

The Influence of Transformational Leadership, Abilities and Motivation on Teacher Performance State Madrasah Aliyah Langkat District

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Abstract. This study attempts to ascertain the following: (1) The impact of transformational leadership on the performance of teachers at the Langkat Regency State Madrasah Aliyah; (2) The impact of ability on the performance of teachers at the Langkat Regency State Madrasah Aliyah; (3) The impact of motivation on the performance of teachers at the Langkat Regency State Madrasah Aliyah; and (4) The impact of ability, motivation, and transformational leadership on the performance of teachers at the Langkat Regency State Madrasah Aliyah. This study used an ex post facto model and was quantitative in nature. The population under investigation consisted of 210 individuals, and the sample size consisted of 136 respondents who were selected using the Krejcie & Morgan formula or table. The study's findings indicate that: (1) At Madrasah Aliyah Negeri Langkat Regency, transformational leadership (X1) has a positive and significant influence on teacher performance (Y), with a p value of 0.021, where the value is less than 0.05, indicating that transformational leadership affects performance. In the meanwhile, the test yielded a t-statistic value of 2.317, indicating that transformational leadership has a considerable impact on teacher performance (t-statistic value > 1.96). In other words, whether leadership is transformative. The better a leader demonstrates in Madrasah Aliyah Negeri Langkat Regency, the more likely it is that teachers will perform better in fulfilling their ooko k responsibilities; At Madrasah Aliyah Negeri Langkat Regency, ability (X2) has a positive and substantial effect on teacher performance (Y) with a p value of 0.000, where the value is less than 0.05, indicating that ability affects performance. In the meanwhile, the test yielded a t-statistic value of 4.092, indicating that it is more than 1.96. This implies that instructors will be able to carry out their tasks in accordance with their capacities given their current set of skills, which will impact the enhancement of teacher performance; (3) At Madrasah Aliyah Negeri Langkat Regency, motivation (X3) has a positive and substantial impact on teacher performance (Y), with a p value of 0.000, where the value is less than 0.05, indicating that motivation affects performance. In the meanwhile, the test yielded a result of 5.771 for the t-statistic, meaning that it is more than 1.96. This implies that a teacher's performance increases with the degree to which they use work incentive.

Keywords: Transformational Leadership, Ability, Motivation and Teacher Performance.

INTRODUCTION

The primary determinant of learning quality is teacher performance. Performance is defined as observable work behavior that satisfies required criteria of quality, speed, and quantity while exhibiting flexibility in movement, rhythm, and procedure adherence. Gill (2010) asserts that processes whether carried out by people or other entities are what lead to performance. One definition of performance is the outcome or output of a process.

Analysis of teacher effectiveness is a major component in determining how successful education is in schools. It is certain that educators who perform well will be effective in carrying out their responsibilities. But in practice, we frequently discover that teacher performance is still subpar, thus more and more adjustments must be done (Julia Anita, 2013). Because instructors lack motivation and just do regular activities without creativity such as preparing learning materials, putting learning techniques into practice, and assessing learning outcomes their performance is below par. This makes it far more difficult to accomplish the targeted aims.

The success of education in schools is very dependent on teacher performance. Therefore, teachers must strive to function at maximum levels of efficiency to improve school outcomes. However, in reality, there are still many educators who show below-standard performance in terms of preparation, giving rise to concerns that the quality of education will decrease rather than improve.

Mathis & Jackson (2006) Employee performance may be defined as their actions or inaction. All actions taken to raise an organization's or company's performance are included in performance management, including those taken to raise the productivity of individual workers and work units. According to Mathis and Jackson (2006), a teacher's effectiveness is impacted by a variety of factors, including organizational relationships, talent, motivation, and the type of job they do. According to research done in 2003 by Sudarwan, principle leadership has a significant impact on teacher effectiveness. A teacher's strong dedication to sharing information is a good indicator of their growth. This study supports Sulistiyani's (2003) findings, which indicate that transformational leadership significantly affects teacher effectiveness.

In order to achieve a goal, a leader figure is needed who understands the teacher's situation. Where in carrying out his duties as a leader, he should be able to guide how to act and what to do. Leadership that is in accordance with the teacher's wishes will encourage teacher performance (Tettie Setiyarti., 2020). Institutional goals can be achieved with high teacher performance, because this will encourage teachers to be encouraged to achieve each other. Errors in leadership will result in failure to achieve the goals set by the institution.

A principal's approach that places a strong emphasis on generating opportunities and fostering an opportunity culture is known as transformational leadership. These leaders promote a strong and moral value system among all members of the school community, including staff, instructors, and students. Without using compulsion, the goal is to encourage everyone to

participate voluntarily and enthusiastically in order to effectively accomplish the school's vision, purpose, and goals. The leadership of the school principal will determine whether its members, including teachers, can carry out their duties well. Transformational leadership is a solution in improving the quality of education and is also considered important because this leadership concept is seen as more fundamental and has the power to disrupt teacher performance and institutional stagnation. (Syamsul Hadi, 2008). Transformational leadership is also believed to be able to balance thought patterns and reflections in the era of globalization.

Transformational leadership is very important because it is conceptually seen as a key element that energizes, mobilizes, guides and aligns various variables in a business. A transformational leader is someone who has knowledge of organizational development and human performance principles. They strive to improve their leadership skills by motivating employees and emphasizing that the goals to be achieved go beyond individual interests.

Transformational leadership, as defined by Bass & Riggio (2006), refers to a leader who has the ability to influence subordinates in a certain way. Through the application of transformational leadership, subordinates will feel a sense of trust, appreciation, loyalty and respect for their leader. Bass agrees with the perspective that leadership basically means carrying out the leader's wishes. Referenced in Bass and Stogdill's *Handbook of Leadership*, (Bass, 1990). A leader is someone who serves as a catalyst for change, having a greater impact on others than they have on themselves. Leadership is the action of one group member influencing and increasing the motivation or competence of other individuals in the group.

Bass suggests that to exceed the limits of follower performance, leadership must be transformational. Transformational leadership refers to extraordinary leadership performance. This phenomenon occurs when leaders effectively broaden and enrich the concerns of their subordinates, when they foster understanding and support for collective goals and objectives, and when they guide their employees to transcend individual interests in favor of the group's interests.

Teacher performance is significantly and favorably impacted by transformational leadership, according to research by Kustiah et al. (2023). This study supports the conclusions of Alzoraiki et al. (2018), which demonstrate the beneficial impact of transformational leadership on the efficacy of teachers. Aside from the question of transformational leadership, another factor that significantly affects teacher effectiveness is work ability.

The term "work ability" describes a person's innate ability to carry out physical or mental activities, which is further enhanced by education and experience (Soehardi, 2003). Employability is the ability of a person to carry out the different duties of a certain work in an efficient and effective manner. Human talents may be broadly classified into two groups, according to Robbins (2000): intellectual abilities and physical abilities. Ability, according to

Davis et al. (2002), is the outcome of a person's knowledge along with their skill mastery.

Employability refers to an individual's capacity to effectively utilize his or her knowledge and abilities, along with available resources, to successfully complete tasks and achieve required results. High work motivation is positively correlated with increasing employee work ability. Robbins (2006) defines work ability as a person's capacity to do a variety of duties within a certain employment. One type of skill and ability that a person possesses is work ability. Ability is the capacity, both mental and physical, that a person possesses to carry out a job. The improvement of employee performance may be impacted by the absence of these components. According to Dewi and Rizaldi's research findings from 2022, work ability has an impact on teachers' effectiveness.

Furthermore, after the ability factor, motivation is the determining factor that determines teacher performance. Needs that drive towards a certain goal that give rise to motives or giving motives, making motivation something that gives rise to enthusiasm or encouragement for work (Nurlaila, 2010). Motivation is also a determining factor in determining teacher performance. Work motivation is an important determinant of a person's performance. Tengku's (2014) research shows that teacher work motivation is simply a procedure implemented to inspire teachers to focus their actions and use significant effort to achieve predetermined goals. Apart from that, Anogara (2009) found that work motivation is a determining factor that fosters enthusiasm or encouragement to do work. Motivation, both intrinsic and extrinsic, can vary in intensity. It serves as a guiding force for teachers, enabling them to effectively fulfill their responsibilities and achieve predetermined goals with full awareness and accountability.

Siagian (2006) defines motivation as the drive that forces an individual in an organization to voluntarily and actively utilize their skills, energy and time to carry out assigned tasks and fulfill their responsibilities. This drive is focused on accomplishing the organization's declared aims and objectives. (Robbins & Judge, 2006) defines motivation as a cognitive process that explains the focus, tenacity, and intensity of a person's efforts toward achieving particular objectives. The process of igniting someone's passion and dedication to work, which leads to a willingness to collaborate, perform effectively, and coordinate efforts to attain fulfillment, is known as motivation.

According to Robbins & Judge (2006), there are three basic human needs: The need for achievement refers to the desire to take responsibility for fixing problems. The need for affiliation refers to the innate desire to connect and socialize with others, encouraging positive interactions without causing harm to others. The need for power refers to the innate desire to have authority and exercise control over others.

Agustina et al.'s research from 2020 demonstrates that teacher motivation has a significant effect on teacher performance. This study supports the findings of Al-Sakinah et al. (2020), which indicate that work motivation significantly affects teacher performance.

According to preliminary research on teacher performance done by researchers at Madrasah Aliyah Negeri Langkat, teachers are not satisfied with their jobs and are performing below expectations when it comes to carrying out their daily duties as educators, which include creating lesson plans, carrying out learning activities, conducting assessments, giving exams, and preparing and implementing programs. Enhance and expand the field of education under its purview. Some educators still impart knowledge in an uninspired and unprepared manner. Instructors still prepare lessons using antiquated techniques that don't show they can successfully manage pupils.

Madrasah principals lack a transformational leadership style in mobilizing and motivating teachers to carry out their duties by adapting their teaching approaches to the current scenario and environment. Apart from that, current teachers show deficiencies in their work, lack of initiative, difficulty in mastering subject matter, lack of creativity in using learning media, and limited ability to use technology to facilitate their responsibilities and foster an optimal learning environment.

Teacher motivation is still less than optimal because there are still cases of teachers arriving late, leaving before the appointed time, leaving teaching hours without explanation, and not coming to class without giving a reason. The issue of declining teacher motivation is still worrying, this can be seen from the lack of enthusiasm and lack of fulfillment of responsibilities among certain teachers. Teachers rarely make lesson plans because they only do it when there is a need for supervision. Therefore, it is important for madrasah heads to prioritize and monitor teacher motivation issues, with the aim of fostering a more disciplined approach to their workload and responsibilities. Researchers are interested in researching the topic based on the information supplied. "The Influence of Transformational Leadership, Ability and Motivation on Teacher Performance in Langkat Regency State Madrasah Aliyah".

METHOD

Because the research data is examined using statistics and displayed as numbers, this study falls under the category of quantitative research. Ex post facto research was employed in this study. Ex post facto research involves tracking down and gathering current facts and data without offering any kind of assistance, assuming that the event under study happened organically (Masganti, 2016). At MAN Langkat, which is situated at Jl. Development No. 5, Pekubuan, District Tanjung Pura, Kab. Langkat Prov. North Sumatra, this study was carried out. Four factors total three independent variables, transformational leadership, ability, and motivation are examined in this study. Teacher performance is the dependent variable in the meanwhile. The 210 teachers at Langkat Regency MAN make up the population of this study. The sampling strategy that will be employed is simple random sampling, which selects

participants at random without taking into account demographic strata, resulting in a sample size of 136. methods for gathering data with primary data. Primary data is information that is gathered straight from the original source through the distribution of questionnaires or a series of questions designed to gauge the talents, motivation, and transformative leadership of teachers. The structural equation model (SEM) analysis approach is the data analysis method employed in this study. The program in use is called Smart PLS 4.0. PLS.

RESULTS AND DISCUSSION

RESULTS

Data Description

Table 1. Descriptive statistics

VARIABLES	N	MIN	MAX	MEANS	STDs. DEVIATION
Transformational Leadership	136	1	4	3,460	0.584
Ability	136	1	4	3,433	0.574
Motivation	136	1	4	3,346	0.622
Teacher Performance	136	1	4	3,409	0.565

Source: Data that has been processed by SmartPLS

The results of the descriptive analysis can be described as follows:

Transformational leadership

Table 1 illustrates that transformative leadership ranges from a minimum of 1 to a high of 4, with an average of 3,460 and a standard deviation of 0.584. The data is properly distributed since the mean value is higher than the standard deviation ($3.460 > 0.584$).

Ability

Table 1 shows that the ability ranges from a minimum of 1 to a maximum of 4, with an average of 3.433 and a standard deviation of 0.574. The data is properly distributed since the mean value ($3.433 > 0.574$) is higher than the standard deviation.

Motivation

Table 1 shows that motivation ranges from a minimum of 1 to a high of 4, with an average of 3.346 and a standard deviation of 0.622. The data is properly distributed as the mean value ($3.346 > 0.622$) is higher than the standard deviation.

Teacher Performance

Table 1 shows that teacher performance ranges from a minimum of 1 to a high of 4, with an average of 3.409 and a standard deviation of 0.565. Since the mean value ($3.409 > 0.565$) is

higher than the standard deviation, the data is evenly distributed.

Test Outer Model

The outer model may be evaluated using construct validity and reliability in addition to convergent and discriminant validity assessments. The following table displays the construct reliability and validity outcomes following Smart PLS 4 data processing:

Table 2. Construct Reliability and Validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Ability	0.927	0.930	0.939	0.632
Transformational leadership	0.942	0.947	0.951	0.618
Teacher Performance	0.957	0.958	0.962	0.680
Motivation	0.918	1.924	1.932	1.606

Source: Data that has been processed by SmartPLS

Test the Inner Model

The test to ascertain the value of the inner model, or structural model, comes next, following the fulfillment of the test checks for the outer model. R-square is used to assess the structural model for the dependent construct. A table for calculating R-square results is provided below:

Table 3. R-Square

	R-square	Adjusted R-square
Teacher Performance	0.880	0.877

Source: Data that has been processed by SmartPLS

The r-square value in the above table indicates that desire, ability, and transformational leadership may account for 88% of the variability in teacher performance dimensions, with the remaining 12% being explained by components not included in this research.

Hypothesis testing

Persial Test (t Test)

The value of hypothesis testing in this assessment can be shown in the table and the results of this research model can be depicted as in the following picture:

Table 4. Partial Test Results (t Test)

Path Coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Ability -> Teacher Performance	0.338	0.345	0.083	4,092	0,000
Transformational Leadership -> Teacher Performance	0.178	0.177	0.077	2,317	0.021
Motivation -> Teacher Performance	0.470	0.466	0.081	5,771	0,000

Source: Data that has been processed by SmartPLS

The first hypothesis investigates the possibility that transformative leadership enhances the effectiveness of teachers. The test findings indicate that transformational leadership affects teacher performance with a p value of 0.021, where the value is less than 0.05. In the meanwhile, the test yielded a t-statistic value of 2.317, indicating that transformational leadership has a considerable impact on teacher performance (t-statistic value > 1.96). A statistical T value diagram based on SmartPLS output looks like this:

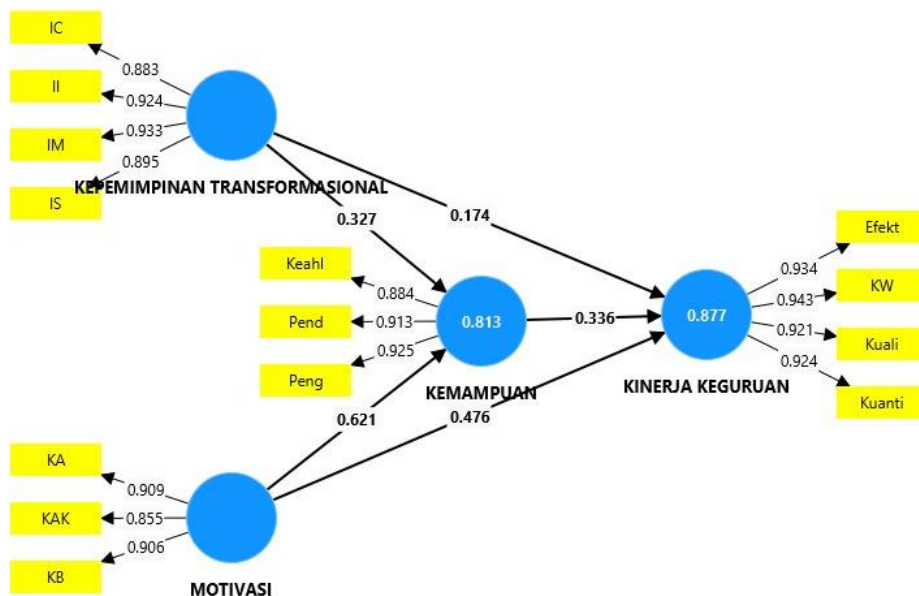


Figure 1. Bootstrapping Output

The study's findings indicate that, with a result of 0.476, motivation has the greatest impact

on teachers' performance, followed by ability, which has an impact of 0.336. The impact of transformative leadership is 0.174 on the effectiveness of teachers. Additionally, the impact of motivation on ability is 0.621, whereas the impact of transformational leadership on ability is 0.327.

Below you can see which indicators have the highest influence on teacher performance:

Table 5. Indicator

No	Variable	Indicator	Results
1	Transformational leadership	<i>Inspirational Motivation</i> (IM)	0.933
		<i>Idealized Influence</i> (II)	0.924
		<i>Intellectual Stimulation</i> (IS)	0.895
		<i>Individualized Consideration</i> (IC)	0.883
2	Ability	Knowledge (peng)	0.925
		Education (pend)	0.913
		Expertise (keahl)	0.884
3	Motivation	Affiliate Needs (KA)	0.909
		Achievement Needs (KB)	0.906
		Need for power (KAK)	0.855
4	Teacher Performance	Timeliness (kw)	0.943
		Effectiveness (effect)	0.934
		Quantity (quanti)	0.924
		Quality (cauldron)	0.921

DISCUSSION

The Influence of Transformational Leadership on Teacher Performance

With a p value of 0.021, where the value is less than 0.05, the hypothesis testing results from this study indicate that transformational leadership has a significant impact on the performance of Langkat Regency State Madrasah Aliyah teachers. This suggests that transformational leadership affects teacher performance. In the meanwhile, the test yielded a t-statistic value of 2.317, indicating that transformational leadership has a considerable impact on teacher performance (t-statistic value > 1.96).

Transformational leadership is authentic leadership, wherein a leader inspires and innovates the company while motivating his subordinates to perform as efficiently as possible to reach organizational goals (Amalia, 2023). The findings of this study are consistent with those of Ririet's (2021) research, which indicates that junior high school teachers' performance in the Bone Bolango Regency region is greatly impacted by transformational leadership. (Adha,2019).

From the research findings, it was discovered that the following indicators had a significant impact on teacher performance in the study's focus: Individualized Consideration, with a value of 0.883, was the lowest indicator, followed by Intellectual Stimulation, with a value of 0.895, and Idealized Influence, with a result of 0.924.

With a score of 0.933, Inspirational Motivation is the highest indicator. This is consistent with research by Amin et al. (2022), which demonstrates the significance of Inspirational Motivation, in which leaders inspire their followers by taking on challenges and setting an example for them. to motivate subordinates to successfully accomplish group objectives. These leaders both inspire and clarify the significance of the difficulties that their followers must overcome (Anggraeni, 2022). The performance of the organization may be enhanced by this. The study's findings demonstrate the beneficial effects of idealization and inspirational motivation on organizational performance and culture.

The Influence of Ability on Teacher Performance

The research's hypothesis testing findings indicate that ability significantly affects Langkat Regency State Madrasah Aliyah teachers' performance. The study intended for a p value of 0.000, where the value is less than 0.05, indicating that ability influences teacher performance. In the meanwhile, the test yielded a t-statistic value of 4.092, indicating that ability is important for teacher performance (t-statistic value > 1.96). Every person has the potential to perform their work. This ability has to do with a person's aptitude, know-how, and proficiency in performing a task. Individuals will be able to perform tasks in accordance with their capacities.

The potential to impact teacher performance is greatest in the knowledge indication (0.925), followed by the education indicator (0.913), and lowest in the skill indicator (0.884). The knowledge indication is the highest indicator in the ability variable. This is consistent with study that was done by Keke (2008). The study's findings demonstrate that knowledge significantly and favorably affects workers' performance at Sakti Light, PT. Karanganyar. Thus, boosting employee performance will be impacted by an increase in current knowledge.

The study's findings support Ida's (2017) research, which claims that ability affects workers' effectiveness at PT. BPR Santi Pala. To establish circumstances that inspire teachers to work well, a teacher must possess the necessary knowledge and skills (Collie, 2023). Positive reinforcement from both external and internal sources will motivate or inspire educators to enhance their work output.

The Influence of Motivation on Teacher Performance

The research's hypothesis testing findings indicate that instructors at Langkat Regency State Madrasah Aliyah perform much better when they are motivated. This effect is intended to reach a p value of 0.000, where the value is less than 0.05, indicating that motivation affects teacher

performance. In the meanwhile, the test yielded a t-statistic value of 5.771, indicating that motivation is relevant for teacher performance (t-statistic value > 1.96).

The desire for affiliation has the highest level of motivation (result: 0.909), followed by the need for achievement (result: 0.906), and the need for power (result: 0.855) is the lowest. Additionally, one statement instrument fails on M8 due to a 0.633 result. thus a value of less than 0.7 is regarded as illegitimate.

The requirement for affiliation, which has a result of 0.906, is thus the greatest indication. This is consistent with the 2017 research of Edi Murgijanto. According to the study's findings, the affiliation need variable has a value of $t_{count} 3.212 > t_{table} 2.08$, indicating that it significantly affects the work ethic of Salatiga High School of Economics teaching staff. (Fadli, 2023).

The encouragement a teacher receives from both inside and outside of himself to work with great passion and to use all of his abilities and skills in order to accomplish work outcomes and find pleasure that aligns with his desires is known as teacher work motivation.

The findings of this study support those of Yonatan (2021), who found that work motivation significantly and favorably affects teachers' performance. This implies that a teacher's performance increases with the degree to which they use work incentive. One thing that drives a teacher's job is conscious effort (Hosan, 2019). In other words, if a teacher puts in more conscious effort when carrying out learning activities, their performance will likewise be greater; if they put in less conscious effort, their performance will likewise be lower. (Jamali, 2022).

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

The research findings and discussion lead to the following conclusions: transformational leadership (X1) at Langkat Regency State Madrasah Aliyah has a positive and significant impact on teacher performance (Y), with a p value of 0.021, where the value is less than 0.05. Thus, teacher performance is impacted by transformative leadership. In the meanwhile, the test yielded a t-statistic value of 2.317, indicating that transformational leadership has a considerable impact on teacher performance (t-statistic value > 1.96). In other words, if leadership is transformative, research from Madrasah Aliyah Negeri Langkat Regency indicates that higher levels of leadership are correlated with higher levels of task performance among teachers. Additionally, in Madrasah Aliyah Negeri Langkat Regency, ability (X2) has a positive and significant effect on teacher performance (Y) with a p value of 0.000, where the value is less than 0.05, indicating that ability affects teacher performance. In the meanwhile, the test yielded a t-statistic value of 4.092, indicating that it is more than 1.96. There is a positive and significant influence between motivation (X3) and teacher performance (Y) in Langkat Regency State Madrasah Aliyah, with a p value of 0.000, where the value is <0.05, indicating that motivation influences teacher

performance. This indicates that teachers will be able to do work according to their abilities, which will influence the increase in teacher performance. In the meanwhile, the test yielded a result of 5.771 for the t-statistic, meaning that it is more than 1.96. This implies that a teacher's performance increases with the degree to which they use work incentive.

SUGGESTION

By carrying out this research, the author hopes that this research can be useful for future researchers to increase knowledge and provide references. If there are any shortcomings, I apologize and I hope that future researchers can do their research and writing very well.

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