

## The Influence of Principal's Transformational Leadership and Work Motivation on the Performance of State Junior High School Teachers

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**Abstract:** The aim of this research is to determine whether there is or not the influence 1) of principal's transformational leadership on teachers' performance, 2) of work motivation on teachers' performance, 3) of the principal's transformational leadership and work motivation together on teachers' performance. The research was using quantitative methods. The research sample used a total sampling technique with a population of 77 State Middle School teachers, Bukit, Palembang. Data collection uses a questionnaire. The data analysis technique used is descriptive statistics and partial research hypothesis testing with simple linear regression and simultaneous multiple regression. The results of the research state that there is a significant influence 1) the principal's transformational leadership on teachers' performance, 2) work motivation and teachers' performance, 3) the principal's transformational leadership and work motivation together on teachers' performance.

**Keywords:** Principal's Transformational Leadership, Teachers' Performance, Work Motivation

### A. Introduction

A school is a system where there is an interaction process between principals, teachers, employees, supervisors, school committees and students. All interaction processes take place because they are influenced by the organizational function, motivation, authority, and example possessed by the principal as an organizational leader because all of them are important influences in the formation of human resources. The principal as an organizational leader must be able to fulfill the main interests and supporting interests but must cover a wider range because education is used for all groups.

In an organization, leaders are very influential to provide examples or examples for their subordinates in achieving organizational goals. Leaders are a strategic position in planning and implementing goals. The principal as a *leader* is expected to have loyalty, high work discipline and have an intellectual spirit and be able to compete (Wibowo & Phil, 2015). It is also stated that the importance of studying behavior is

related to the performance of human resources. The performance of human resources will increase if their behavior is in accordance with the demands of the job. The success and failure of subordinates is a direct reflection of the success or failure of a leader (Wahjosumidjo, 1999). The principal is one of the driving forces for the school to realize its vision, mission, goals, and goals through programs that are implemented in a planned and gradual manner.

The leadership of the principal is one of the factors that affect the quality of the school. The application of the right principal leadership will have a significant influence on decision-making, as well as in influencing teachers to do their work more efficiently and effectively to achieve good teachers' performance.

The principal as a leader must have a close relationship and good communication between a principal as a leader and a teacher as a subordinate, this is one way that can provide work motivation to subordinates so that subordinates feel appreciated. Teachers as members of organizations in schools are basically easy to be motivated by giving what they want, because, a motivated teacher, will work hard to do his job well for the success of his school. The principal has at least the role and function of Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator (EMASLIM) (Mulyasa, 2003). Leadership is the activity of guiding a group, namely the importance of achieving common goals. Leadership is a contribution from every person that is useful in determining and planning the activities of the principal. (Azhar & Rasto, 2018).

Furthermore, at this stage, the leadership of the principal is very much required to be able to lead or manage the school, and must also be able to create a conducive atmosphere in the work environment (*climate-maker*) so that it can prevent the occurrence of something unwanted and must also have the ability to provide encouragement so that all employees in the school can unite to achieve the goals they want to achieve. The principal must act decisively against violations committed by educators. It is hoped that all employees at the school can serve the students optimally.

Based on the results of an interview with the Principal of SMP Negeri 1 Palembang, Mr. Drs. Maju Partogi Simanjuntak, M.Si whose address in Jalan Pak. A. Rohim Palembang, the performance of teachers in general has been good. The teacher's obedience in work is also quite good. This is supported by school discipline where teachers are required to face print every morning before work and during the afternoon after the teaching and learning process is completed. Thus, the discipline of teachers to come to school can be monitored. But there are several facts that show that teachers' performance is not optimal. There are still teachers who do not make Learning Implementation Plans (RPP), ignore the completeness of teacher administration, give tasks without the help of face-to-face processes, use monotonous models and mottos, and learning evaluations that are not optimal. Given the importance of teachers' performance in the world of education, efforts are needed to

improve teachers' performance. Efforts to improve teachers' performance must certainly be supported by an increase in high motivation.

### **Transformational Leadership of Principals**

One of the leadership styles that has been discussed a lot lately is the transformational leadership style. Transformational leadership answers the challenges of an era full of many changes where at this time humans are able to criticize and demand what is given by humanity. This is in line with Maslow's opinion in (Sudaryono, 2017) that a leader today is required to have attention to his subordinates in providing proper service and appreciation as a sense of humanity for what has been done by his subordinates to the organization he leads.

Transformational leadership is leadership that is contrary to leadership that applies *the status quo*. Transformational leaders succeed in changing the *status quo* in their organizations by performing appropriate behaviors at each stage of the transformational process if the old ways that are considered no longer in accordance with the values and rules that are developing in the organization, then a leader will develop a new vision of the future with more focus on strategy and motivation (Tjiptono & Syakhroza, 1999). Transformational leadership as a leadership style that can awaken and motivate its employees, so that they can develop and achieve maximum performance, exceeding what was initially expected (Ismunandar & Hasan, 2022). Transformational leadership in principle motivates its subordinates to do better than what they can do, in other words, it can increase confidence and confidence in employees which will affect performance improvement.

Wahjosumidjo in (Aslan, 2022) stated that school principals are required to a) be responsible for making teachers, staff, and students aware of the school goals that have been set, b) understand the motivation of each teacher, staff, and student to be a source of inspiration for subordinates, c) provide guidance, coordinate activities, control/supervise and provide coaching so that each member or subordinate obtains a reasonable task in burden and business results together.

The main function of the principal as a leader in the education unit is to create a situation that will be used for learning and teaching so that teachers who will teach and students who will learn, can receive lessons well (Suhardan, 2010). It is further explained that the principal has a dual responsibility, namely the principal must carry out school administration duties so that a good teaching and learning situation is created, as well as carry out supervision, so that the ability of teachers to guide their students increases. In addition to this, the principal here is also a determinant of success in an educational organization.

The principal as the highest official in the organization in the school must have awareness of the principle of improving the quality of the school through visionary

behavior, agent of change, confident, charismatic, empathetic, inspiring, intellectual, have experience and insight that always strives to make changes and develop the vision and mission of the school in accordance with the needs and progress of the times by making leadership changes, Such as giving encouragement, fulfilling demands, providing guidance to teachers so that what is the school's goal is achieved. This is explained by (Danim, 2009) who stated that the principal as a leader should always make leadership changes considering the current conditions of zneeaman development, so it is hoped that the principal will focus more attention on teachers in the form of providing guidance, motivation, training, meeting the needs of teachers in learning so that learning activities are achieved. Thus, that a leader who is able to make changes and is able to motivate his subordinates to further improve the performance of his subordinates is one of the characteristics of transformational leadership.

There are four principles that must be implemented by school principals in transformational leadership, namely; *First*, idealize influence with high ethical and moral standards while still developing and maintaining trust among leaders and followers as the foundation (Sallis, 2006). *Second*, inspiration that fosters motivation such as challenges in tasks and work. *Third*, intellectual stimulation with the aim of fostering creativity, especially creativity in solving problems and achieving a great common goal. *Fourth*, individual consideration by realizing that each follower has a unique existence and characteristics that also have an impact on different treatment when coaching, because in essence every individual needs self-actualization, self-esteem and the fulfillment of various personal desires.

### **Characteristics of Transformational Leadership of School Principals**

Suyanto in (Danim, 2009) the dominant characteristics of school principals who have successfully implemented a transformational leadership style are (1) identifying themselves as agents of change/renewal, (2) trusting others, (3) improving their abilities continuously, (4) having a brave nature, (5) having the ability to deal with complicated and unclear and uncertain situations, (6) having a vision for the future, Leaders always listen, talk and help solve personal problems and matters, (7) act on the basis of a value system (not on the basis of individual interests, on the basis of the interests and insistence of their cronies).

The characteristics of transformational leadership are as follows (Wuradji, 2008): (1) Having the courage to make changes towards a higher level of proactivity, (2) Able to arouse the spirit and motivation of his followers to work hard, able to develop a spirit of togetherness, discipline, and motivation to move forward, (3) Able to accommodate and capture all the aspirations and interests of his followers, (4) Transformational leadership has a charismatic component, (5) Able to providing protection (ngayomi) and creating a sense of security among their followers, (6) Able to build organizational awareness in their followers by developing a sense of belonging (sense of *belongin*),

and a sense of responsibility (*sense of responsibility*), as well as building the will to achieve the highest achievements, (7) Transformational leaders as they *are lifelong learners*), (8) Using their intellectual abilities intelligently in decision-making, (9) Having strong confidence in taking risks on decisions taken and resisting challenges that hinder the changes made, (10) Fighting for the needs of their followers, (11) Having the ability to handle complex, unpredictable, undetermined, and confusing problems, (12) Leaders position themselves as agents of change (*change agent*), (13) They highly value the potential, needs, and aspirations of their followers.

Burns in (Wahyuningdyah, 2015) that transformational leadership has the following characteristics; (1) leaders and followers have a common goal that describes their values, motivations, desires, needs, aspirations and expectations, (2) although leaders and followers have a common goal, but their level of motivation and potential to achieve the goal is different, (3) transformational leadership seeks to develop an ongoing system by putting forward a vision that encourages the development of a new society, (4) transformational leadership ultimately teaches followers how to become leaders by carrying out an active role in change.

Anderson in (Wahyuningdyah, 2015), stated that there are several steps in the transformational leadership process that can be applied by school principals, namely: 1) *Envisioning*, which is the first step in transformational leadership in developing the ability of imagination, creativity and understanding the history of an organization so that the organization's future vision can be accurate and realistic, specific and articulated; 2) *Planning*, is the second step in transformational leadership is a must for leaders to design about how to carry out activities effectively, who will do and when an activity can be done well, who can do something better; 3) *Learning*, is the third step, transformational leaders are expected to be able to build employee involvement in various activities effectively, Through the development of harmonious and productive involvement, selecting the right people to be involved in the team, assigning tasks and responsibilities to the team and its members by paying attention to their strengths and interests; 4) *Motivation*, is the fourth step, motivation must be given during the implementation of activities by people who are led (subordinates) can be realized in reality; 5) *Evaluating*, which is the fifth step, evaluating the results achieved after renewal and efforts to change strategies in the implementation of work are a necessity that must be done by a leader transformation. Success criteria as a reference in evaluation must be made as a measure of rejection; and 6) *Recycling the process through evaluation*, which is the sixth step. Periodically and continuously, there needs to be a follow-up after an evaluation, so the steps in this process need to be reviewed to see and review the possibility of mistakes in assumptions and make policies on how to be even better in the future.

## **Teachers' Performance**

Performance is a word in Indonesian from the root word "work" which is translated from a foreign language is achievement, which can be interpreted as the result of work. Performance in an organization is the answer to the success or failure of a goal of the organization that has been set. Leaders often don't pay attention to performance unless it's very, very bad or everything goes wrong. Often leaders do not know how bad the performance is so that an agency experiences a serious crisis. Bad impressions of the organization result in and as warning signs that there is a decline in performance.

Teachers' performance in learning interactions in schools is very important to achieve educational goals. Poor performance of teachers has an impact on the progress and quality of teachers (Kristiawan & Mahmudah, 2021). Motivation is divided into two, namely intrinsic and extrinsic (Pianda, 2018). The results of work in accordance with the goals to be achieved are greatly influenced by factors from the individual and the influence of the work environment. To improve education in schools, teachers have a responsibility. Motivated teachers will work with this responsibility and can achieve improved quality of performance.

The improvement of teachers' performance in learning is influenced by several factors such as a) Salary, b) facilities and infrastructure, 3) environmental conditions, 4) leadership (Usman, 2013). Performance is the achievement achieved by a person in carrying out or carrying out his or her duties or work during a certain period in accordance with the standards and criteria applicable to the work (Pianda, 2018).

Performance is carried out through a process of achieving an achievement, result or ability that refers to and is measurable based on an agreement within the organization during a certain period of time shown in the work agreement, obligation, or task (Edison, 2016). This means that a teacher who has achieved work achievement is measured by the teacher's ability to carry out his or her duties or work during a certain period in accordance with competency standards and criteria that have been set in advance and have been mutually agreed upon in the Educational Institution.

Teacher's performance is an effort made by a teacher with the mastery of the competencies he has both in quality and quantity and has the ability to carry out his duties in accordance with his responsibilities that have been given to him which includes a series of activities such as: preparation of learning planning, implementation of learning, implementation of evaluation and evaluation analysis (Wuradji, 2008). This is in line (Ahmad et al., 2014) teacher's performance in general can be measured through four components: 1) the ability to make lesson plans, 2) the ability to implement learning plans, 3) the ability to carry out evaluations, 4) the ability to follow up on evaluation results.

There are 3 factors that influence teachers' performance, namely skills, experience and abilities (Torang, 2014). Meanwhile, Mitcell in (Torang, 2014) there are seven factors that influence teachers' performance including; 1) work quality, 2) skills, 3) responsiveness, 4) speed, 5) initiative, 6) communication, 7) ability. Sedarmayanti in the factors that influence performance include: 1) mental attitude (work motivation, discipline, work ethics), 2) education, 3) skills, 4) leadership management, 5) income level, 6) salary and health, 7) social security, 8) work climate, 9) infrastructure, 10) technology, 11) opportunities to excel (Supardi, 2013).

### **Work Motivation**

Motivation comes from the word motive which can be interpreted as a driving force that can affect readiness and start doing several series of activities in a behavior that arises due to the encouragement, need, desire, and whispering of the heart in the individual (Siswanto, 2021). Motivation is a driving force for a person to be able to make a huge contribution to the success of the organization in achieving its goals (Siagian, 2023). Internal motivation theory emphasizes more on individual needs, desires and expectations as a force that can compose motivation (Winardi, 2000). Gibson in (Sudaryono, 2017) states that motivation is a drive that arises from within a person caused by awareness of the role and importance of carrying out work in achieving goals. Usman in (Torang, 2014) also stated that motivation focuses more on the psychic process that encourages a person to do something. Based on the opinion above, it can be concluded that motivation is the driving force to move a person to carry out a series of activities in order to achieve the desired goal.

Danin in (Torang, 2014) said that motivation contains three *essential* elements, namely 1) driving factors or generating motives, both internal and external, 2) goals to be achieved, 3) strategies needed by individuals or groups to achieve goals. Thus, motivation is a driving factor, both internal and external, to influence a person in achieving goals.

Purwanto in (Uno, 2023) said that the function of motivation for humans is: (1) as a driving force for humans, like fuel in a vehicle, (2) determining the direction of action, namely towards the realization of a goal or ideal, (3) preventing deviation from the path that must be taken to achieve the goal, in this case the clearer the goal, the clearer the stretch of road that must be taken, (4) selecting one's own actions, meaning determining which actions must be done, which are compatible in order to achieve the goal by setting aside actions that are not beneficial to that goal.

There are three motivational functions, which are as follows: (1) Motivation functions as a driving force. This means that motivation functions as an engine for the car. The amount of motivation will determine the speed or slowness of a job. (2) Motivation functions as a director. It means directing a person in doing an act so as not to deviate from the mini-vision or predetermined goal. (3) Motivation encourages the occurrence

of behavior or an act that spurs a person to achieve what he wants, the act in question is related to performance or work. From the two opinions about the motivation function, it can be concluded that there are three motivational functions, namely as a driver, determining direction and determining actions. As a driving force, it aims to move humans to do deeds to achieve the desired goals. As a director, it is to determine the direction of actions that will be carried out by individuals. And the last one functions as a determinant of actions, namely determining which deeds will be done and which will not be done. Motivation also serves to control the energy or effort that the teacher will make in achieving the desired goal. If the efforts and efforts are to be increased, it is necessary to provide motivation, both intrinsic and extrinsic, because to be more encouraged to take these actions (Hamalik, 2006).

### **The Influence of Principal's Transformational Leadership and Work Motivation on Teachers' Performance**

The success of education in schools is determined by several supporting factors, including teachers' performance. Teachers are the main component that determines the success and quality of education in schools. Teachers' performance is the ability of a teacher to carry out learning tasks at school to the maximum and be responsible for students under his guidance by improving student learning achievement (Supardi, 2013). Therefore, teachers' performance can be interpreted as a condition that shows the teacher's ability to carry out his or her duties. Furthermore (Supardi, 2013) it is also explained that teachers' performance is not only shown by the results of their work, but also shown by their behavior in working with the dilemma that teachers are always required to have performance that is able to provide and realize the expectations and desires of all parties, especially the general public who have trusted schools and teachers in fostering students.

The principal as the highest leadership in the school must be able to strive to improve teachers' performance through the education staff capacity development program. Therefore, school principals must have personality or traits, abilities, and skills to lead an educational institution. In carrying out his leadership, a school principal has a standard of work that must be done. School principals must be able to perform their role as leaders while still carrying out their functions as educators, managers, administrators, supervisors, *leaders*, innovators, and motivators (Mulyasa, 2003).

### **B. Methods**

The problem that will be discussed in this study is whether there is an influence of transformational leadership of school principals and work motivation on the performance of State Junior High School teachers in Bukit District, Palembang city. For this reason, the researcher tries to use a method that is in accordance with the problem to be studied.

The following is the method used by the researcher in carrying out this research, Quantitative Approach, Descriptive Method. This study uses descriptive and inferential statistical techniques which aim to see if there is an influence between dependent variables and independent variables. The variables in this study consist of 2 (two) independent variables, namely: transformational leadership of the principal (X1) and work motivation (X2) and 1 (one) bound variable, namely teachers' performance (Y).

Data collection techniques are the most important step in the research process, because the main purpose of research is to obtain data. The data collection techniques used are observation, questionnaire and documentation. This research was conducted on all teachers at SMP Negeri Bukit Kota Palembang sub-district, totaling 77 people.

### C. Results and Discussion

#### Description of Principal Transformational Leadership Data

Of the 77 respondents who are all State Junior High School teachers in Bukit Kota Palembang sub-district, there was a variation in each item given to respondents regarding transformational leadership styles, which amounted to 30 questions that had been divided into several descriptors.

The categories of transformational leadership variables can be grouped into five assessment categories, namely, very low, low, adequate, good and very good. The results of the categorization calculation of the transformational leadership variables of school principals can be seen in table 1 as follows:

**Table 1. Categorization of Percentage of Transformational Leadership Variables of School Principals (X1)**

Formula	Count	Prone to	Frequency	Percentage	Category
$X \geq M + 1,5 (SD)$	$X \geq 139$	139,5 - 150	27	35%	Very Good
$M + 0,5 (SD) \leq X < M + 1,5 (SD)$	$128 \leq X < 139$	128,5 - 139	9	11,7%	Good
$M - 0,5 (SD) \leq X < M + 0,5 (SD)$	$117 \leq X < 128$	117,5 - 128	27	35%	Adequate
$M - 1,5 (SD) \leq X < M - 0,5 (SD)$	$106 \leq X < 117$	106,5 - 117	10	13%	Low
$X < M - 1,5 (SD)$	$x < 106$	< 106	4	5%	Very Low
			77	100%	

Based on the results of the calculation of the distribution of the frequency distribution of the achievement score of the transformational leadership style variable in table 4.2 above, it can be found that the highest score is in the good category (score 128.5 - 139), which is as many as 9 respondents (11.7%) while the category is very good and

adequate, the percentage of respondents' answers is equal to the percentage level of 35%. Meanwhile, the respondents assessed the application of the principal's transformational leadership style in the low category with a score of 106.5 - 117, there were only 10 respondents with a percentage of 13%, and the very low category was only 5% with only 4 respondents.

### Description of Work Motivation Variable Data

From the results of the descriptive data analysis calculation, a categorization can be made on the Work Motivation variable. The results of the calculation of the categorization percentage of the Work Motivation variable can be seen in the following Table 2:

**Table 2. Variable category percentage**

Formula	Count	Prone to	Frequency	Percentage
$X \geq 139$	139,5 - 150	8	10,3%	Very Good
$128 \leq X < 139$	128,5 - 139	10	13%	Good
$117 \leq X < 128$	117,5 - 128	21	27,2%	Adequate
$106 \leq X < 117$	106,5 - 117	21	27,2%	Low
$x < 106$	< 106	17	22%	Very Low
		77	100%	

Based on the results of the calculation of the distribution of the frequency distribution of the achievement score of the work motivation variable in table 4.7 above, it was found that the highest percentage was in the moderate category (score 117.5-128) and low category (score 106.5-117), namely with a frequency of 21 respondents with a percentage value of 27.2%, then the good category was with a frequency of 10 respondents with a percentage of 13% and the very good category with a frequency of only 8 frequencies out of 77 respondents with a percentage of 10.3%.

### Description of Teachers' Performance Variable Data

The calculation of descriptive data analysis can then make a categorization of teachers' performance. For the calculation of the rigidity of teachers' performance variables, it can be seen in table 3 as follows:

**Table 3. Percentage of Teachers' Performance Variable Category (Y)**

Formula	Count	Prone to	Frequency	Percentage
$X \geq 141$	141,5 - 150	29	37,7%	Very Good
$133 \leq X < 141$	133,5 - 141	8	10,3%	Good
$125 \leq X < 133$	125,5 - 133	9	11,7%	Adequate
$117 \leq X < 125$	117,5 - 125	22	28,6%	Low
$x < 117$	< 117	9	11,7%	Very Low
	Total	77	100%	

Based on the results of the calculation of the distribution of the frequency distribution of teachers' performance achievement scores in the table above, the highest frequency in the very good category (vulnerable 141.5 - 150) with a frequency of 29 and a percentage of 37.7%. While in second place there are in the low category with a vulnerability from 117.5 - 125 as many as 22 frequencies with a percentage of 28.6%, in the moderate and very low category, with the same number of frequencies which is 9 and the percentage is 11.7%. The last place is in the good category, with a frequency of 8 and a percentage of 10.3%. Based on the data in the table above, it can be seen that the teachers' performance variable is in the very good category judging from the percentage of respondents' choices.

### Data Normality Test

The data normality test is carried out because it is an important requirement in the next data analysis. Data normality testing is included to test that the average sample is close to the normality of the population. The data normality test was carried out by a nonparametric test with *Kolmogorof Smirnov* (K-S Test), by setting a significant level of 5 % or  $\alpha = 0.05$ .

**Table 4. Results of the Normality Test One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		77
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	9.89644726
Most Extreme Differences	Absolute	.073
	Positive	.051
	Negative	-.073
Test Statistic		.073
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

### Heteroscedasticity Test

To detect heteroscedasticity in this study is to look at the presence or absence of a certain pattern in the scatterplot graph between SRESID and ZPRED, where the Y axis is the predicted Y from the X axis is the residual (Y prediction - true Y) that has been studentized (Ghozali-2013).

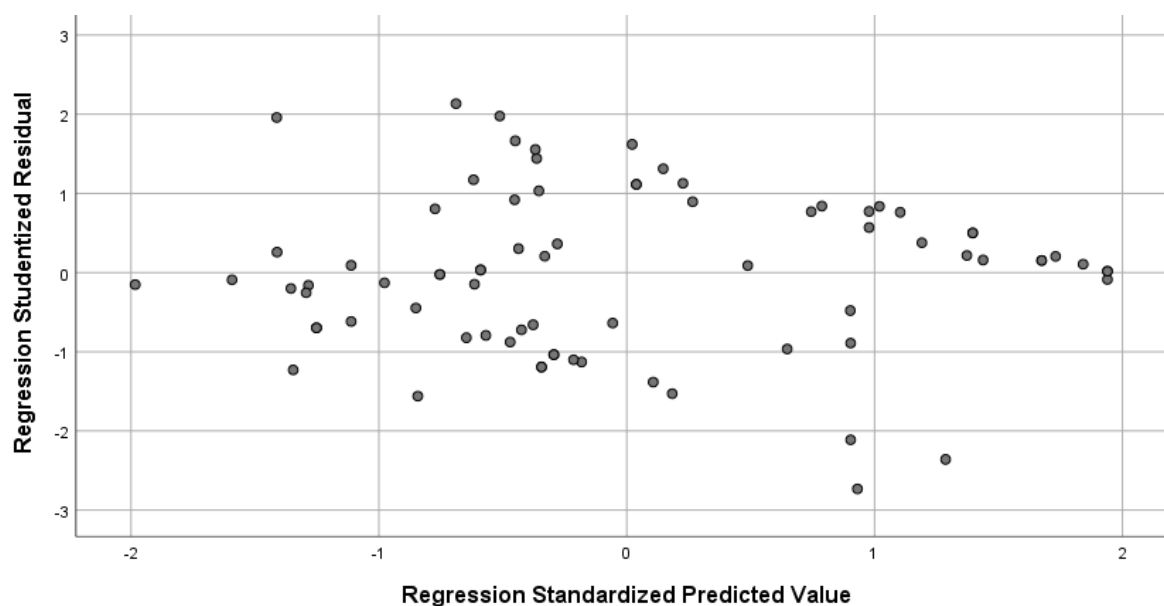


Figure 1 Heteroscedasticity Test Results

### Data Multicoloniality Test

To detect the presence or absence of *multicollinearity problems* in the regression model, it is carried out in the following ways: 1) If the *tolerance value* > 0.10 and the VIF value < 10.00, it means that multicollinearity occurs. 2) If the *tolerance value* < 0.10 and the VIF value > 10.00, it means that multicollinearity occurs. The following results of the multicollinearity test can be seen in the following table 5:

Table 5 Multicollinearity Test Results  
 Coefficients<sup>a</sup>

Model		Collinearity Statistics	
		Tolerance	VIF
1	Transformational Leadership	.524	1.907
	Work Motivation	.524	1.907

a. Dependent Variable: Teachers' Performance

Based on table 4.14 above, it can be seen that the *tolerance variable* and VIF get the same value between the transformational leadership variables (X1) and work motivation (X2), namely for the *tolerance value* of 0.524 > 0.10 and the VIF value of 1.907 < 10.00 so it can be concluded that there is no symptom of multicollinearity between the transformational leadership variables of the principal (X1) and work motivation (X2) on teachers' performance (Y).

Based on the results of the third hypothesis test conducted by the researcher, it can be concluded that there is a significant influence between transformational leadership and work motivation together on teachers' performance. The results of this study are strengthened by a study (Susmiyati, 2016) on "The Influence of Transformational

Leadership and Managerial Competence of School Principals on Teachers' Performance in Madrasah Aliyah Negeri Sekecamatan Tulung Agung". Based on the results of the study, it can be concluded that there is a positive influence between the transformational leadership of the principal on the performance of teachers of Sekolah Aliyah Negeri in Tulung Agung district, shown by a positive and significant beta value, supported by a tcount greater than the table, and a fcount less than the probability value.

Then this research is also in line with the results of research conducted by (Wuradji, 2013) which states that transformational leadership and work motivation together have a significant effect on teachers' performance. Teachers' performance is highly dependent on the teacher himself. To produce creative *graduate output*, creative teaching is needed. Therefore, the performance of teachers when carrying out their duties will clearly determine the success of the implementation of each education or learning program. The leadership of the principal is very necessary, because the leadership of the principal can affect the performance of teachers even better and educational achievements can be easily implemented. With the expectation that all teachers and staff, can perform even better than what the school expects. The transformational leadership possessed by the principal also has an impact on the development of the performance of the school he leads, such as the organizational culture in this case includes the realm of thinking, effectiveness, and motorism that occurs in school life to improve the learning process and improve the quality of student learning.

Transformational leadership for schools is directed at improving teachers' performance, so that it can achieve optimal student outcomes, (Supardi, 2013) stated that teachers' performance is the ability possessed by a teacher in carrying out learning tasks in schools with a sense of responsibility to improve the skills and competencies of students which is a learning and learning goal that has been determined so that It is really mastered by students in the hope that it can be a provision for students in the future. In addition to this, providing motivation is very important to encourage the work spirit of a teacher so that they can achieve even more. Motivation can be in several forms, it can be in intrinsic form and it can also be extrinsic, where the motivation is an effort to influence teachers towards better change and uphold moral values and obey the rules and regulations that govern and limit every movement and behavior, both the principal and teachers, as well as the employees in the school.

#### **D. Conclusions**

Transformational leadership has a significant effect on teachers' performance at State Middle Schools in Bukit, Palembang. the results of the hypothesis carried out by the researcher; the truth is statistically accepted. It proven from the results of the T-test with the probability value that a significant value of 0.001 is obtained which is smaller than the  $\alpha$ -value of 0.05 and the t-value of 2,672 is much greater than the t-table value

of 1,665 and the coefficient of determination value is 35.6%, so it can be concluded that the better of transformational leadership of the head of the State Middle School in Bukit, Palembang, the teachers' performance will increase.

Work motivation has a significant effect on the performance of State Junior High School teachers in Bukit, Palembang. It is evident from the results of the T-test with a calculated value of the work motivation variable ( $X_2$ ) of 3.322 which is much greater than t-table 1,665 and a significant probability value of 0.001 much smaller than the value of  $\alpha = 0.05$  and an R-Square value of 0.385 with a decision coefficient of 38.5%.

Transformational leadership and work motivation together have a significant influence on the performance of State Middle School teachers in Bukit, Palembang. This is based on the results of hypothesis testing with multiple linear regression equations by obtaining a F-count value much greater than F-table, namely  $29.013 > 3.967$  and the probability value (0.000) is much smaller than the value of 0.05. Meanwhile, the R-value, it is 0.663, means there is an influence between the variable's transformational leadership and work motivation together on teachers' performance of 0.663 with an R-Square value of 0.440, thus teachers' performance can increase by 44.0% because there is the influence of transformational leadership and work motivation.

## E. Acknowledgements

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