational leadership, especially individual considerations in this study, subordinates feel that they are not trusted and valued. Because some leaders are wrong in the individual considerations that are taken by the leadership the resources needed to make a difference.

c. The influence of Intellectual Stimuli to employee performance.

That variable leadership especially Intellectual Stimuli has a positive and not significant relationship to employee performance, this proves that Intellectual Stimuli has an important role in the implementation of duties for employees karena will ultimately improve the work performance of employees at the Education Office in Maros Regency by introducing Innovative, Creative, professional problem solving methods, Collective Leadership and developing new ideas, so that members are able to think about problems in new ways and produce creative solutions, even though unable to provide intellectual stimulation. Because some leaders at the Education Office in Maros Regency have not been able to encourage subordinates to be more innovative, creative, professional, develop new ideas to eliminate the reluctance of subordinates to express their ideas and solve existing problems rather than just based on opinions or estimates only.

This is different from research by Martha Andy et al, 2013 entitled Effects of transformational and transactional leadership styles on employee performance (study on permanent employees of PT. Mustika Bahana Jaya, Lumajang) with research results Simultaneously variables transformational leadership style and transactional leadership style have an influence significant effect on employee performance.

Effect of Work Discipline on Employee Performance:

Based on the results of data analysis, it was found that the work discipline variable has a positive and significant relationship to employee performance, meaning that awareness will obey office rules, follow established work procedures, not neglect assignments and complete work on time for employees at the Education Office in Maros Regency in complying with applicable social regulations and norms can reflect their responsibility for the tasks assigned to them, the application of this discipline is not only applied to staff but also to all employees in the service. Good discipline in this case obeying office rules, following established work procedures, not shirking assignments and completing work on time reflects one's sense of responsibility for the tasks given. This will support the achievement of company or organizational goals.

A successful human being is a human being who can regulate and control himself, which involves regulating the way of life and managing the way of work, so there is a close relationship between successful human beings and personal discipline. So, someone will be willing to comply with all the rules and carry out their duties properly, not because they must. An organization or agency can instill a spirit of discipline related to following office rules, beginning with the leadership with the goal of setting an example for subordinates,

thereby increasing an employee's work performance. Achievement is essentially the result of job requirements that must be met by employees. An employee can be said to be productive if, within a certain time frame, he can follow predetermined work procedures, does not neglect assignments, and completes work on time.

This is because work discipline is a form to achieve work performance. Therefore, it would be nice if the work discipline of employees at the South Sulawesi Province Trade Office was maintained and further improved. This is in line with previous research conducted on the influence of work discipline on employee performance at the trade service for the province of South Sulawesi, Nur Awaliah Widart 2008.

CONCLUSION

The leadership variable, especially charisma, has a positive and not significant relationship to employee performance, meaning that although leadership describes the relationship between the leader and the led as a directing leader, in the Maros district education office leadership cannot influence the behavior of subordinates through (aspects of authority, exemplary, being honest, upbeat and energetic, reasoned compliments, and lively facial expressions).

The leadership variable, especially individual considerations, has a positive and insignificant relationship to employee performance, meaning that the transformational leadership style at the Maros district education office, especially related to individual considerations, always pays attention to the development needs of each follower or employee and the problems by helping employees, look at old problems in new ways but they are not able to generate, and inspire employees with (respect, tolerance, democracy, fairness, empowerment, participatory, and respectful) to put extra efforts to achieve common goals.

Leadership variables, especially Intellectual Stimuli, have a positive and not significant relationship to employee work performance, this proves that Intellectual Stimuli has an important role in carrying out tasks for employees because in the end it will increase employee work performance at the Education Office in Maros Regency by introducing problem solving methods innovatively, creatively, professionally, collective leadership and developing new ideas, so that members are able to think about problems in new ways and produce creative solutions, even though they have not been able to provide intellectual stimulation.

Based on the results of data analysis, it was found that the work discipline variable has a positive and significant relationship to employee performance, meaning that the awareness and willingness of employees at the Education Office in Maros Regency to comply with applicable regulations and social norms can reflect their responsibility towards their duties. given to him, the application of this discipline is not only applied to the staff but also to the entire staff of the ranks of the service.

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