

The Influence of Transformational Leadership and Work Motivation on Teacher Performance in Principals

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ABSTRACT

The aim of this study is to establish whether or not 1) the principal's transformational leadership has an impact on teacher efficiency. 2) the impact of job motivation on teacher efficiency 3) The cumulative influence of the principal's transformational leadership and job motivation on teacher performance. This study employs quantitative methods. The study included 75 state junior high school teachers from Rambang District, Muara Enim Regency. A questionnaire was used as the data collection method. The descriptive statistics and research hypothesis testing using simple and multiple linear regression were used in the research data analysis methodology. According to the study's findings, 1) there is a substantial impact of the principal's transformational leadership on teacher efficiency. 2) Job motivation has a huge impact on teacher success. 3) There is a strong impact on teacher success from the principal's transformational leadership and job motivation.

Keywords: Transformational Leadership, Principal, Work Motivation, Teacher Performance

1. INTRODUCTION

Education is a top priority for a nation because through education it can build quality human resources and shape the nation's personality. The advancement of a nation is very much determined by the quality of its human resources, while forming quality human resources requires public awareness to improve education [1].

Efforts to increase the standard of living of Indonesian education are carried out comprehensively in formal education ranging from elementary to high school or vocational schools, both managed by the government and the private sector. The Minister of Education and Culture through policies regulated in the laws and regulations of the National Education System, launched a movement to improve the quality of education as mandated in Law Number 20 of 2003 in the context of educating the nation's life by shaping the character of students to be faithful and righteous, moral. have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens [2].

The role of teachers in a school institution greatly determines the success of achieving school goals, because the more quality teacher performance is, the more targets are achieved in the vision and mission of

each school. Basically, teacher performance emphasizes the ability to carry out learning tasks as professional teachers in order to improve student achievement through designing learning programs, implementing learning and evaluating learning outcomes. Teacher performance data for the 2019/2020 school year shows that of the 75 junior high school teachers in Rambang Subdistrict, Muara Enim Regency, as many as 40 people with a percentage of 53.3% who are able to compile learning tools, 19 teachers use learning media with a percentage of 25.4% while 27 teachers others with a level of 36% have made remedials and analyzed student learning outcomes

Kinicki and Kreitner in [3] state that transformational leadership produces many changes in the organization, this is because transformational leadership emphasizes high intrinsic motivation, trust, commitment and loyalty from subordinates. The principal should carry out his duties and functions properly to improve the quality of teachers, one of which is by providing motivation. This is in line with the opinion of Kristiawan et [4] that teachers also need to be given motivation in the form of praise, giving, or it can also be in the form of admonitions and admonitions for educators who are negligent in their duties so that they remain enthusiastic in carrying out their duties properly.

Departing from this fact, it takes the leadership of a school principal who is able to foster, pay attention, motivate teachers to be more creative and have an attractive vision for future progress in answering the performance problems of SMP Negeri teachers in Rambang District, Muara Enim Regency, one of the right leaderships is to implement transformational leadership style.

2. METHODS

This research uses a quantitative approach with descriptive statistics and inference. In order to quantify the variables in the sample, the quantitative method is used. to determine the relationship between variables through hypothesis testing [5]. The research sample consisted of 75 state junior high school teachers in Rambang District, Muara Enim Regency. The data was collected using a Likert scale model questionnaire with five alternative answers. Before the research, the

instrument was tested first on respondents outside the research sample to determine the level of the accuracy and dependability of the questionnaire, the normality of data, multicollinearity test, and heteroscedasticity test were used to test the study data requirements. The methodology used for analysis is descriptive analysis. with simple and multiple linear regression. Data were analyzed with the help of the IBM SPSS Statistics 21 program.

3. RESULTS AND DISCUSSION

1) The Influence of Principal's Transformational Leadership on Teacher Performance

The regression equation value for the impact of the principal's transformational leadership on teacher success was $Y = 60.772 + 0.381 X_1$. The importance of the regression equation test is presented in the table below.

Table 1. The Importance of X_1 on Y

Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
60.772	6.777		8.967	.000
.381	.081	.481	4.687	.000
a. Dependent Variable: Teacher Performance				

According to the hypothesis of the primary transformational leadership variable on teacher output of State Junior High Schools in Rambang sub-district, Muara Enim Regency, the constant is 60,772 and the head of other variables from the school transformational leadership constant has an effect.

2) Work Motivation's Influence on Teacher Performance

The Hypothesis Test of Work Motivation on Teacher Performance yields $Y = 76.177 + 0.199 X_2$. The importance of the regression equation test is presented in the table below.

Table 2. The Importance of X_2 on Y

Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std.Error	Beta		
76.177	5.361		14.209	.000
.199	.065	.336	3.051	.003
a. Dependent Variable: Teacher Performance				

From data of table 2. above, if the work motivation is zero, the performance of SMP Negeri teachers in Rambang sub-district will be a constant of 76,177 and if the other variables are considered constant, the work motivation variable has a significant effect of 0.199. In addition, seen from the probability value, A relevant value of 0.003 is obtained, which is less than the value of 0.05, and a high value of t count is 3.051 and a t table value of 1.996 implies that H_a is approved.

3) The Effect of Transformational Leadership by Principals and Job Motivation on Teacher Performance

The value of the multiple regression equation with *fcount* greater than *ftable* 3.96 was obtained for the effect of the principal's transformational leadership and job motivation on teacher efficiency. The results of the regression equation test are shown in the table below.

Table 3. The Importance of X₁ and X₂ on Y

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regres	475.087	2	237.544	13.933	.000 ^b
Residu	1.227.499	72	17.049		
Total	1.702.587	74			
a. Dependent Variable: Teacher Performance					
b. Predictors: (Constant), Job Inspiration, and Transformational Leadership as a Principal					

Based on the ANOVA test results, the likelihood value (0.000) for the principal transformational leadership variable (X₁), job motivation (X₂), and teacher success (Y) shown in the ANOVA table is far smaller than 0.05, indicating that H₀ is rejected and H_a

is accepted. As a consequence, it is possible to infer that the third hypothesis, concerning the principal's transformational leadership and job motivation, has a positive and important impact on teacher performance.

Table 4. The findings of the coefficient of determination test

R	R Square	Adjusted R Square	Std. Error of the Estimate
.528 ^a	.279	.259	412.900
a. Predictors: (Constant), Job Inspiration, and Transformational Leadership as a Principal			

Dependent on the overview model production in the table above, the R Square value is 0.279, implying that the determination coefficient is 27.9%, implying that the transformational leadership variable influences teacher success and job motivation by 27.9%. Other factors outside of the study variables affect the remaining 72.1%.

4) The Impact of Transformational Leadership by Principals on Teacher Performance

The frequency distribution results show that the key transformational leadership variable on teacher success is in the good group, while the hypothesis test results show that there is a positive and important effect of 4.687, which is much greater than t table 1.996, so the likelihood of the value obtained is much smaller than 0,05. This means that it is statistically proven and acceptable that the principal transformational leadership variable has a positive effect on teacher performance. This study is backed by Sitisyarah [6], which found that the principal's leadership had a substantial impact on teacher success by 26%. Furthermore, Rohana et al [7] discovered a 49.9 percent positive impact of principal leadership and teacher job discipline on the performance of SDN teachers in Sembawa Regency. According to a study Wulandari [8] on transformational leadership and managerial competence in public elementary schools in

Iilir Timur II Palembang shows a significant influence between individual transformational leadership on teacher performance with a sig value of 0.001 smaller than the probability value of 0.05. and tcount 3,499 is bigger than t table 1,99085. Thus, the principal transformational leadership is able to influence and shift teachers' mentalities and behaviors in a positive direction by creating encouragement and resources for teachers and school personnel to work and contribute without coercion in order to embrace change and build a better school. The ability of the principal to articulate the vision is an alternative step to improve the performance of SMP Negeri teachers in Rambang Subdistrict, Muara Enim Regency.

The desire to lead the principal does not rely solely on a charismatic style; according to Bass and Avolio [3], transformational leadership requires idealized influence, motivating inspiration, intellectual stimulation, and individual consideration. In addition, Wahyuningdyah [9] the transformational leadership applied by the principal must fulfill several steps, including: 1) envisioning is the first step in transformational leadership in fostering the capacity of imagination, innovation, and comprehension of an organization's past in order for the organization's future vision to be true, practical, precise, and expressed; 2) the second stage in transformational leadership is preparation, which is required for principals to design

how to carry out operations more efficiently; 3) teaming, it is hoped that the principal will be able to build teacher involvement in the team harmoniously, full of responsibility in carrying out the tasks given in various activities for the progress of the school; 4) motivation, is the fourth step that the principal must give to the teacher during the implementation of the activity; 5) evaluating, the principal must evaluate the results achieved and make improvements and change strategies in determining success, and 6) the evaluation recycling process, is the sixth step. Periodically and on an ongoing basis there is a need for follow-up after evaluation, so that this stage in the process needs to be reviewed to see and assess possible errors in assumptions and policies for the better in the future.

5) Work Motivation's Influence on Teacher Performance

The descriptive study of job motivation variables produced reasonably good results. Meanwhile, hypothesis testing findings indicate that there is a major relationship between job motivation and the success of teachers at Rambang Subdistrict State Junior High Schools, Muara Enim Regency with a significance likelihood value of 0.003, which is less than the value of 0.05, and a t-value of 3.051, which is much greater than the value of 0,05. This research is statistically acceptable, and it is consistent with the findings of Alhusaini, et al [10] which show that work motivation affects teachers. performance is shown by the likelihood value (0.000), which is less than the value of (0.05). Thus, one of the factors that can affect the performance of teachers, especially those at SMP Negeri in Rambang District, Muara Enim Regency, is work motivation. The encouragement or achievement motivation needed by SMP Negeri teachers in Rambang District, Muara Enim Regency includes: 1) the need for achievement; 2) needs of affiliates, and 3) labor requirements. According to [11], these three needs are critical factors in deciding a teacher's success.

6) The Effect of Transformational Leadership by Principals and Job Motivation on Teacher Performance

The researcher's third hypothesis testing indicates that there is a substantial effect between the variables of leadership and job motivation together on teacher results, as shown by the value obtained, which is far greater than the 3.96 table, and the likelihood value (0.000), which is far smaller than 0.05 with a determination coefficient of 27.9%. The findings of this report, which are confirmed by [12] analysis, revealed that there was a positive impact between the principal's transformational leadership and the performance of State Aliyah School teachers in Tulung Agung Regency with a value less than the likelihood value. Further research by Damayani et al [13] on the impact of principal leadership and work motivation on teacher

performance at SMP Negeri 3 Sungai Lilin, either partially or simultaneously, demonstrates that there is an influence of principal leadership and work motivation on teacher performance. Explains that school principals must be able to carry out their role as leaders while still carrying out their functions as educators, managers, administrators, supervisors, leaders, innovators; and a motivator [14]. As a consequence, both empirically and theoretically, the principal's transformational leadership and motivation can be used to measure teacher performance.

4. CONCLUSION

It is possible to draw the following conclusions based on the findings of the research: 1) the transformational leadership of the principal has a huge effect on the teacher success of SMP Negeri Rambang Muara Enim Regency. The magnitude of the influence of transformational leadership is largely determined by the charismatic, inspirational, intellectual attitudes and sensitivity of the principal towards teachers and staff; 2) job motivation has a big impact on teacher success at SMP Negeri Rambang, Muara Enim District, Muara Enim Regency. The extent of the power of work motivation is due to stimulation to meet accomplishment needs, as well as the need for workplace security. as well as the need for manpower, and 3) the principal's transformational leadership and job encouragement have a major impact on the success of SMP Negeri Rambang, Muara Enim Regency since the principal's leadership attitude will further influence teacher performance by providing motivation in improving teacher performance.

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