



Synergy Collaboration Management as A Catalyst for the Performance of Catholic Religious Education Teachers in Central Kalimantan

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Abstract: This study aims to analyze the effect of transformational leadership on the performance of PAK (Christian Religious Education) teachers mediated by individual spiritual involvement, collaboration synergy and professional altruistic behavior as mediating variables. This type of research is survey research. The population in this study were PAK teachers in Central Kalimantan, while the sample in this study were 173 PAK teachers in Central Kalimantan. The instrument used to answer the research questions posed, the sampling technique was stratified random sampling. This study used primary data sources, questionnaires and the data analysis technique used is the Structural equation model with SmartPLS. The results of this study indicated that transformational leadership has a positive impact on PAK teacher performance by mediating PAK teacher spiritual involvement, collaborative synergy and professional altruistic behavior. Related to the involvement of spirituality, then a teacher will have meaning and value in life and work as a PAK teacher, where these meanings and values are highly dependent on the beliefs and values that underlie the motives in work which in turn encourages the birth of altruistic professional behavior that causes positive feelings.

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Introduction

Teachers are an important element in the world of education, because teachers are an integral part of educational resources that greatly determine the success of education, as mandated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers which explains that teachers are learning agents who become facilitators, motivator, booster, learning engineer, and inspiration for learning for students. Research (Ronald H. Heck and Philip Hallinger, 2012) concludes that teachers greatly contribute to school improvement, especially in student learning, as well as (Leithwood, 2019) claiming that school teachers have a major influence on student success.

Make a good quotation (A & Ogbonna, 2013). (Xiaoxia, P., Xiaoxia, P., Jing, 2015) states that transformational leadership is leadership that can inspire. Today, schools face increasingly complex situations such as uncertainty and diversity and demands for high expectations for innovation and reform. In dealing with a situation like this, a leadership model that focuses on the principal is not the best choice (Schlebusch, 2020), School leaders need to adopt transformative forms of leadership to motivate and develop others to generate awareness of the achievement of organizational goals which will ultimately increase effectiveness and job satisfaction. Transformative leadership is an important variable in the success or failure of an organization's collaborative governance (Ansell dan Gash, 2008), and collaborative synergy management is needed to meet the challenges of schools to manage change and complexity due to disruption and globalization.



Many research results are carried out by social experts and management related to the role of leadership, the results of research such as those carried out by (Ayiei et al., 2020, Imran et al., 2012; Jaiswal & Dhar, 2015) empirically proves that transformational leadership is significant for improving performance, but there are still gaps or differences when observing research results (Fernández-Muñiz et al., 2014), where the results prove that leadership affects performance but through job satisfaction. This is what makes the research gap in this study.

In the current context, efforts to improve performance do not only involve performance measures based on intellectual intelligence alone, but also need to involve the perspective of spiritual intelligence (Srivastava, 2016), even (Budriene & Diskiene, 2020) stated the need to have high employee engagement which is the involvement and enthusiasm of an individual towards the work he is doing as a form of responsibility for his work. These two things are synthesized into the concept of employee spiritual engagement. Spirituality facilitates the achievement of performance, provides ethics and inhibits stress in the organization. Research result (Agnu et al., 2020) shows that the higher the individual spirituality of employee engagement, the increased performance.

On the other hand, the factors that influence contextual performance according to (Mayer, Roberts, & Barsade, 2012) is the behavior of altruism which is the opposite of egoism. The altruistic person cares and is willing to help even when no benefits are offered or there is no hope of getting something back. The study of Chou, Liu, and Chen (2013) shows that altruistic behavior is very much needed in organizations, and the organization will get twice the results if employees have altruistic behavior, On the other hand, senior staff who are satisfied with their salary are willing to dedicate time—for work and extra work.

This research was conducted on Catholic Religious Education teachers in Central Kalimantan, because their presence has unique characteristics, compared to teachers in general. Some of the unique features are as follows: (1) that the employment status of Catholic religious teachers varies, namely civil servant Catholic religious teachers, honorary Catholic religious teachers, and voluntary Catholic religious teachers, (2) that the existence of Catholic religious teachers with civil servant status as civil servant teachers in Central Kalimantan province the numbers are very few and do not match the school ratio and student ratio, (3) that the majority of Catholic religious teachers in Central Kalimantan province are temporary workers who were appointed by the principal's decree due to school needs, and (3) even Catholic religious teachers as a volunteer who sincerely teaches in schools both at the Elementary and Middle School levels in order to meet the needs of students for Catholic religious lessons.

Starting from the peculiarities of the existence of Catholic religious education teachers, it is important and necessary a study to measure the performance of PAK teachers in carrying out their work as a form of school accountability and determine the level of competence of a PAK teacher, increasing the efficiency and effectiveness of the performance of PAK teachers and schools; provides a basis for decision-making in the mechanism for determining the effectiveness or ineffectiveness of PAK teacher performance, provides a basis for continuous professional development programs for PAK teachers, ensures that PAK teachers carry out their duties and responsibilities and maintains positive attitudes in supporting student learning to achieve their achievements and provide the basis for promotion and career improvement systems for PAK teachers and other forms of rewards.

This study aims to determine whether transformational leadership (antecedent) significantly affects on PAK teacher performance (consequent), and whether three collaborative management variables that are synergistic and altruistic professional behavior



and employee spiritual involvement can mediate the relationship between antecedent and consequent variables.

Research Method

This type of research is survey research. The instrument used to answer the research questions posed; by the sampling technique was stratified random sampling. The survey method was used to obtain information and data from respondents by taking the object of PAK teachers in Central Kalimantan. According to information a report from the Head of Bimas in Central Kalimantan Province, the number of PAK teachers is 308 PAK teachers, with a composition of 53.57% (165 teachers) in Elementary School, 27.92% (86 teachers) in Junior High School, 18.51% (57 teachers) in Senior High School. Provides a simple formula for calculating sample size $n = N / [1 + Ne^2]$, where the confidence level is 0.95 and $p = 0.05$, n is the sample size, N is the population size, and e is the level of precision. The sample size of this study was $n = 173$ respondents. The sampling technique used was stratified random sampling according to the composition of PAK teachers per group. Data collection through online questionnaires from January to February 2022 (Yamane, 1967).

The population in this study were PAK teachers in Central Kalimantan, while the sample in this study were 173 PAK teachers in Central Kalimantan. The data analysis technique in this study uses confirmatory factor analysis (CFA) and hypothesis testing using Smart Partial Least Square (PLS) through PLS software 3.0. The Partial Least Square (PLS) approach aims to obtain the value of the latent variable for the purpose of predicting to predict the effect of the independent variable on the dependent variable and the role of the mediating variable that links between the variables analyzed. The analysis through PLS is carried out in three stages namely: Outer Model, Inner Model, and hypothesis testing.

Results and Discussion

Respondent Identity

The population of Catholic religious teachers in Central Kalimantan Province is 308 people. The sample obtained is 173 people. The population has the following specifications, such as religious teachers who have worked generally above ten years of service, the majority of them are women (114 people and the rest are men as many as 59 men), S1 educational qualifications, with the age range of lecturers between 35 until 50 years. Their working areas are spread across 13 regencies and cities in the province of Central Kalimantan. The reason for selecting respondents with several characteristics is because they have worked for a long time, have adapted and are well acquainted with the work environment and the demands of their work as Catholic religious teachers in schools.

Analisis Structural Equation Model (SEM)

Figure 1 shows the outer loading. Indicators with a loading factor of less than 0.600 are removed from the structure, it can be seen that all indicators are above 0.7, then the data is declared valid. The validity measure used in this article is the assessment of convergent and discriminant validity.

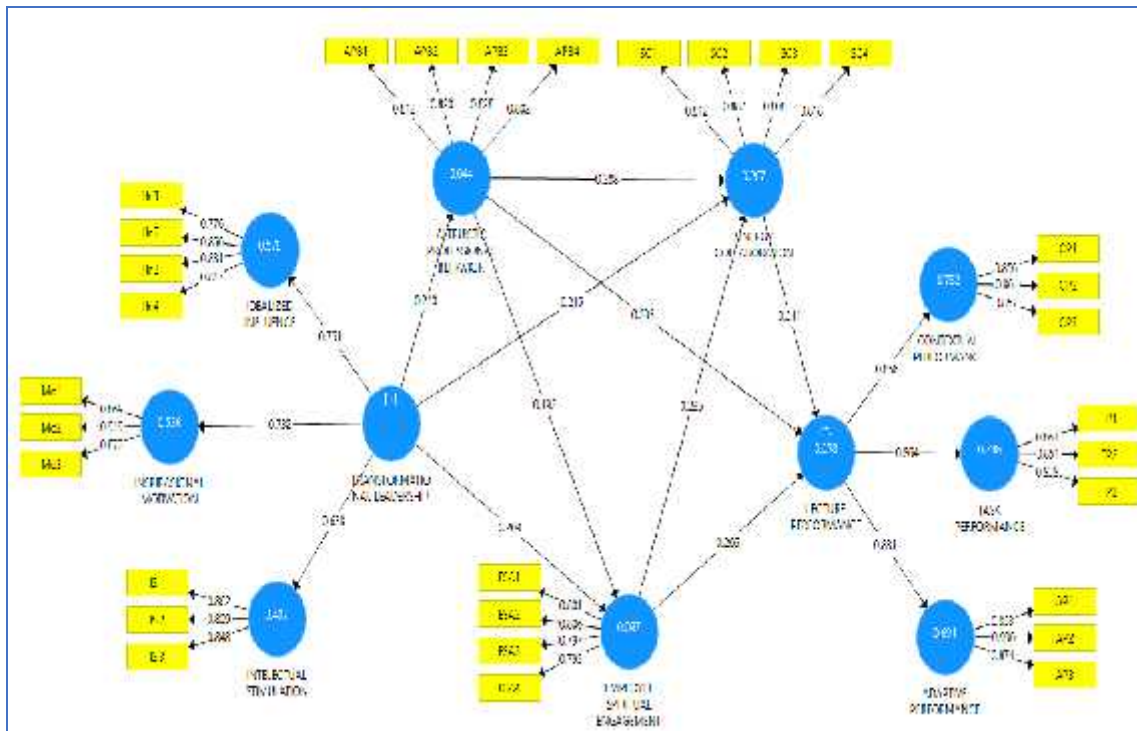


Figure 1 : Outer Model Test

Table 1 shows the outer loading of all indicators, it appears that all indicators have a coefficient above 0.7, thus the data can be declared reliable. The reliability and validity assessments related to the parameters in Table 1 and Table 2 were evaluated using convergent validity and discriminant validity. Convergent validity was based on the mean of the extracted variance (AVE). The analysis results show that all constructs have an AVE value above 0.500. This shows that the model has good convergent validity.

The discriminant validity in Table 2, was analyzed using a diagonal number indicating the square root of the AVE. If the diagonal numbers are greater than those listed horizontally, the measurement model has good discriminant validity. Table 2 also presents all the numbers diagonally greater than those listed horizontally. This shows that the model has good discriminant validity. Internal consistency reliability is indicated by Cronbach's alpha number. If the value of Cronbach's alpha and composite reliability is more significant than 0.708, it indicates that the model has a good composite and good internal consistency reliability. Based on (Hair et al., 2014), for exploratory research, if a construct or indicator has a loading factor or Cronbach's alpha or composite reliability ranging from 0.6 to 0.7, the construct or indicator can be used in the model. This means that all indicators have good internal reliability and composite reliability.

Table 1 : Reliability and Validity Test

No	Variable	Dimension dan Indikator	Symbol	Loading Factor	Cronbach's Alpha	Composite Reliability	AVE
1	Transformational Leadership	1). Idealized Influence					
		a. Rule model	Iin1	0,776	0,838	0,892	0,673
		b. Commitment	Iin2	0,856			
		c. Consequencet	Iin3	0,831			
		d. Trust	Iin4	0,817			
		2). Inspirasional Motivation					
a. Interesting Vision	Imo1	0,869	0,864	0,917	0,786		
			Imo2	0,919			



No	Variable	Dimension dan Indicator	Symbol	Loading Factor	Cronbach's Alpha	Composite Reliability	AVE
		b. Challenge followers	Imo3	0,872			
		c. Optimistic					
		3). Intellectual Stimulation	Isi1	0,862			
		a. Confidence	Isi2	0,809			
		b. New Perspective	Isi3	0,848	0,838	0,892	0,673
		c. Expression of ideas					
2	Employee Spiritual Engagement	a. Feelings of gratitude	Esa1	0,801			
		b. Awarness of mission calls	Esa3	0,806			
		c. More meaningfull life	Esa3 Esa4	0,797 0,793	0,811	0,876	0,638
		d. Pray					
3	Altruistic Professional Behavior	a. Good action	APB1	0,812			
		b. Helping others	APB2	0,820			
		c. Selfless	APB3	0,828	0,832	0,888	0,665
		d. Sacrifice	APB4	0,802			
4	Sinergy Collaboration	a. Solidarity	SC1	0,812			
		b. Subsidiarity	SC2	0,887			
		c. Share Knowledge	SC3	0,808	0,852	0,900	0,692
		d. Love	SC4	0,818			
5	Teacher Performance	1). Contextual Performance					
		1) Responsibility	CP1	0,856			
		2) Relationship	CP2	0,861	0,821	0,893	0,736
		3) Creative ide	CP3	0,857			
		2). Task Performance					
		1) Planning	TP1	0,863			
		2) Implementation	TP2	0,851	0,804	0,884	0,718
		3) Evaluation	TP3	0,828			
		3). Adaptive Performance	AP1	0,853			
		1) Solution	AP2	0,906	0,851	0,910	0,771
		2) Flexibility	AP3	0,874			
		3) Up to date					

Based on the parameters in Table 1 and Table 2, it can be concluded that the measurement model is valid and reliable to model learning agility as a mediating variable for employee spiritual engagement, Synergy Collaboration, Altruistic Professional Behavior on the relationship between transformational leadership and lecture performance.

Table 2. Discriminant Validity

	Adaptive Performance	Altruistic Professional Behavior	Employee Spiritual Engagement	Lecture Performance	Sinergy Collaboration	Transformational Leadership
Adaptive_Performance	0,878					
Altruistic Professional Behavior	0,284	0,815				
Employee Spiritual Engagement	0,323	0,235	0,799			

Lecture_Performance	0,831	0,379	0,396	0,731		
Sinergy Collaboration	0,269	0,389	0,356	0,397	0,832	
Transformational Leadership	0,030	0,210	0,249	0,089	0,334	0,606

Structural Model

The structural model refers to the criteria recommended by Hair et al. (2014), the results of the analysis explain five parameters: the VIF score for transformational leadership – altruistic professional behavior is 1,000; transformational leadership – employee spiritual engagement is 1,034; and transformational leadership – synergy collaboration is 1,095. VIF score for professional altruistic behavior - lecture performance 1.193; Synergy collaboration-lecture performance 1,290; employee spiritual engagement - lecture performance 1,160; altruistic professional behavior- synergy collaboration 1,087; employee spiritual engagement - altruistic professional behavior 1,087. All VIF scores are less than 5. This indicates that there is no co-linearity problem in the structural model.

Furthermore, hypothesis testing is carried out by following the bootstrap procedure. Figure 2 is the result of hypothesis testing with Partial Least Square (PLS) Regression Based Structural Equation Modeling (SEM) in the Smart-PLS statistical package, to test the hypothesis of the relationship between latent predictor variables together with mediating variables (altruistic professional behavior; employee spiritual engagement; synergy); collaboration); and the criteria variable (lecture performance).

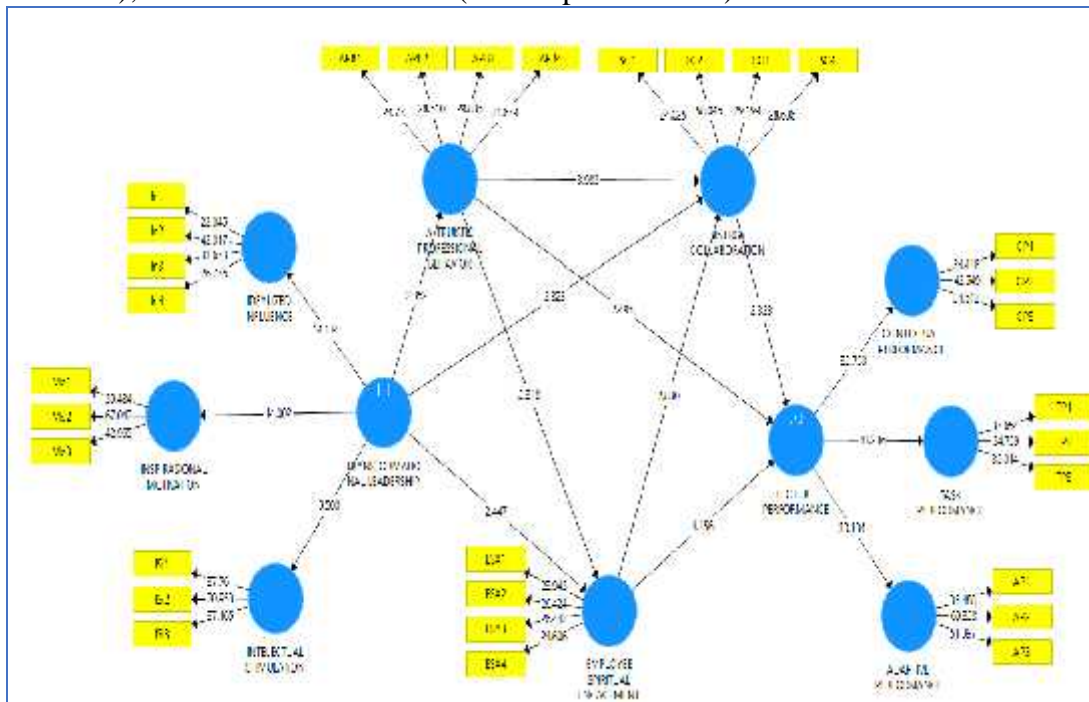


Figure 2. Inner Model Test

Figure 2 shows a graph of the model following the bootstrap procedure. Table 3 presents the total effect of the model showing the values of the original sample, illustrating the positive influence between variables. Column t-statistics describes the effect of significance on the independent and dependent variables. If the t-statistic value is greater than 1.96, it means that there is a significant effect, and if the p-value that explains the probability shows a value less than 0.5, it means that the effect is significant.

Tabel 3. Testing hypotheses

Hipotesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
1. Transformational Leadership → Employee Spiritual Engagement	0,209	0,204	0,080	2,623	0,009
2. Transformational Leadership → Altruistic Profesional behaviour	0,210	0,211	0,089	2.366	0,018
3. Altruistic Profesional Behavior → Sinergy Collaboration	0,288	0,296	0,066	4.345	0,000
4. Altruistic Profesional Behavior → Employee Spiritual Engagement	0,192	0,198	0,080	2,396	0,0017
5. Altruistic Profesional Behavior → Lecture Performance	0,235	0,230	0,092	2,851	0,0011
6. Employee Spiritual Engagement → Sinergy collaboration	0,235	0,239	0,079	2,963	0,003
7. Transformational Leadership -> Sinergy Collaboration	0,215	0,210	0,070	3,066	0,002
8. Sinergy Collaboration → Lecture Performance	0,211	0,215	0,088	2,388	0,017

In Table 3, (1). Hypothesis 1 has a positive original sample value of 0.209. The t-statistic value is 2.623 > t-table 1.96 and the p-value is 0.009. It shows that hypothesis 1 is supported empirically, confirming that transformational leadership positively affects employee spiritual engagement. (2). Hypothesis 2 has a positive original sample value of 0.210, has a t-statistic of 2.36 and a p-value of 0.018, thus, hypothesis 2 is empirically supported, confirming that transformational leadership has a positive effect on altruistic professional behavior. (3). Hypothesis 3 has a positive original sample value of 0.288, has a t-statistic value higher than the t-table value of 4.345 and a p-value of 0.000; therefore, hypothesis 3 is supported empirically, which confirms that altruistic professional behavior has a positive effect on synergy collaboration. (4). Hypothesis 4 has a positive original sample value of 0.192, has a t-statistic value that is also higher than the t-table value of 2.396 and a p-value of 0.0017, therefore, hypothesis 4 is supported empirically, which confirms that altruistic professionals' behavior has a positive effect on employee spiritual engagement. (5). Hypothesis 5 has a positive original sample value of 0.235, has a t-statistic value higher than the t-table value of 2.851 and a p-value of 0.0011, therefore, hypothesis 5 is supported empirically, which confirms that altruistic professional behavior has a positive influence on lecture performance. (6). Hypothesis 6 has a positive original sample value of 0.235, has a t-statistic value that is also higher than the t-table value of 2.963 and a p-value of 0.002, therefore, hypothesis 6 is supported empirically, which confirms that employee spiritual engagement a positive influence on synergy collaboration. (7). Hypothesis 7 has a positive original sample value of 0.215, has a t-statistic value which is also higher than the t-table value of 3.066 and a p-value of 0.002, therefore, hypothesis 7 is supported empirically, which confirms that

transformational leadership has an impact on positive towards synergy collaboration. (8). Hypothesis eight has a positive original sample value of 0.211, has a t-statistic value which is also higher than the t-table value of 2.388 and a p-value of 0.0017, therefore, hypothesis 8 is supported empirically, which confirms that synergy collaboration positive effect on lecture performance.

Structural Assessment Model

Assessment of structured models to analyze direct and indirect effects based on hypotheses. The magnitude of effect (f^2), predictive relevance (R^2) and cross-validation redundancy (Q^2) were tested as shown in Table 4. Cohen (1988) explained that the value of $f^2 = 0.02$ is small, 0.15 is moderate and 0.35 is strong. In this study, f^2 for all variables is moderate. According to Cohen, West and Aiken (2013) the R^2 value of 0.00 to 0.214 is moderate, 0.25 to 0.50 is moderate and above and is equal to 0.70 strong. Table 4 shows that the value of R^2 synergy collaboration is 26.7%; employee spiritual engagement 9.7%; Altruistic Professional Behavior 14.4%; and Lecture Performance 27.8%. This shows that by placing all variables collectively, the predictive relevance (R^2) is 0.146 to 0.154, which is moderate and cross-validated redundancy (Q^2), as explained (Ringle et al., 2014) must be greater than zero. The results of the analysis produce a Q^2 value of more than zero.

This study has eight hypotheses where the t value is greater than 1.96. In addition, the PLS bootstrap (SEM) was examined to examine the mediating effect. Furthermore, Hair et al., (2014), tested the mediating effect following (Ringle et al., 2014) and indirect effects Table 5 shows the findings of the mediation analysis that it is accepted that the t value is above 1.96. Therefore, the mediation effect was stated to be significant, thus, all hypotheses were accepted.

Tabel 4. Predictive Relevance (R^2) and Cross-Validation Redundancy (Q^2)

Exogenous Variable	R^2	Q^2
Altruistic Professional Behavior	0,144	0,024
Employee Spiritual Engagement	0,197	0,058
Lecture Performance	0,278	0,144
Sinergy Collaboration	0,267	0,173

Discussion

Through several stages of testing and analysis, the first hypothesis shows that the positive effect of transformational leadership on employee spiritual engagement can be empirically supported. These results are in line with previous research by (Arokiasamy & Tat, 2020) who found that transformational leadership was significant to spiritual engagement. In line with that (Grace, 2021), transformational leadership is significant with prosocial behavior. It shows that the more productive the transformational leadership, the higher the employee's spiritual engagement with altruistic behavior.

Spiritual intelligence describes a flexible attitude, level of self-awareness, ability to face and take advantage of suffering, ability to face and transcend fear, quality of life inspired by vision and values, reluctance to cause unnecessary harm, holistic thinking, tendency to ask questions, and independent. This spiritual life includes the desire to live meaningfully (the will to meaning) which motivates human life to always look for the meaning of life (the meaning of life) and yearn for a meaningful life (the meaningful life). Spirituality concerns non-material human values hidden in the human soul and heart, such as goodness, truth, beauty, the sanctity of love, spirituality, and psychology (Burhani and Laurens, 2013). In religion, these qualities involve the non-material side of humanity, such as consistency,



humility, effort and surrender, sincerity, totality, balance, and integrity. These things are benchmarks for spiritual intelligence (Agustian, 2021).

Research conducted by (Mahipalan et al., 2019) on teachers, argues that spiritual intelligence is an individual's ability to manage values, norms and quality of life by utilizing the power of the subconscious mind or conscience (GOD SPOT). In this case, someone with high spiritual intelligence will be able to manage values, norms and utilize the power of his subconscious mind. The superiority of a leader's personality such as having high spiritual intelligence, the ability to manage values, norms and utilizing the power of his subconscious mind is very much in line with the personality of Jesus. Adding a comma many leadership experts are now using Jesus and His teachings as a leadership model. Among the many leadership theories that have developed recently, Ken Blanchard And Phil Hodges, (2007) said that leadership is a process of influencing. Every time someone tries to influence the way of thinking, behavior or development of others to achieve his life goals, that person is carrying out his role as a leader. The wider the influence, the greater the scope of leadership.

Jesus was a leader even a great leader. The teachings of Jesus in the Bible are a lesson about true leadership known as servant leadership, which is still very relevant today as a source of inspiration for Christian leadership. In Jesus' model of leadership, a leader is a changer who exerts influence to produce change in others. In the context of PAK teachers as leaders if their presence brings positive changes to students, namely changes in values in students. Therefore, the focus of PAK teachers is the formation of values in students, so that good and extraordinary characters and habits are formed, which reflect Christ. In addition to talking about change, Jesus taught an important thing that has never existed in contemporary leadership theory, namely servant leadership. Even though lately many theories of servant leadership have been developed everywhere, in fact, the idea was extracted from Jesus' teaching about servant leadership (Ken Blanchard And Phil Hodges, 2007).

Research conducted by (Somech and Drach, 2004) on junior and senior high school teachers in Israel shows that the altruistic behavior of teachers greatly influences their participation in decision making so that it has a significant impact on the success of schools in achieving their goals. Allen and Rush (2001) say that altruistic behavior is a modern concept in organizational behavior, it is important in achieving organizational success because its antecedents enable employees to work well. Baston (2002), altruism is a response that causes positive feelings, such as empathy. An altruist will have altruistic behavior, namely the desire to always help others. Happiness is helping people, is the benefit of the concept of altruism. Altruism is the feeling of happiness when helping others, without expecting anything in return. The leadership of an organization is a process of influencing.

The leadership of an organization is an influencing process involving art so that someone is willing to collaborate to achieve a common goal. For this reason, a leader must be able to motivate, inspire and guide organizational members to create a conducive climate to support these common goals (Lazaridou and Iordanides, 2011) Collaboration occurs when a person works with other people both from within the organization and from organizations outside the organization to obtain a clear and mutually beneficial understanding, for the achievement of goals and results that they cannot achieve by working alone. Collaboration involves joint decision-making and a transparent and trusted communication process, where all parties feel informed and can provide feedback and ideas to others. Collaboration is needed to face the challenges faced by organizations including schools, for example to manage the changes and complexities caused by globalization. Meanwhile, leadership is an important variable in an organization's success or failure in collaborative governance (Ansell and Gash, 2008).



Therefore, leaders must have borderless relationships, and create opportunities and organizational mechanisms needed to share ideas, work, and actions more broadly and without boundaries so that collaboration can be created in an educational environment. The collaboration formed between teachers, parents and stakeholders is able to improve student learning, increase the commitment and trust of members of the organization with the surrounding community (Smp dan Singaraja, 2021).

The leadership role in encouraging collaboration is not only created, built and implemented, but more than that, its implementation also needs to be managed. Hsieh and Liou (2018) explain that the management is carried out through collaborative activities such as (1) activating resource assistance through identification and incorporation of resources in achieving common goals, (2) framing the work environment through the role of leadership in influencing individuals to build and maintain commitment to common goals, (3) mobilizing stakeholder support by involving both internal and external stakeholders for the success of the program and (4) synthesizing collaborative processes through the role of leaders in creating and maintaining collaborative processes.

As for spiritual involvement, this research supports what is stated by (Srivastava, 2016) that people should have meaning and value in their lives and work. These meanings and values are highly dependent on the beliefs and values that underlie their motives which in turn drive the birth of behavior. This research also supports by (Nancy Agrawal & Prof. Mahmood S. Khan, 2015) that spiritual intelligence affects one's goals in achieving his career in the world of work. Someone who brings the meaning of spirituality in his work will feel that his life and work are more meaningful.

This study results that transformational leadership positively impacts PAK teachers' performance by mediating PAK teachers' spiritual involvement, collaborative synergy, and professional altruistic behavior. As for principals in relation to transformative leadership, principals benefit from being able to collaborate synergistically between colleagues as a strong teamwork, regardless of differences in employment status between them, namely civil servants, honorary and volunteers so that they can move in rhythm to achieve the vision and common goals. Then related to the involvement of spirituality, then a teacher will have meaning and value in life and work as a PAK teacher, where these meanings and values are highly dependent on the beliefs and values that underlie the motives in work which encourages the birth of altruistic professional behavior that causes positive feelings such as the desire to always help others, because the happiness of helping people is the benefit of the concept of altruism, which feels happy when helping others, without expecting anything in return.

Conclusion

Based on the results of the study, transformational leadership is significant with the three mediating variables, namely individual spiritual involvement, altruistic professional behavior and management collaboration synergy; It has a positive impact on the performance of PAK teachers, and a teacher will have meaning and value in life and work as a PAK teacher, where his meaning and value is very dependent on the beliefs and values that underlie the motives in working which in turn encourage the birth of altruistic professional behavior that creates positive feelings such as the desire always to help others, because happiness in helping people is the benefit of the concept of altruism, where feeling happy when helping others, without expecting anything in return.



Recommendation

This research is expected for a teacher to foster a sense of the usefulness of meaning and value in his work as a PAK teacher, where this meaning and value are highly dependent on the beliefs and values that underlie the motives in work. As for principals, principals in relation to transformative leadership, it is necessary to pay special attention to PAK teachers so that they can collaborate synergistically between colleagues as strong teamwork, regardless of differences in employment status between them, namely civil servants, honorary and volunteers so that they can move in sync to achieve a common vision and goals.

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