



The Role of Transformational Leadership and Principal's Work Motivation on the Performance of Elementary School Teachers in Gunugwungkal District

Yayuk Hariyasasti

Mahasiswa Magister Pendidikan Dasar, Universitas Muria Kudus, Indonesia

Email : yayukhariyasasti.spd@gmail.com

Abstract

This study aims to describe and analyze (1) The influence of transformational leadership of principals on teacher performance in elementary schools throughout Gunugwungkal District, (2) The influence of principal's work motivation on teacher performance in elementary schools throughout Gunugwungkal District. The research method used is quantitative descriptive through a survey. Data were collected through questionnaires distributed to 56 elementary school teachers in Gunugwungkal District which were determined using the simpler random sampling method, research data were obtained by distributing online questionnaires through social media. Data were analyzed using structural equation modeling (SEM). The results of the study indicate that there is a positive and significant influence between transformational leadership and teacher performance and principal's work motivation has a significant influence on teacher performance.

Keywords: Transformational Leadership, Principal's Work Motivation, Teacher Performance, Elementary Schools, Gunungwungkal District

Introduction

Education is the main factor in shaping human personality. Through education, a complete human personality will be formed, namely an adult who has responsibility for the life of the nation and state. Through education, human resources will be formed who master science and technology, master skills and civilization to be able to participate in forming an advanced society that is socially just and civilized [1]. The educational problem faced by the Indonesian nation today is the low quality of education at every level and educational unit, although many may make efforts to improve the quality of education. One indicator of successful development is the increasing quality of education of its citizens. The quality of education of citizens is very important considering facing global competition in the future [2]. Many factors influence the quality of education, including the leadership of the principal, teacher performance, curriculum, educational policies, educational facilities, applications of information and communication



technology in the world of education, especially in teaching and learning activities in the classroom, in the laboratory, and other learning arenas through internet facilities, application of methods, appropriate educational evaluation method strategies, adequate implementation costs, human resources of trained, knowledgeable, experienced and professional education actors [3]. Realizing quality education does not just happen by itself, without the leadership of the principal and good teacher performance.

The role of the principal's leadership in this case is closely related to good quality management carried out in the educational institution [4]. Quality management, which in principle is a concept offered in the industrial world or companies to achieve good product results in the form of goods and services, has been adopted in the scope of education by preparing quality services in order to realize the hopes and objectives of the National Education System Law. The essence and principle of quality management is the realization of good results as the target of the quality of education itself, realizing an integrated quality management process, ideally considering various factors, both teaching materials, methodology, school facilities, and other supporting sources [5]. In addition to the leadership of the principal, the performance of a teacher is very important to know its role in improving the internal quality of the school, so that learning carried out in a school can realize its vision and mission [6]. The results of a teacher's work achievements in carrying out his duties in educating, teaching, and educating students are the results of teacher performance. The teacher performance assessed in this study is the teacher's performance in planning learning that will be applied in the learning process, implementing the learning process to students in the classroom, and making learning outcomes or evaluations given to students. This is as stated by the study that a teacher's performance can be measured by looking at aspects of learning ability to plan teaching, ability to carry out teaching and learning activities and ability to evaluate.

Method

Research is a systematic process to gain new knowledge or to test the truth of existing knowledge. This study uses a quantitative research type that examines populations or samples to test and prove hypotheses. The research method used is quantitative descriptive through a survey. Data were collected through questionnaires distributed to 56 elementary school teachers in Gunugwungkal District which were determined using the simpler random sampling method, research data were obtained by distributing online questionnaires through social media. Data were analyzed using structural equation modeling (SEM). The research used is a survey method. The survey method is a process that takes samples from the population and uses questionnaires as a data collection tool. The data collection technique in this study is by using a questionnaire. The questionnaire contains a list of written statements to collect information about the influence of the principal's transformational leadership, work motivation and teacher performance, The measurement scale used in this survey is the Likert scale. Data validity testing is needed to prove the truth of the data obtained during the research. The following is a test of the validity of quantitative data: The test of the validity of quantitative data uses a validity test and a reliability test, which are used to test the list of questions to see whether the questions in the questionnaire filled out by respondents are suitable or not for use in collecting data.



Result and Discussion

The influence of transformational leadership of principals on teacher performance in Public Elementary Schools in Gunungwungkal District

Based on the research that has been conducted, there is a significant and positive influence between the transformational leadership of principals on teacher performance in Public Elementary Schools in Gunungwungkal District. This shows that the higher the level of transformational leadership of the principal, the higher the teacher performance[6]. This finding is in line with other studies that show that transformational leadership can improve teacher motivation, commitment, and performance. Transformational leadership has several dimensions that can affect teacher performance, namely: (1) Transformational principals have a clear vision for their schools and are able to communicate it well to teachers. This vision must be ambitious but achievable, and must inspire teachers to give their best in their work. (2) Transformational principals give teachers the freedom to innovate and develop themselves. They also provide the support and resources needed by teachers to achieve their goals. (3) Transformational principals create a culture where achievement is valued[7]. They reward teachers for their hard work and achievements, and they create opportunities for teachers to develop and advance. And (4) Collaboration and teamwork: Transformational principals encourage collaboration and teamwork among teachers. They create an environment where teachers feel comfortable sharing ideas and working together to achieve common goals. The results of this study indicate that principals need to improve their ability to implement transformational leadership in order to improve teacher performance and improve the quality of education in their schools[8]. Some strategies that principals can do to improve their transformational leadership include: (1) Taking training on transformational leadership, (2) Reading books and articles on transformational leadership, (3) Joining a community of transformational school leaders, (4) Learning from other principals who have successfully implemented transformational leadership, and (5) Asking for feedback from teachers about their leadership. Improving the principal's transformational leadership is a valuable investment to improve the quality of education. Motivated, committed, and high-achieving teachers can help students learn and develop optimally. Improving the principal's transformational leadership requires commitment and effort from all parties involved in education. However, with the right investment, transformational leadership can have a significant and positive impact on the quality of education for all students.

The influence of principal work motivation on teacher performance in Public Elementary Schools in Gunungwungkul District

Based on the results of the research that has been conducted, no significant influence was found between principal work motivation on teacher performance in Public Elementary Schools in Gunungwungkul District. This means that there is no strong relationship between principal work motivation and teacher performance [9]. That increasing principal work motivation does not directly guarantee an increase in



teacher performance. However, it is important to remember that this study has several limitations, including; (1) This study may not consider other external factors that can affect teacher performance, such as student background, school resources, or district policies, (2) The method of measuring motivation in this study may not accurately capture all aspects of principal motivation that can affect teacher performance, (3) The sample size of the study may not be large enough to detect a statistically significant relationship, especially if the effect is small, (4) This study may not consider the specific context of the schools involved, which can affect the relationship between principal work motivation and teacher performance [10]. Although this study shows no strong direct relationship, it does not mean that principal work motivation is not important. Principal work motivation can still be one of the factors that indirectly contribute to teacher performance[11]. Here are some possible reasons why this study did not find a significant relationship, including (1) Principal motivation may be driven more by intrinsic factors (such as personal satisfaction) than extrinsic factors (such as rewards or recognition), which may have a smaller influence on teacher performance, (2) Principal leadership style may be more important than his work motivation in influencing teacher performance, (3) Principal leadership skills, such as his ability to communicate, delegate, and resolve conflict, may be more important than his motivation in influencing teacher performance, and (4) Teacher characteristics, such as their own intrinsic motivation, teaching experience, and education level, may have a greater influence on their performance than principal motivation[12]. It is important to conduct further research considering the limitations of this study and to explore the relationship between principal work motivation and teacher performance more carefully, considering other factors that may play a role. In conclusion, although this study shows no strong direct relationship between principal work motivation and teacher performance, principal work motivation is important for creating a conducive learning environment and supporting teacher performance. In addition, it is important to focus on developing effective leadership styles and leadership skills of principals, as well as increasing teachers' intrinsic motivation to achieve the best outcomes for all students.

Conclusion

Based on the results of the study and discussion in the previous chapter, it can be concluded that: Transformational leadership has a positive and significant effect on teacher performance. This shows that for every one-unit increase in transformational leadership, the predicted value of the dependent variable (teacher performance) increases. This shows that transformational leadership has a strong positive relationship with teacher performance, after taking into account the effects of other variables in the model. Principal motivation has a statistically significant effect on teacher performance. This shows that for every one-unit increase in principal motivation.

References

1. Asbari, M., Novitasari, D., & Purwanto, A. (2022). Pengaruh Trust in Leadership terhadap Perilaku Inovatif Guru. *Jurnal Pendidikan Transformatif*, 1(1), 1-6.



2. Purwanto, A., Kusumaningsih, S. W., & Prasetya, A. B. (2020). Did transformational leadership elitist and antidemocratic? A literature review. *International Journal of Social, Policy and Law*, 1(1), 1-11.
3. Suheny, E., Arum, M., Wandu, D., Rahmat, A., Haerani, A., Dasmaran, V., ... & Purwanto, A. (2020). Develop Leadership Style Model for Indonesian SMEs Leaders During Covid-19 Pandemic. *Systematic Reviews in Pharmacy*, 11(8).
4. Purwanto, A., Tukiran, M., Asbari, M., Hyun, C. C., Santoso, P. B., & Wijayanti, L. M. (2020). Model kepemimpinan di lembaga pendidikan: a schematic literature review. *Journal of Industrial Engineering & Management Research*, 1(3), 255-266.
5. Purwanto, A., & Juliana, J. (2022). The effect of supplier performance and transformational supply chain leadership style on supply chain performance in manufacturing companies. *Uncertain Supply Chain Management*, 10(2), 511-516.
6. Putra, A. S., Waruwu, H., Asbari, M., Novitasari, D., & Purwanto, A. (2020). Leadership in the innovation era: Transactional or transformational style?. *International Journal of Social and Management Studies*, 1(1), 89-94.
7. Purwanto, A., Fahmi, K., & Sulaiman, A. (2023). Linking of transformational leadership, learning culture, organizational structure and school innovation capacity: CB SEM AMOS analysis. *Journal of Information Systems and Management (JISMA)*, 2(3), 1-8.
8. Purwanto, A., & Sulaiman, A. (2023). The role of transformational and transactional leadership on job satisfaction of millennial teachers: A CB-SEM AMOS analysis. *UJoST-Universal Journal of Science and Technology*, 2(2), 1-8.
9. Purwanto, A., Asbari, M., Hartuti, H., Setiana, Y. N., & Fahmi, K. (2021). Effect of psychological capital and authentic leadership on innovation work behavior. *International Journal of Social and Management Studies*, 2(1), 1-13.
10. Hutagalung, L., Purwanto, A., Prasetya, A. B., & Pramono, R. (2020). Transformational leadership for entering industrial revolution 4.0 as compared with humane leadership and “u” theory. *International Journal of Social, Policy and Law*, 1(1), 73-78.
11. Novitasari, D., Haque, M. G., Supriatna, H., Asbari, M., & Purwanto, A. (2021). Understanding the links between charismatic leadership, intrinsic motivation and tacit knowledge sharing among MSME employees. *International Journal of Social and Management Studies*, 2(3), 1-13.
12. Lusiani, M., Abidin, Z., Fitrianiingsih, D., Yusnita, E., Adiwinata, D., Rachmaniah, D., ... & Purwanto, A. (2020). Effect of servant, digital and green leadership toward business performance: evidence from Indonesian manufacturing. *Systematic Reviews in Pharmacy*, 11.
13. Novitasari, D., Siswanto, E., Purwanto, A., & Fahmi, K. (2020). Authentic leadership and innovation: what is the role of psychological capital?. *International Journal of Social and Management Studies*, 1(1), 1-21.