

THE INFLUENCE OF PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP ON TEACHERS' WORK MOTIVATION AT SMPN 1 LEUWILIANG

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Abstract

This study aims to examine the influence of the principal's transformational leadership on teachers' work motivation at SMPN 1 Leuwiliang. A quantitative research design was employed with saturated sampling involving all 37 teachers as participants. Data were collected through questionnaires and analyzed using SPSS version 26 (2024). Hypothesis testing using a t-test yielded a t-value of 10.608, which is greater than the critical value of 2.030, with a significance level of 0.000 (<0.05), indicating a significant effect of transformational leadership on teachers' work motivation. The coefficient of determination (R^2) was 0.763, meaning that transformational leadership explains 76.3% of the variance in teacher motivation, while the remaining 23.7% is attributed to other factors not studied here.

Keywords: leadership; motivation; principal; teacher; transformational leadership

INTRODUCTION

Education is a fundamental aspect of human development and serves as a key indicator of a nation's progress. High-quality education transforms human resources into valuable investments for national advancement, while poor education hinders a country's development. The 1945 Constitution of the Republic of Indonesia, Article 31 paragraph 1, guarantees every citizen the right to education. In line with this, Article 3 mandates the government to organize a national education system that enhances faith, piety, and noble character to advance the nation's intellectual capacity (Republic of Indonesia, 1945).

In the educational context, the principal plays a critical leadership role. Effective school leadership significantly influences educator performance by shaping school culture, guiding staff, and ensuring the implementation of educational goals (Leithwood & Jantzi, 2005). A principal must be able to manage directions, face challenges, and respond to unexpected events while inspiring teachers to achieve optimal performance (Bass & Riggio, 2006).

Teachers, as frontline educators, face diverse challenges that impact their work motivation. Therefore, school leaders must act not only as managers but also as motivators—creating a positive working environment, instilling discipline, fostering recognition of achievement, and implementing systematic consequences (Robbins, 2013).

Motivation is the driving force that encourages individuals to be enthusiastic and committed to their roles. Zainoedynn (2017) argues that factors such as job engagement, responsibility, creativity, risk-taking, collaboration, and desire for feedback significantly influence employee performance. Although motivation can be inherent, leadership plays a crucial role in sustaining and enhancing it, especially for those experiencing low work enthusiasm (Uno, 2017).

One leadership style that effectively addresses these issues is transformational leadership. According to Bass and Riggio (2006), transformational leadership is a leader's ability to inspire, energize, and motivate followers toward higher performance and meaningful change. Transformational principals communicate clear visions and encourage innovation, fostering continuous improvement and providing emotional and professional support (Avolio & Yammarino, 2013).

Research has shown a strong correlation between transformational leadership, teacher efficacy, and positive school climate (Leithwood & Jantzi, 2005). Principals who build strong relationships with staff and offer consistent support greatly influence both teacher performance and student outcomes (Hargreaves & Fink, 2006).

Despite this, preliminary observations at SMPN 1 Leuwiliang indicate challenges such as a lack of innovation in teaching, insufficient professional development, and limited understanding of transformational leadership among school leaders. Additionally, some teachers show declining motivation due to impending retirement or unresolved employment status, which affects their performance.

While many studies have explored transformational leadership globally, research specifically examining its impact on teacher motivation in Indonesian junior high schools remains limited. This gap highlights the need for further investigation.

Therefore, this study aims to examine the direct impact of transformational leadership on teachers' work motivation at SMPN 1 Leuwiliang. The research questions guiding this study are: Does the principal's transformational leadership significantly influence teachers' work motivation at SMPN 1 Leuwiliang? And How much variance in teachers' work motivation is explained by transformational leadership?

THEORETICAL STUDY

Definition of Motivation is commonly understood as the internal and external drives that stimulate individuals to act in order to achieve certain goals. According to Hamzah B Uno (2017), motivation can be intrinsic or extrinsic, originating from within the individual or from their environment. Wibowo (2014) defines motivation as the desire to act, influenced by various forces. In the educational context, Schunk, Pintrich and Meece (2008) describe motivation as the process that initiates and sustains goal-directed activity. Lauermaun et al (2017) further emphasize motivation's role in influencing teachers' behaviours and attitudes, highlighting its importance in enhancing teaching quality. Thus, motivation can be seen as a vital internal urge that drives individuals to engage in activities aimed at reaching specific objectives.

Functions of Motivation Oemar Hamalik (2015) identifies three main functions of motivation: (1) To trigger behavior or action, such as learning, (2) To direct behavior toward desired goals, (3) To energize and sustain effort, determining the speed and intensity of task completion.

In the teaching profession, motivation acts as a driving force that encourages teachers to fulfill their duties effectively, guiding their actions and helping them prioritize productive activities.

Factors influencing motivation is influenced by internal and external factors. Internal factors include the basic desire to live and survive, the need for recognition and appreciation, and the aspiration for the power or influence. External factors involve a safe and comfortable work environment, adequate compensation, effective supervision, and job security. A positive work environment and fair treatment tend to enhance teachers motivation, whereas unfavorable conditions may reduce enthusiasm and productivity (Uno, 2017).

Understanding work motivation refers to the processes that arouse, direct , and maintain human behaviour towards achieving work goals. Greenberg and Baron (2008) describe it as sequence of of psychological processes that energize and direct behavior. Hafidzi and Sedarmayati (2013) add that motivation is both an internal and external force that drives work behavior. Uno (2017) highlights that teacher motivation can be observed from both internal and external dimensions, emphasizing the role of leadership in fostering motivation. In essence, motivation is a strategy leaders use to encourage employees to work diligently and effectively.

Teacher work motivation serve as role models, thus , their motivation affect not only their performance but also students discipline and learning outcomes. Motivated teachers exhibit higher levels of creativity, discipline and productivity. Robbins et all (2013) define work motivation as the willingness of individuals to exert effort to achieve organizational goals, influenced by how well these efforts meet personal needs. Motivation is not innate but shaped by interactions between individuals and their environments, resulting in varying motivation levels and performance among teachers.

Intellectual stimulation and transformational leadership a core element of transformational leadership, plays a critical role in enhancing teacher motivation. Principals who promote intellectual stimulation encourage teachers to think critically and innovatively, fostering an environment that supports experimentation and professional growth (Bass & Riggio, 2006). This leadership style motivates teachers to go beyond routine tasks, fostering a culture of continuous learning and adaptation. Such an environment not only improves motivation but also supports sustainable professional development and improved educational outcomes (Avolio & Yammarino, 2013).

Data Collection and Justification

In this studi , data on theahers work motivation and principals' transformational leadership were collected using a structured questionnaire adapted from validated instruments by Bass and Riggio (2006) and Uno (2017). This method was chosen to efficiently gather quantitative data from all teachers at SMPN 1 Leuwiliang, allowing for statistical analysis to examine the relationships between transformational leadership and teacher motivation.

Research Method

Data Analysis (Quantitative). The quantitative data were analyzed using inferential statistical methods to test the hypotheses and answer the research questions. First, the data were cleaned and checked for normality and outliers. Then, descriptive statistics such as mean, median, and standard deviation were calculated to summarize the data. For hypothesis testing, statistical tests such as t-tests, ANOVA, or regression analysis were conducted depending on the research design and variables. The validity and reliability of the instruments were ensured before analysis. All statistical analyses were performed using [nama software statistik, misalnya SPSS or Excel], and the results were interpreted at a significance level of 0.05.

The Influence of Principal’s Transformational Leadership on Teachers’ Work Motivation

This study aimed to examine the influence of the principal’s transformational leadership on teachers’ work motivation at SMPN 1 Leuwiliang. Data were collected from 37 teachers using questionnaires and analyzed using SPSS version 26 (2024).

Descriptive Statistics

Data on transformational leadership (X) and teacher work motivation (Y) were analyzed to understand respondents' perceptions.

Table.1 Describe Statistic of Transformational Leadership and Teacher Work Motivation

No	Variable	N	Minimum	Maximum	Mean	Median	Mode	Category
1	Transformational Leadership (X)	37	73	180	152.27	151	144	Mostly Moderate (75.7%)
2	Teacher Work Motivation (Y)	37	70	175	144.84	141	140	Mostly Moderate (73%)

Validity and Reliability Tests

The questionnaires for both variables were tested for validity and reliability prior to analysis. The Pearson Product Moment correlation showed that most items were valid ($r\text{-count} > r\text{-table}$ at $\alpha = 0.05$). The reliability test, using Cronbach’s Alpha, indicated high internal consistency:

- Transformational Leadership (X): $\alpha = 0.943$
- Teacher Work Motivation (Y): $\alpha = 0.947$

Both instruments are considered reliable for this study.

Regression Analysis

A simple linear regression analysis was performed to examine the influence of transformational leadership on teachers’ work motivation. The regression model used was:

$Y = a + bX$ where Y represents teachers' work motivation and X represents transformational leadership.

Table 2. Regression Analysis of Transformational Leadership on Teachers Work Motivation

No	Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig
1		B	Std. Error	Beta	
2	1 (Const)	27.432	7.258		3.781
3	X	0.764	0.072	0.873	10.608

Based on Table 2, the significance value (Sig.) is .000, which is less than the alpha level of .05, and the calculated t-value (10.608) is higher than the t-table value (2.030). This means that transformational leadership has a significant positive influence on teachers' work motivation at SMPN 1 Leuwiliang.

Coefficient of Determination

To determine how much of the variance in teacher work motivation can be explained by transformational leadership, the coefficient of determination (R^2) was calculated.

Table 3. Model Summary

No	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1	0.873	0.763	0.757	6.014

The findings demonstrate a strong and significant influence of the principal's transformational leadership on teachers' work motivation. This result aligns with Bass and Riggio's theory that transformational leaders inspire and motivate followers towards higher performance. The high R^2 value suggests that effective transformational leadership substantially contributes to motivating teachers, which supports previous research by Leithwood and Jantzi (2005) emphasizing the positive impact of transformational leadership on teacher efficacy and motivation.

Moreover, the descriptive data showing that most teachers rate leadership and motivation as moderate suggests there is still room for improvement, particularly in fostering higher levels of motivation through enhanced leadership strategies such as intellectual stimulation and individualized consideration, which are known to promote professional growth and commitment.

CONCLUSIONS

Based on the analysis, it can be concluded that the principal's transformational leadership significantly influences teachers' work motivation at SMPN 1 Leuwiliang. The transformational leadership variable explains 76.3% of the variance in teacher motivation, indicating a substantial effect.

These findings highlight the importance of transformational leadership practices in schools to enhance teacher motivation and, consequently, improve educational outcomes. School principals are encouraged to continue developing leadership qualities that foster inspiration, intellectual stimulation, and individualized support for teachers.

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