

# The Influence of Transformational Leadership and Motivation on Teachers Performance

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## Abstract

The purpose of this study was to explain the effect of “Competence and Transformational Leadership on motivation and its implications for teacher performance at SDN 01 and 02 Petukangan Utara. The research method used a quantitative approach, where the population in this study were 50 teachers of SDN 01 and 02 Petukangan Utara. Data collection techniques using interviews and questionnaires. The questionnaire survey instrument will be sent to teachers of SDN 01 and 02 Petukangan Utara. The data will be analyzed using structural equation modeling (SEM) with the Smart PLS 3.0 software program. This study wants to reveal that competence, transformational leadership, and motivation have a significant effect on employee performance, either partially or simultaneously. In addition to clarify the motivation as an intermediary variable of Competence and Transformational Leadership.

**Keywords:** Competence, Transformational Leadership, Motivation and Teacher Performance.

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## INTRODUCTION

The 1945 Constitution mandates that the state is obliged to educate the nation's life. According to Law No. 20 of 2003 concerning the National Education System (SISDIKNAS), education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. Himself, society, nation and state.

One component of the implementation of education is through the family. Family is the first environment known to children since birth. Parents are the first and foremost teachers for someone in getting education. Therefore, it is the responsibility of each parent to guide their children. Another component of the implementation of education is through the role of teachers in the school environment. Schools are educational institutions that play an important role in building individual morale from an early age apart from family factors. A successful school has a good performance and is able to achieve its goals. The school's performance is of course influenced by the role of the teacher, but the

teacher's performance as the spearhead of education in general is still not optimal. The sub-optimal performance of teachers is influenced by many factors, including the quality of the basic competencies of teachers. Table 1 below shows the average teacher competency test score has increased, but not for elementary school (elementary school) teachers.

**Table-1: National Average Score of Teacher Competency Test**

Years Grade	2015	2016	2017
Kindergarten	43,74	65,82	68,23
Elementary	40,14	63,80	62,22
Junior High School	44,16	65,33	67,76
Senior High School	45,38	66,66	69,55

Source: <https://beritagar.id/artikel/berita/rapor-guru-dalam-hasil-uji-kompetensi> (accessed May 15, 2019)

In general, the value of teacher competency tests, both kindergarten teachers (kindergarten), elementary school teachers (elementary school), junior high school teachers (junior high school), and high school teachers (high school) has increased, but in 2017, the competency test SD (elementary school) teachers have actually decreased from 63.80 to 62.22. Even though in general, the average value has

increased, but overall the average value is still far from expected. Competence is one of the important factors for teacher performance because the competence possessed by each teacher will show the true quality of the teacher and of course affect the national education system.

**RESEARCH METHODS**

This research uses cross-sectional research will be used in this research, conducted at SDN 01 and 02 Petungkang Utara, for 12 months from January 2020 to December 2020. The research variables consisted of exogenous variables, namely Competence and Transformational Leadership Style, and endogenous variables namely Motivation and Teacher Performance. The data were analyzed using the Structural Equation Model (SEM) approach using the smart PLS 3.0 software program.

**RESULTS AND DISCUSSION**

**Evaluation of Measurement Model**

AVE value used as an indicator of the assessment of convergent validity. According to Hair et al. [1] the AVE value must be > 0,5, Table 2 shows the AVE value.

**Table-2: Value Average Variance Extracted (AVE) Each Variable**

Variable	AVE
Competence	0.759
Transformational Leadership Style	0.810
Motivation	0.797
Teacher Performance	0.749
Source: Researcher processed data (2019)	

Evaluation of convergent validity from internal consistency reliability checks can be seen from the Cronbach's Coefficient Alpha and Composite Reliability (CR) values shown in the following table 3.

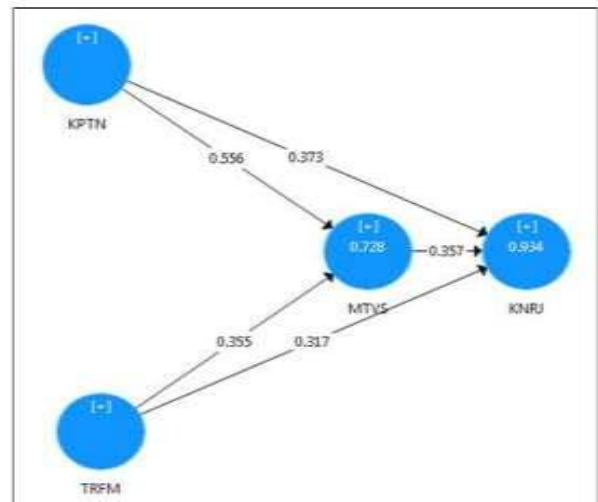
**Table-3: Cronbach Coefficient Alpha Value and Composite Reliability (CR)**

Variable	Cronbach's Alpha	CR
Competence	0.975	0.987
Transformational Leadership Style	0.967	0.972
Motivation	0.957	0.965
Teacher Performance	0.958	0.964
Source: Researcher processed data (2019)		

In table 2 it is known that the Cronbach's Coefficient Alpha value and Composite Reliability value for all research variables are more than 0.80 or even close to 1. These values have exceeded the standard, respectively > 0.6 and > 0.7, so that all variables in the study are declared reliable.

**Evaluation of Structural Model**

Based on calculations using the calculate SmartPLS version 3.2.8 bootstrapping showed the path coefficients which describes the strength of the relationship between the constructs/variables.



Based on Figure above it can be concluded that

1. Competence has an effect of 0,556 on motivation with a T-Statistic value of 2,886 and P Values of 0,002.
2. Competence has an effect of 0,373 on teacher's performance with a T-Statistic value of 3,567 and P-Values of 0,000.
3. Transformational leadership style has an effect of 0,355 on motivation with a T-Statistic value of 2,886 and P-Values of 0,002.
4. Transformational leadership style has an effect of 0,317 on teacher's performance with a T Statistic value of 5,259 and P-Values of 0,000.

Motivation has an effect of 0,357 on teacher's performance with a T-Statistic value of 3,178 and P Values of 0,001.

1. Path coefficient value of direct influence of competence on teachers performance 0,373 > path coefficient value of indirect influence on the teachers performance of competence is 0,199 and value of p value 0,017 < 0,1 with a T value of 2,122 > T Table 1,299, it is concluded that indirect effect of competence on teachers performance is not mediated by motivation variables.
2. Path coefficient value of direct influence of transformational leadership style on teachers performance 0,317 > path coefficient value of indirect effect of transformational leadership style on teachers performance is 0,127 and the value of p value is 0,061 < 0, 1 with a T value of 1,547 > T Table 1,299, it is concluded that indirect effect of transformational leadership on teachers performance is not mediated by motivational variables.

### Correlation between dimensions

Matrix correlation between dimensions is intended to determine the dimensions of the independent variable (competence and transformational leadership style) which has the highest correlation value with the dependent variable dimensions Y1 (motivation) and the dependent variable dimensions Y2 (teachers performance) and also to determine the dimensions of the dependent variable Y1 (motivation) which has the highest correlation value with the dependent variable dimension Y2 (teachers performance).

The effect of each research variable is related to the theory and a review of previous research can be explained in the discussion of the results of the research in detail as follows.

#### Effect of Competence on Motivation (Hypothesis 1)

P-value competence variable on work motivation is significant with p value of 0,002, T statistic of 2,886 > 1,299 and the original sample is positive, then Ho is rejected and it was concluded that the competence of positive and significant effect on work motivation, if the teachers have good competence in carrying out basic tasks and functions, then the teachers will always have high work motivation in carrying out his work, and vice versa. This is consistent with the research conducted by Rahim *et al.* [2] and Indarti [3] which shows the results that competence has a positive and significant influence on work motivation.

#### Effect of Transformational Leadership Style on Motivation (Hypothesis 2)

P-value transformational leadership style variable on work motivation is significant with a p value of 0,035, T statistic of 1,814 > 1,299 and the original sample is positive, then Ho is rejected and it is concluded that the transformational leadership style has a positive and significant effect on work motivation, the greater the transformational leadership style applied by school leaders/principals to teachers, the higher the teachers's work motivation, and vice versa. Transformational leadership style has a way to motivate followers by giving more encouragement to followers, giving examples to prioritize groups rather than individuals for the good of the group, and provide appropriate facilities for followers to be more enthusiastic in doing work. Transformational leadership is a determining factor that influences employee attitudes, perceptions and behaviors with increased trust in leaders, motivation, job satisfaction and being able to reduce a number of conflicts that often occur within an organization [5]. This was reinforced by the research of Ahmad *et al.* [4] and Hussain *et al.* [6] which shows the results that the transformational leadership style has a positive and significant influence on work motivation.

#### Effect of Competence on Teachers Performance (Hypothesis 3)

P-value competence variable on the teachers

performance (KPTN $\diamond$ KNRJ) is significant with a value of p value of 0,000, T statistic of 3,567 > 1,299 and the original sample is positive, then Ho is rejected and it was concluded that the competence has a positive and significant effect on the teachers performance, the corresponding competence with the ability of teachers, the higher the teachers's performance, and vice versa. A person's performance can be improved if the competence of existing human resources in the organization is increased. In this case the performance can be improved by paying attention to each dimension of Competence that must be possessed by teachers, namely pedagogical competence, personality competence, professional competence, and social competence. This was reinforced by the research of Otoo and Mishra [7] and Meswantri and Awaludin [8] which showed the results that competence had a positive and significant influence on teacher's performance.

#### Effect of Transformational Leadership Styles on Teachers Performance

(Hypothesis 4) P-value transformational leadership style variable on teachers performance (TRFM $\diamond$ KNRJ) is significant with a p value of 0,000, T statistic of 5,259 > 1,299 and the original sample is positive, then Ho is rejected and it is concluded that transformational leadership style has a positive and significant effect on teachers performance, the greater the transformational leadership style applied by leaders/principals to teachers, the higher the teachers's performance, and vice versa. Transformational leadership strives to inspire exceptional performance. If the leader can influence and direct the karyaw an u ntuk achieve the objectives of the company, the employee will work well and improve its performance. This was reinforced by the research of Sinaga *et al.* [10], Nugroho and Aima [5], and Umaternate and Elmi [9] who showed the results that the transformational leadership style had a positive and significant influence on teacher's performance.

#### Effect of Competence and Transformational Leadership Styles on Motivation (Hypothesis 5)

The R2 value motivation variable is 0,728 with F statistic of 65,574, because the F statistic > F table (3,187), it is concluded that the variable of competence and transformational leadership style simultaneously has a significant effect on the motivation variable with a large influence of simultance of 72,8% while the remaining 28,2% of the motivation of 01 and 02 North Petukanan elementary school teachers was influenced by other factors beyond the competence and transformational leadership style. Assuming there is a link between variables of competence and transformational leadership styles together with motivation. Based on the results of the research that has been informed above, that each variable has a positive influence in influencing the work motivation of teachers. Thus, the higher the level of competence and

transformational leadership style, the higher the motivation will be, and vice versa. Effect of Competence

### **Transformational Leadership Styles and Motivation on Teachers Performance (Hypothesis 6)**

The R<sup>2</sup> value of teachers performance variable is 0,934 with F statistic of 226,424, because the value of F statistic > F table it is concluded that the variables of competence, transformational leadership style, and motivation simultaneously have a significant effect on motivation variables with a large simultaneous influence of 93, 4%, this shows that 93,4% of the variance in the performance of 01 and 02 North Petukangan elementary school teachers is influenced by competence, transformational leadership style and motivation, while the remaining 6,6% performance of 01 and 02 North Petukangan elementary school teachers is influenced by factors outside competence, transformational leadership style and motivation. Assumptions are interrelationships between competence variables, transformational leadership styles, and motivation together on teacher's performance. Based on the results of the research that has been stated above that each variable has a positive influence in influencing the performance of teachers. Thus, the higher the level of competence, transformational leadership style, and motivation, the higher the performance will be, and vice versa.

### **Effect of Motivation on Teachers Performance (Hypothesis 7)**

P-value of the influence of motivation variable on performance (MTVS $\diamond$ KNRJ) is significant with p value of 0,001, T statistic is 3,178 > 1,299 and original sample is positive then Ho is rejected and it is concluded that motivation has a positive and significant effect on performance, the higher motivation to work the teachers the higher the teachers's performance, conversely the teachers whose performance is low is due to low work motivation. The teachers as one part of teaching and learning activities has an important role in determining the success of learning because the main function of the teachers is to design, manage, implement and evaluate learning. Therefore, fostering teachers work motivation is very important for achieving maximum performance. This is reinforced by the research of Aima, Adam and Ali [11], Nugroho *et al.* [5] and Shahzadi *et al.* [12] which shows the results that motivation provides a positive and significant effect on teacher's performance.

### **Motivation Mediates Competence and Transformational Leadership Styles on Teachers Performance (Hypothesis 8)**

Path coefficient value of the direct influence of competence on teachers performance 0,373 > path coefficient value of indirect effect of competence on teachers performance is 0,199 then competence on teachers performance is not mediated by motivation

variable and path coefficient value of direct influence of transformational leadership style on teachers performance 0,317 > path coefficient value of indirect influence of style transformational leadership on teachers performance is 0,127 then the transformational leadership style on teachers performance is not mediated by motivational variable. Based on the theoretical study above, it can be indicated that motivation does not mediate competence and transformational leadership style on performance. This is not in accordance with the results of research conducted by Rinawati and Insih [13] and Rahim *et al.* [2] which shows that motivation is able to mediate competence variable on performance variable and Amalia *et al.* [11] which shows that motivation is able to mediate variable of transformational leadership style on performance variable.

In this study it is known that the direct effect of competence and transformational leadership style on performance is greater when compared to its indirect effect. This is relevant to the conditions in the field because the competencies of each teacher are different. Teachers are required to continue to develop their competencies. Competence in the form of hardskill and soft skills possessed by a teacher is very important. Softskill itself will not run perfectly if it is not accompanied by hardskill, and vice versa. Softskill itself will be born if someone has a great motivation to change better than before [14]. If the teacher has high competence, the teacher will be able to improve his performance well. So, it can be said that the level of competency of a teacher will affect the level of performance of a teacher. To get an accurate performance appraisal, the assessment should not only be done by the principal but also involves the teacher as a colleague and supervisor. The role of transformational leadership style that is applied by each leader/principal from one period to another also varies so that it affects the performance of 01 and 02 North Petukangan elementary school teachers. The principal's role as a leader determines the level of performance of teachers in schools and can provide guidance in improving the quality of performance. The performance of teachers will be better if controlled, always evaluated, and get motivation from the principal.

## **CONCLUSION**

Based on the results of the research and discussion in the previous chapters, several conclusions can be made as follows: 1) Competence has a significant positive effect on motivation, with the personality competence dimension being the strongest influence. 2) Transformational leadership style has a significant positive effect on motivation, with the dimensions of intellectual stimulation having the strongest influence. 3) Competence has a significant positive effect on teacher's performance, with the most influential dimension of pedagogical competence. 4) Transformational leadership style has a significant

positive effect on teacher's performance, with the inspirational motivation dimension being the strongest influence. 5) Competence and transformational leadership style simultaneously have a significant positive effect on motivation. 6) Competence, transformational leadership style, and motivation simultaneously have a significant positive effect on teacher's performance. 7) Motivation has a significant positive effect on teacher's performance. 8) Motivation does not mediate the competence and transformational leadership styles on teacher's performance. Based on the results of the research and discussion in the previous chapters, some conclusions and recommendations can be drawn.

## SUGGESTIONS

Based on the results of the analysis of the discussion and some of the conclusions above, the suggestions that can be given to supplement the results of this study are as follows: 1) A Competence improvement program needs to be made in which it can be carried out by covering activities aimed at improving and growing abilities, attitudes, and skills. From these activities, teachers are expected to produce changes in teacher's behavior that has an impact on improving teacher's performance in the teaching and learning process in the classroom. 2) Training needs to be carried out internally in schools or other designated places to organize training. The training material must be presented with current issues that are developing and keep abreast of current science and technology. The ability of teachers to manage and use digital technology to obtain and manage information is very important in teaching and learning activities. 3) School principals need to improve academic supervision activities by directing, guiding, motivating, facilitating and influencing teachers in the process of learning activities and providing guidance services in order to achieve school goals. Principals need to inspire enthusiasm for cooperation, enthusiasm, and optimism among colleagues and their work environment. Principals as academic supervision must provide support to teachers to be more innovative and creative by encouraging teachers to ask assumptions, bring up new ideas and methods, and present old approaches in a new perspective. 4) Give awards to achievements to teachers who have good performance achievements, this award can be made based on an agreement between fellow teachers and the principal. The award can be made based on an assessment of aspects or assessment of the teachers in providing teaching to students assessed by students and parent.

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