

## The Effect of Principal Transformational Leadership on Teacher Performance Mediated by Work Motivation

Jose dos Santos Doutel<sup>1</sup>, Ali Imron<sup>2</sup>, Raden Bambang Sumarsono<sup>2</sup>

<sup>1</sup>Instituto Superior Cristal (ISC)

<sup>2</sup>State University of Malang (UM)

E-mail: [douteljoselaizatania@gmail.com](mailto:douteljoselaizatania@gmail.com)

*Article received: September 2023, Revision: October 2023, Approval: November 2023*

**DOI: 10.17977/um025v8i12023p57**

---

**Abstract:** The purpose of this research is to find out and analyze the influence of the principal's transformational leadership on teacher performance mediated by work motivation. This research uses descriptive quantitative research with a correlational approach. The subjects of this research were high school teachers in Liquiça Regency. The sample in this study was 159 teachers, and it was taken using simple random sampling techniques. The data was analyzed using two types of analysis, namely descriptive analysis and SEM analysis. The results of the analysis confirm that (1) the principal's transformational leadership directly influences work motivation; (2) the principal's transformational leadership directly influences the decline in teacher performance; (3) work motivation has a direct effect on teacher performance; (4) the indirect influence of the principal's transformational leadership on teacher performance is mediated by work motivation. The probability value obtained is  $0.007 \leq 0.05$ . This means that every increase in the principal's transformational leadership will have an indirect impact on increasing teacher performance with the help of mediation in the form of work motivation.

**Keywords:** Transformational leadership, work motivation, teachers' performance

### INTRODUCTION

Teaching and learning activities that occur in schools play a crucial role in developing and preparing the quality of professional human resources (HR). A leader has the responsibility to provide vision, develop strategy, organize the team, make decisions, and motivate team members to work toward set goals. The leadership function includes several things that including the responsibility and role of a leader in managing and leading a team or institution (Ratmina et al., 2019). School principals who apply the transformational leadership model turn out to provide positive benefits to the professional commitment of MTs Ma'arif NU teachers (Adzkiya, 2020). The results of research by Nena et al. (2021) show that the formational leadership model has a close relationship with the performance of vocational teachers in Central Jakarta, is Positively and significantly correlated in addition to motivation and work discipline. Meanwhile, research from Albuni (2022) shows that work motivation bridges the correlation that occurs between transformational leadership in supporting teacher performance competencies ( $\beta=0.059$ ,  $p= 0.000$ ).

Motivation is an internal and external factor that increases people's desire and energy to stay true to their jobs and roles, stay committed, and exert a persistent level of effort in achieving a goal (Khan et al., 2015). Motivation is an encouragement for someone to carry out an activity manifested in real actions (Kompri 2016), while according to (Ardiana, 2017) in his research, the role of the principal is very important. He acts as the main mover in encouraging educators to improve their performance.

The motivation that arises in a person is influenced by a number of factors. The findings of Mitriani (1995) also prove the significant correlation between work motivation correlated with teacher performance where the path coefficient = 0.087 and  $p = 0.037$ . In fact, the higher the level of self-motivation, the performance of a teacher's work activities also increases, while the results of the Kumari & Kumar (2023) study prove that work motivation actually has a meaningful impact on the development of teaching staff performance in Pakistan.

## **METHOD**

The quantitative approach method section is used by the author as a method in conducting this study. According to Johnson & Christensen (2017), quantitative research serves to test theories and hypotheses from a study. The sample in this study, with a total of 159 teachers, was taken using a *simple random sampling* technique. A questionnaire is a method of using a set of written questions distributed to respondents (Sugiyono, 2015). This study uses statistical methods to measure validity by testing using statistical techniques. Descriptive analysis and SEM are used as steps to elaborate hypotheses.

## **RESULT**

### **Descriptive Analysis of Research Results**

This descriptive analysis serves to obtain an overview of the frequency and percentage of opinions from respondents on the items of statements that have been filled or worked on (Sugiyono, 2015).

**Table 1. Respondent Assessment Score Criteria**

<b>Criterion</b>	<b>Score</b>	<b>Score Interval</b>	<b>Range R or average</b>
Totally Agree	4	$3.25 < \text{score} \leq 4$	81,26% - 100%
Agree	3	$2.5 < \text{score} \leq 3.25$	62,51% -81,25%
Disagree	2	$1.75 < \text{score} \leq 2.5$	43,76% - 62,50%
Strongly Disagree	1	$1 < \text{score} \leq 1.75$	25,00%-43,75%

The teachers' responses regarding the principal's transformational leadership questionnaire in Four subvariants consisting of having charisma, motivational Ability, Ability to provide intellectual stimulus, and Ability to control members, along with 24 question items with a value of 3.38 or a percentage to 84.5%, showed The response strongly agrees with the principal who has a

charismatic and authoritative attitude, is respected, trusted, optimistic, has vision, provides motivation, explains work procedures well, provides creative ideas, thinks rationally, increases the confidence of teachers, rewards, and provides solutions in carrying out his duties as principal.

The teachers' answers were related to work motivation variables in 2 sub-variables consisting of intellectual factors and extrinsic factors with 32 question items with a value of 3.45 or a percentage of 86.25%, showing a very agreeable attitude in most of the answers responses.

Teacher performance variables have five sub-variables, including lesson planning, learning implementation, learning assessment, guiding students, and carrying out additional tasks with 32 question items with a value of 3.52 or a percentage of 88%, showing that the average respondent gave a very agreeable response to teacher performance.

Test the CFA on the sub-variables that make up the principal's transformational leadership style variable. The measure of the relationship between an indicator and a variable can be observed through the *value of the loading factor*. An indicator that has a *loading factor* value of  $> 0.3$  is the minimum level in the CFA test requirements. Indicators that have a *loading factor* of  $> 0.5$  are better indicators and are highly recommended (Hair et al., 2019).

The results of the CFA test can explain that the subvariable of the ability to provide intellectual stimulus has the largest contribution in forming the variable of transformational leadership of the principal, namely the *resulting loading factor* value of 0.95, followed by the subvariable ability to motivate (0.93), subvariable having charisma (0.84), and finally the subvariable the ability to control each member (0.79). It can be concluded that the ability to provide intellectual stimulus is the most significant sub-variable in shaping the identity and speech acts of the principal with a transformative type.

The results of the CFA test on the subvariables that make up the work motivation variable can be explained that the Faktor\_Ekstrinsik subvariable has the highest contribution in connection with the pattern of formation of the work activation variable where the total *loading factor* score amounts to 0.895, followed by the Faktor\_Intrinsik subvariable 0.875. It can be concluded that extrinsic factors are the most significant sub-variables in forming work motivation variables.

The results of the CFA test on the sub-variables that make up the teacher performance variable can explain that the learning implementation sub-variable has the largest contribution in forming the teacher performance variable with a loading factor value of 0.944 followed by the learning implementation sub-variable where the loading factor value is 0.891, the sub variable guides students where the total *loading factor* by 0.774, the teaching assessment sub-variable was 0.772 and the additional task carrying out sub variable obtained a *loading factor* value of 0.633. In conclusion, the implementation of learning is the most significant subvariable in shaping teacher performance variables.

### Hypothesis Test Results

The AMOS 23.0 application is used to test research hypotheses. The conclusion of the hypothesis test is carried out by taking into account the estimated value of the parameter in the *Output Regression Weight*. Table 2 presents the results of hypothesis testing.

**Table 2. Hypothesis Test Results**

			Estimate	S.E.	C.R.	P	Information
Motivasi_Kerja	<-- -	Transformational Kepemimpinan_	,615	,193	4,225	***	Significant
Kinerja_Teachers	<-- -	Transformational Kepemimpinan_	-,378	,227	- 2,031	,042	Significant
Kinerja_Teachers	<-- -	Motivasi_Work	,233	,256	4,448	***	Significant

Based on Table 2, the estimated value of the principal's transformational leadership parameter correlated with work motivation was 0.615. Based on respondents' answers to the research instrument, it is proven that every increase of 1 unit in the transformational leadership of the headmaster actually had a direct effect on the increase in work motivation by 61.5%. Thus, it was found that there is a significance that is intertwined between these two variables.

Based on Table 2, the estimated value of the principal's transformational leadership parameter vis-à-vis teacher performance is -0.378. This indicates that based on respondents' answers to the research instrument, it is proven that teacher work performance will drop dramatically by 37% for every 1 unit of transformative leadership practices promoted by the principal. Probability figures of  $0.042 \leq 0.05$  prove that  $H_0$  is rejected. Therefore, the result of establishing the headmaster's transformational leadership relationships. Dealing with teacher performance has significant value.

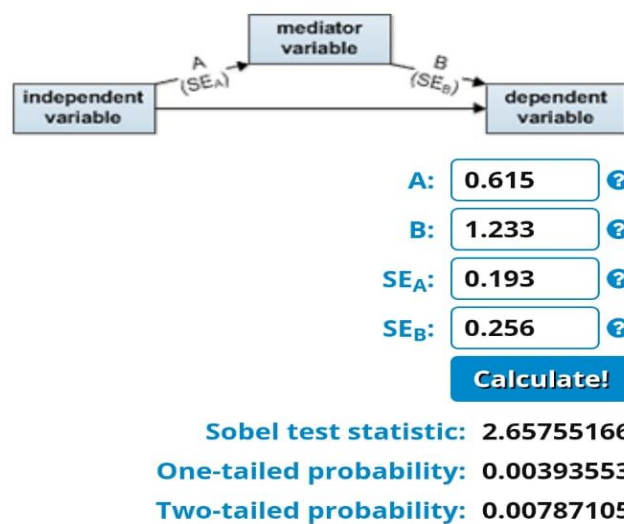
In accordance with Table 2, the estimated value of the work motivation parameter vis-à-vis teacher performance is 0.233. Based on respondents' answers to the research instrument, it is proven that every increase of 1 unit in work activation will directly affect the increase in teacher performance by 23.3%. Probability values of  $0.000 \leq 0.05$  indicate that  $H_0$  rejected and  $H_1$  are accepted. It is, therefore, variable of work motivation and the teachers' performance has a significant influence. The results of the principal's transformational leadership test of influence facing off Teacher performance mediated by work motivation is described Table. 3

**Table 3. Mediation Test Results**

	Teacher Performance		
	Direct Effects	Indirect Effects	Total Effects
<b>Principal Transformational Leadership</b>	-0,378	0,759	0,381

Based on Table 3, the value of *Standardized Direct Effects* of transformational leadership of

the principal dealing with the teachers' performance is  $-0.378$ , while the value of standardized indirect effects between these two variables is  $0.759$ , so the standardized total effects produced are  $0.381$ . The value of this standardized total effects coefficient will show that when transformational leadership improves then in immediately will have an impact on work motivation, and in no immediately will have an effect on the dox of performance, teachers are by  $38\%$ . In addition, to determine the significance value of this indirect relationship, the Sobel Test is used. The Sobel Test is used to test hypotheses where the influence is between Independent variables and dependents variables mediated or moderated by other variables. Sobel's significance test using Sobel Test Computer Calculator using the Sobel Test Computer Calculator are shown in Figure 1.



**Figure 1. Sobel Test Significance Test Results**

Based on the results of the Sobel Test in Figure 1, the probability value obtained is  $0.007 \leq 0.05$ . Therefore, work motivation plays a role as a mediator of the influence of the principal's transformational leadership in improving performance.

## DISCUSSION

Transformational leadership always motivates its followers to strive for a common goal through self-charism, inspiration, intellectual stimulus, and Bass's personal awareness (Bakker et al., 2022). Leaders who use this model recognize the uniqueness of each person and seek to unite these perspectives to achieve a common goal.

In this study, the average score of principal transformational leadership was  $84.5\%$ . This figure shows that teachers in three Liquiça County high schools strongly agree on the application of the leadership style of transformational head school. This finding is in line with research which created by Octaviarnis et al. (2021), where the leadership of school principals in Malang City is perceived as very high by teachers with an average score of  $113.98$ . The study of Windasari et al.

(2022) reinforces the author's findings that principals in elementary schools in East Java with transformational leadership types have a high average score of 68.02. Teachers agree with principals who apply transformational leadership models in organizing schools towards change and more prosperous.

Inside this research, the average value of work motivation is 86.25%. This figure shows that teachers in three Liquiça County high schools strongly agree on work motivation. Inside The research which done by another study from Albuni (2022) explained that there is an influence between work motivation to teachers' performance amounted to 17.6%, with a significance value is 0.024 by boosting self-motivation, the performance of each teacher will also increase.

Efforts to improve educational efficiency are based on teachers' professional skills and evaluation (Salena, 2021). The quality of a good teacher cannot be separated from several existing factors, namely lesson planning, learning implementation, learning assessment, guiding students and carrying out tasks. In this study, the average score of teacher performance percentage was 88%. This figure indicates that the performance of teachers in high schools in Liquica district, Timor-Leste, is perceived as very good. The findings of Martini et al. (2022) also prove that work motivation is significantly correlated with teacher performance, where the path coefficient = 0.087 and  $p = 0.037$ .

Test the hypothesis of the principal's transformational leadership variable with work motivation showed a direct influence of 61.5%. The resulting significance value is 0.000, which shows that the relationship between these two variables is very significant and close. Transformational leadership is a leadership model that has become a reference for school principals in developing education toward success and success (Abdullah et al., 2018). This finding is in line with the results of Othman & Wanlabeh's (2012) research, which also obtained results that transformational leadership is actually very significant in strengthening teacher motivation.

Test the intermediate hypothesis of transformational leadership of the principal with teachers' performance shows directly influence amounted to -0.378. The resulting significance value is 0.047, which indicates that the influence between these two variables is significant and close. This is in contrast to previous research by Norlatipah (2022), which is transformational leadership which applied by principal are able to improve performance of the teacher.

The result of the hypothesis test was also found to be that work motivation has a positive relationship and significant against performance teacher on school intermediate top in Liquiça County, Timor-Leste. Significance value which generated as much as  $0.000 < 0.05$  thus indicates that pinfluently in between These two variables are very significant and close. Findings this in line with result research of Martini et. al. (2022) which also proves that work motivation is significantly correlated with teacher performance. The motivation includes responsibility answer against work, have interest against work, job satisfaction, needs which must fulfilled, and spirit inside work. The desire to communicate and collaborate, work

efficiently, and be fully involved in all efforts to obtain satisfaction are the driving forces behind motivation (Birhasani et al., 2022).

Research results this show that when leadership transformational headschool increase then by the way no immediately will provide impact to performance teacher 38% are mediated by work motivation. The significance value of the mediation test between these three variables is  $0.007 < 0.05$ .

This finding in line with research which done by Andriani (2019) proven that transformational leadership and work motivation has an influence on teachers' performance. Another finding of study from Dewanggi & Sawitri (2017) also strengthens the author's findings where motivation plays a role as a factor that bridges the relationship between leadership transformational of headschool with performance teacher.

## **CONCLUSIONS & SUGGESTION**

### **Conclusion**

Research has obtained answers from the hipotesis proposed in this study as a whole leadership transformational of head school has a positive influence on Work motivation at three schools upper middle class in Liquiça County, Timor-Leste. Transformational leadership of head school has a negative influence on teachers' performance at three high schools in Liquiça District, Timor-Leste. Work motivation has a positive influence and significant on teachers' performance in Senior High School of Liquiça District in Timor-Leste. When principals' transformational leadership increase then by the way immediately will have an indirect impact on 38% of teachers' performance are mediated by work motivation. This means that every increase in the role of the principal as a leader actor with a transformational type will have an impact on the development of teacher performance in a better direction with the help of mediation in the form of work motivation.

### **Suggestion**

Some inputs that can be given to parties related to research results include: (1) Teachers are advised to maintain their performance as educators in these three schools. This performance is needed to improve the quality and quality of each level of education units under the auspices of these three schools. (2) Principals in three high schools of Liquiça district, Timor-Leste. Researchers suggest that every principal should maintain a transformational leadership model. This is because transformational leadership is very good to be applied to motivate work and improve teacher performance in three high schools in Liquiça District of Timor-Leste. (3) For the Chairman of the Education Office of Liquiça District in Timor-Leste. This research is an input for the head of the education office to review the leadership qualities of the heads school and motivation the work of teachers which work at school upper middle class Liquiça County. In addition, the author

suggests that the head of the Liquiça District education office continue to supervise the principals in carrying out their duties and conduct various activities, both seminars and workshops to improve each principal's transformational leadership and teacher performance.

## REFERENCES

- Abdullah, A. G. K., Ling, Y.-L., & Sufi, S. B. (2018). Principal Transformational Leadership and Teachers' Motivation. *Asian Education Studies*, 3(1), 36. <https://doi.org/10.20849/aes.v3i1.316>
- Abu-Bader, S., & Jones, T. V. (2021). Statistical Mediation Analysis Using The Sobel Test and Hayes SPSS Process Macro. *International Journal of Quantitative and Qualitative Research Methods*, 9(1), 42–61. <https://www.eajournals.org/wp-content/uploads/Statistical-Mediation-Analysis-Using-the-Sobel-Test-and-Hayes-SPSS-Process-Macro.pdf>
- Adzkiya, A. (2020). The Influence of the Principal's Transformational Leadership Style, School Climate and Teachers' Professional Commitment to Teacher Performance (Case Study at MTS Ma'arif NU Banyumas District). *Journal of Economics, Business and Accounting*, 22(2), 492–500.
- Albuni, H. (2022). The Effect of Transformational Leadership of The Principal, Work Motivation and Work Discipline on Teacher Performance. *International Journal of Social Science And Human Research*, 05(06), 2370–2375. <https://doi.org/10.47191/ijsshr/v5-i6-62>
- Andriani, S. (2019). *The Effect of Transformational Leadership and Work Motivation on Teacher Performance*. PGRI University Palembang.
- Ardiana, T. E. (2017). The influence of teacher motivation on the performance of vocational accounting teachers in Madiun City. *Journal of Accounting and Taxation*, 17(2), 14–23. <https://doi.org/10.29040/jap.v17i02.11>
- Bakker, A. B., Hetland, J., Olsen, O. K., & Espevik, R. (2022). Daily Transformational Leadership: A Source of Inspiration for Follower Performance? *European Management Journal*, 30(40), 1–9. <https://doi.org/10.1016/j.emj.2022.04.004>
- Birhasani, M., Sulaiman, & Metroyadi. (2022). Correlation Between Principal Instructional Leadership, Achievement Motivation, and Teacher Performance through Job Satisfaction in State Elementary Schools in Kandangan District, Hulu Sungai Selatan Regency. *International Journal of Social Science and Human Research*, 5(6), 2457–2464. <https://doi.org/10.47191/ijsshr/v5-i6-71>
- Dewanggi, A., & Sawitri, H. S. R. (2017). The Influence of Leadership Style and Organizational Culture on Teacher Performance with Motivation as an Intervening Variable. *Journal of Business and Management*, 16(1), 43. <https://doi.org/10.20961/jbm.v16i1.4076>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (8 ed.). Cengage Learning.
- Johnson, R. B., & Christensen, L. (2017). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (6 ed.). Sage Publications.Inc.
- Khan, K. U., Farooq, S. U., & Khan, Z. (2015). A Comparative Analysis of the Factors Determining Motivational Level of Employees Working in Commercial Banks in Kohat, Khyber Pakhtunkhwa. *International Journal of Business and Management*, 5(12), 180–184. <https://doi.org/10.5539/ijbm.v5n12p180>
- Kumari, J., & Kumar, J. (2023). Influence of motivation on teachers' job performance. *Humanities and Social Sciences Communications*, 10(1), 1–11. <https://doi.org/10.1057/s41599-023-01662-6>
- Martini, Ahmad, K. I., & Metroyadi. (2022). The Correlation among Teacher Professionalism, Work Motivation, and Work Discipline on Teacher Performance. *International Journal of Social Science and Human Research*, 5(6), 2230–2235. <https://doi.org/10.47191/ijsshr/v5-i6-30>
- Mitriani, A. (1995). *Human Resource Management Based on Competence*. Graffiti Main Library.

- Nena, M. F., Zulaihati, S., & Sumiati, A. (2021). The influence of transformational leadership styles, Work Motivation and Work Discipline on Teacher Performance (Case Study of Vocational Accounting Teacher of Business and Management SMK in Central Jakarta). *Indonesian Journal of Accounting Education*, 19(1), 49–65. <https://doi.org/10.21831/jpai.v19i1.40396>
- Norlatipah, N. (2022). Correlation among Principal Transformational Leadership, Work Spirit, Work Commitment and Teacher Performance at State Junior High Schools in Balangan Regency. *International Journal of Social Science And Human Research*, 5(6), 2428–2438. <https://doi.org/10.47191/ijsshr/v5-i6-68>
- Octaviarnis, I., Maisyarah, & Sumarsono, R. B. (2021). The Relationship between Transformational Leadership of School Principals, Organizational Communication, and Organizational Commitment with the Performance of State Vocational Teachers in Malang City. *Journal of Education: Theory, Research, and Development*, 6(4), 609–621.
- Othman, A., & Wanlabe, N. (2012). Teachers' perspectives on leadership practices and motivation in Islamic private schools, Southern Thailand. *Asian Education and Development Studies*, 1(3), 237–250. <https://doi.org/10.1108/20463161211270464>
- Ratmina, N. A., Natajaya, I. N., & Sunu, I. G. K. A. (2019). The Contribution of the Principal's Leadership Style, Organizational Commitment, Work Climate, and Work Motivation to the Performance of SMP Negeri 2 Singaraja Teachers. *Indonesian Journal of Educational Administration*, 10(2), 91–100. <https://doi.org/10.23887/japi.v10i2.2795>
- Salena, K. M. (2021). *The Effect of Transformational Leadership of School Principals, Teacher Work Motivation and School Climate on the Performance of Public Elementary School Teachers in Tulungagung Regency*. State University of Malang.
- Sugiyono. (2015). *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches* (22 ed.). Alfabeta.
- Windasari, Roesminingsih, E., & Trihantoyo, S. (2022). The influence of principal transformational leadership on primary school organizational change. *Manage: Journal of Educational Management*, 9(1), 99–110.