

## **The Effect of Principal Transformational Leadership and Motivation on Performance of Teacher in Islamic Elementary School**

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### **Abstract**

This study aims to analyze and find: (1) the direct effect of the principal's transformational leadership on teacher performance (2) the direct effect of teacher work motivation on teacher performance (3) the direct effect of the principal's transformational leadership on teacher work motivation, and (4) the indirect effect of transformational leadership of school principals on teacher performance through teacher work motivation. This study uses quantitative methods with data analysis techniques using path analysis. Data collection was carried out using questionnaires, interviews, observation, and documentation. The population in this study was all teachers at SDIT Al-Haraki Depok, totaling 45 teachers. The sampling technique used was random sampling, with sample size referring to the table for determining the number of samples developed by Isaac and Michael with an error rate of 5% and a confidence level of 95%, so that the sample in this study was 40 teachers. The results showed that (1) there was a direct effect of the principal's transformational leadership on teacher performance by 31.5% and (2) there was a direct effect of teacher motivation on teacher performance by 32.8%. (3) There was a 62.5% direct effect of transformational leadership on teacher work motivation; (4) There is a 20.5% indirect effect of transformational leadership on teacher performance through teacher work motivation. Then simultaneously, the effect of the principal's transformational leadership and the teacher's work motivation on teacher performance is 77.6%. In this study, the principal was able to create change and achieve good performance, build a spirit of togetherness and discipline, and motivate teachers and employees to work optimally, which ultimately builds organizational awareness among teachers and employees by developing an attitude of belonging and a sense of responsibility for achieving the highest achievement.

**Keywords:** Kepemimpinan Transformasional Kepala Sekolah, Motivasi Kerja Guru, Kinerja Guru.

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis dan menemukan (1) pengaruh langsung kepemimpinan transformasional kepala sekolah terhadap kinerja guru (2) pengaruh langsung motivasi kerja guru terhadap kinerja guru (3) pengaruh langsung kepemimpinan transformasional kepala sekolah terhadap motivasi kerja guru dan (4) pengaruh tak langsung kepemimpinan transformasional kepala sekolah terhadap kinerja guru melalui motivasi kerja guru. Penelitian ini menggunakan metode kuantitatif dengan teknik analisis data menggunakan analisis jalur. Pengumpulan data dilaksanakan dengan menggunakan kuesioner, wawancara, observasi dan dokumentasi. Populasi dalam penelitian ini adalah seluruh guru di SDIT Al-Haraki Depok yang berjumlah 45 guru. Teknik pengambilan sampel yang digunakan adalah random sampling dengan ukuran sampel mengacu pada tabel penentuan jumlah sampel yang dikembangkan oleh Isaac dan Michael dengan tingkat kesalahan 5 % dan tingkat kepercayaan 95%, sehingga sampel dalam penelitian ini adalah 40 guru. Hasil penelitian menunjukkan bahwa (1) terdapat pengaruh langsung kepemimpinan transformasional kepala sekolah terhadap kinerja guru sebesar 31,5% (2) terdapat pengaruh langsung motivasi kerja guru terhadap kinerja guru sebesar 32,8% (3) terdapat pengaruh langsung kepemimpinan transformasional terhadap motivasi kerja guru sebesar 62,5% (4) terdapat pengaruh tak langsung kepemimpinan transformasional kepala sekolah terhadap kinerja guru melalui motivasi kerja guru sebesar 20,5%. Kemudian secara simultan pengaruh kepemimpinan transformasional kepala sekolah dan motivasi kerja guru terhadap kinerja guru adalah sebesar 77,6%. Dalam penelitian ini kepala sekolah mampu menciptakan perubahan dan mencapai prestasi yang baik, mampu membangun semangat kebersamaan dan kedisiplinan serta memotivasi para guru dan karyawan untuk bekerja secara optimal yang akhirnya membangun kesadaran berorganisasi pada para guru dan karyawan dengan mengembangkan sikap rasa memiliki dan rasa bertanggung jawab untuk meraih prestasi setinggi-tingginya.

**Kata Kunci:** Kepemimpinan Transformasional Kepala Sekolah, Motivasi Kerja Guru, Kinerja Guru.

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## **INTRODUCTION**

Not long ago, the United Nations Development Program (UNDP) noted in the 2016 Human Development Report that Indonesia's Human Development Index (IPM) in 2015 was ranked 113th, down from the 110th position in 2014 (Fauzi in Subandowo, 2017: 191-208). This shows that the quality of Indonesia's human resources from time to time does not show significant development. The low quality of human resources in Indonesia cannot be separated from the quality of education in Indonesia itself. Data released by UNESCO in 2012 reported that Indonesia was ranked 64 out of 120 countries based on the Assessment of the Education Development Index (EDI) or the Education Development Index (Dellasera, 2013).

This condition shows that the quality of education in Indonesia is still low. In fact, increasing people's access to higher-quality education is a mandate that must be carried out by the Indonesian nation in accordance with the goals of the Indonesian State as stated in the Preamble to the 1945 Constitution, namely to protect the entire Indonesian nation, educate the nation's life, advance public welfare, and participate in carrying out world order. based on freedom, eternal peace, and social justice. The mandate of the 1945 Constitution implies that education is not only the most important pillar in efforts to educate the nation but is also an absolute requirement for improving people's welfare (Nandika, 2007: 3).

This is in accordance with what is mandated by the government in the National Education System Law No. 20 of 2003, Article 3, that the purpose of national education is to develop capabilities and form dignified national character and civilization in order to educate the nation's life and aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (institutional.ristekdikti.go.id, 2016).

One of the fundamental factors that determines the achievement of national education goals is the teacher. As said by Syafruddin Nurdin (2005: 1), the success of national development will be determined by our success in managing national education, in which teachers occupy the main and important position. According to Suyanto and Asep Jihad (2013: 8), "teacher" is a profession that is synonymous with educational roles such as guiding, coaching, nurturing, or teaching. In line with this, the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Yamin, 2006: 209).

According to the law, a professional teacher must have mature competence or ability to carry out his duties. In the context of national policy, the government has formulated four types of teacher competencies, as stated in the elucidation of Government Regulation No. 19 of 2005 concerning National Education Standards, namely: pedagogical, personality, social, and professional competence. Therefore, competence, which will be seen in teacher performance, is an important element and a benchmark for the success of an education in schools. The demand for professionalism in working and teaching has actually been hinted at in a hadith narrated by Thabrani as follows: "Indeed, Allah loves when one of you does a job carefully." (Bek, t.th. in Musfah, 2012: 1). According to the hadith above, a teacher is required to be professional and thorough in carrying out his duties because doing so determines the success of student learning and, ultimately, the quality of education.

According to the Field of Utilization and Service of Education and Culture Data and Statistics (2016: 3), there are four strategies for increasing the professionalism, quality, and accountability of teachers and education staff, namely: 1) strengthening the competency test system for teachers and education staff as part of the process of assessing student learning outcomes; 2) implementation of valid, impartial, transparent, and sustainable teacher and education staff per capita; and 3) implementation of valid, impartial, transparent, and sustainable teacher and education staff per capita.

Furthermore, data from the Ministry of Education and Culture shows that teacher competence in Indonesia is still low. This can be seen from the average Teacher Competency Test (UKG) score of 42, still below the minimum limit set at 70. In detail, the average scores for TK are 58.87, SD 36.86, SMP 46.15, SMA 51.35, SMK 50.02, and Supervisor 32.58; there are even teachers who get the lowest score of 1 on a scale of 100 (Ministry of National Education in Hendrawati, 2015: 141–157). This situation shows that the performance of elementary school teachers is still low, so low that they get an average score below the standard. Meanwhile, UKG results in 2016 were even more concerning. The Ministry of Education and Culture recently announced that nationally there were around 41,218 teachers who did not pass the 2016 teacher competency test (UKG) (Gunawan, <http://jabar.pojoksatu.id>, 2017).

In several cases, elementary school teachers did not perform optimally in carrying out their pedagogical, social, professional, and personality tasks. An example is seen in one of the model schools in the city of Depok, namely SDIT Al-Haraki. In the initial observation stage, it was found that teachers did not make lesson plans during the learning process. So that it can be seen that the learning plan, learning implementation, and learning evaluation have not been carried out properly. In this case, it appears that schools do not yet have good supervision related to monitoring teacher performance. After conducting a brief interview with the school principal, the researcher found that this school had never conducted supervision. New supervision was carried out at the end of 2016 during his leadership period (Interview, Key Informant, 2017).

To improve the performance of teachers and make them professional teachers, the leadership role of the school principal is very important. Because one of the factors that determines the

sustainability and development of educational organizations is the role of the principal himself, As revealed by Priansa (2017: 56), one of the determining factors for the realization of a quality education process is the effectiveness of the leadership of the school principal. Furthermore, Musfah (2015: 305) adds that as an education administrator, the principal has the duty to develop the performance of individuals (especially teachers) in the expected professional direction.

To achieve school goals, this is not an easy job to do because the effectiveness of a leader is measured by the performance and growth of the organization he leads and teacher satisfaction with his leadership. Therefore, a leader must be able to influence his subordinates to carry out the tasks ordered without coercion so that subordinates will voluntarily behave and perform according to organizational demands under the direction of their leader.

The transformational leadership style is here to answer the challenges of an era full of changes. According to Nurhayanti (2012: 77–92), transformational leadership is a process in which leaders and followers raise each other to a higher level of morality and motivation and are related to values that are relevant to the process of change such as honesty, fairness, and responsibility that are precisely Values like these are hard to find. From this understanding, one can see a picture of a leadership style that always upholds ethics and morals in acting and motivates its subordinates to work in accordance with existing values such as honesty, fairness, and responsibility. Meanwhile, according to Sudaryono (2014: 204), transformational leadership is not only based on the need for self-esteem but also raises awareness in leaders about the need to do good, in accordance with management and leadership development studies that view human beings, performance, and organizational growth as mutually beneficial sides. influential.

This leadership style is very well applied in the context of education in order to foster harmonious relationships among subordinates and improve teacher performance. According to Baharuddin and Umiarso (2012: 224), transformational leaders view the values of Islamic education organizations as noble values that need to be designed and determined by all organizational components so that organizational components have a sense of ownership and commitment to implementing them. It is the duty of the leader to transform the values of Islamic education organizations to help realize the vision of Islamic educational institutions institutionally and the ethical-normative vision of Islamic education. Therefore, a transformational leader is someone who has diagnostic skills, always takes the time and devotes attention to efforts to solve problems from various aspects, and prepares something for the future for the benefit of the Islamic educational institution itself.

Based on the explanation above, a transformational leader is required to have good strategic management skills in order to face the competition that will occur. In this framework, Baharuddin and Umiarso (2012) added that the main function of a transformational leader in Islamic education institutions is to provide services as a catalyst for change. At the same time, you are acting as a change supervisor (a change controller).

Furthermore, transformational leaders lead components of Islamic education to try to develop the organization, vision, and mission of Islamic education organizations with a cultural foundation of improving the quality of Islamic education. Therefore, it is important for an educational institution to have a leader who has a future vision and mission to become a quality school institution. This is in accordance with the opinion of Edmonds, who concluded his research results by saying that there will never be a good educational institution led by a low-quality leader (Sagala in Baharuddin and Umiarso, 2012: 220).

In addition to the principal's leadership, teacher motivation is also an important factor in improving teacher performance. According to the basic theory used as the basis for assessing the quality of teacher performance, according to T.R. Mitchcell (in the Directorate of Education Personnel, 2008: 35), namely:  $\text{Performance} = \text{Motivation} \times \text{Ability}$  This formulation illustrates that a person's performance will be determined by two elements, namely motivation and ability. Motivation is a driving factor that makes someone do something to achieve a goal. Motivation can come from within the individual and can also come from outside the individual. Motivation that comes from within the individual is called intrinsic motivation, and motivation that comes from outside the individual is called extrinsic motivation. So, it can be concluded that one of the factors that influences teacher performance is the teacher's own work motivation.

This is in accordance with the findings of research conducted by Meidinyo R. and Ikurite N (2017: 22–28), which say that the right motivational factors will have a positive effect on teacher performance. These motivations include providing training to teachers, providing proper incentives, and supervising schools. According to Uno (2008: 71), teacher work motivation is nothing but a process carried out to move teachers so that their behavior can be directed toward real efforts to achieve the goals that have been set. As for the characteristics of a teacher who has work motivation, they are implicitly seen through his responsibilities in doing the work, the achievements he has achieved, the process of self-development, and his independence in acting.

In addition, it was also found that there were obstacles in communicating with the principal, which resulted in teachers feeling less cared for and supervised, giving rise to negative perceptions of teachers, which had an impact on work motivation being less than optimal. This happens because there are many tasks and obligations outside of school that must be completed by the principal, who sometimes leaves school. In addition, the principal has not optimally motivated his subordinates to carry out their duties properly. Based on the description above, this study intends to reveal "The Influence of Principal Transformational Leadership and Work Motivation on Teacher Performance at Al-Haraki Integrated Islamic Elementary School, Depok."

## **METHOD**

This research was conducted at Al-Haraki Integrated Islamic Elementary School, which is located at Belimbing III Street No. 1-2 Pancoran Mas, Depok, West Java. This research was carried

out in a gradual process, starting with the planning stage, followed by research preparation, field data collection as the core research activity, and ending with a research report. The type of research used in this study is quantitative research using correlational methods, namely a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables; there is no variable manipulation. The test results were analyzed through path analysis. Path analysis is a statistical technique used to test the causal relationship between two or more variables (Kadir, 2015: 239). In this case, it is to test the magnitude of the effect that is aimed at the coefficient between transformational leadership variables such as the head and teacher's work motivation on teacher performance. The subjects of this research are people who will be the respondents and provide information for the writer. In this study, the subjects were the teachers of SD Al-Haraki Depok. The object of this research is the data obtained from the respondents, namely, data on the transformational leadership of school principals and the impact of work motivation on teacher performance. The population in this study were teachers who carried out teaching assignments at SDIT AL-HARAKI with an undergraduate degree, namely 45 teachers. Sampling in this study was carried out by random sampling. This technique selects samples by choosing or taking them randomly without regard to strata in the population, and members of the population are considered homogeneous.

In this study, data collection techniques were carried out using instruments in the form of questionnaires, documentation, observation, and interviews. The questionnaire is used to collect the data needed regarding the transformational leadership of school principals, teacher motivation, and teacher performance. compilation of a questionnaire in the form of a rating scale (graded scale). Documentation is used to retrieve secondary data from teacher performance variables and also to complement data obtained from documents related to research variables. Observations were made by visiting the research site directly and observing the behaviors of the individuals (teachers and principals) there without any questions being asked. While interviews were conducted with these individuals in order to express their ideas about the research topic without having to provide specific questions, However, for instruments, before being used in research, the instruments were tested first through validity and reliability tests. And to clarify data collection, it is necessary to know the conceptual definitions, operational definitions, and instrument grids of the variables studied.

Data analysis techniques used in this study are descriptive statistical techniques and inferential statistical techniques. Descriptive statistics are used to describe the data from each research variable. Descriptive statistical analysis was carried out by calculating the average score, median, mode, standard deviation, variance, and standard deviation. Furthermore, to describe variables, it is done by categorizing variables with criteria that describe the transformational leadership of school principals, work motivation, and teacher performance. Meanwhile, inferential analysis is used to test hypotheses using path analysis, which is preceded by testing the assumptions of normal distribution and homogeneity (Kadir, 2016: 143).

## **RESULT AND DISCUSSION**

After conducting research and distributing questionnaires to teachers at SDIT Al Haraki Depok, data were obtained regarding the principal's transformational leadership, teacher work motivation, and teacher performance. From the data obtained, it can be seen that the highest value of the school principal's transformational leadership variable is 142 and the lowest score is 108. So, the distance between the highest and lowest scores is 34. Meanwhile, for the teacher's work motivation variable, the highest score is 98 and the lowest is 76. So, the difference is 22. For teacher performance, the highest score was 86.83, and the lowest score was 62.87. Based on the results of these descriptive statistics, each variable related to the transformational leadership of school principals, teacher work motivation, and teacher performance can be categorized as follows:

### ***The Influence of Transformational Leadership on Teacher Performance at SDIT Al-Haraki Depok***

Based on the results of statistical analysis, it was determined that the percentage of the influence of the school principal's transformational leadership variable on teacher performance was seen in the positive coefficient of determination of 0.561, which implies that the effect of the school principal's transformational leadership variable on teacher performance is 56.1%, while the rest is influenced by variables other than the principal's transformational leadership. This variable may have resulted from the teacher's own work motivation, in this case the salary.

Based on interviews with several teachers, it was found that teacher salary is also something that can affect teacher performance. This happens because a high salary can influence or increase the enthusiasm of teachers to work as much as possible in accordance with their duties. In addition, facilities and infrastructure can also support teacher performance. Because if the facilities and infrastructure are not properly available, the quality of learning carried out by the teacher is not optimal, which has implications for the low value of teacher performance. This finding is in line with the opinion of Bernawi and Mohammad Arifin (2012: 43), who say that the factors that affect teacher performance are external factors that come from outside the teacher, for example salary, facilities and infrastructure, the physical work environment, and leadership.

Then, with  $p\text{-value} = 0,000 \leq 0,05$ , the transformational leadership of the principal has a direct positive effect on teacher performance. This strengthens the argument that teacher performance is determined by many factors, including the transformational leadership of the school principal. These findings support previous research on school principal leadership, including research conducted by Basilius Redang Werang, which revealed that the transformational leadership of school principals has a significant effect on the performance of public elementary school teachers in Merauke City.

The results of the research studies above seem to confirm the truth of the research results that have been conducted by the authors that transformational leadership can improve teacher performance, as seen from the attitude of the SDIT Al Haraki school principal, who often prioritizes changes in the old management system and always provides direction and guidance. Use words that

can inspire teachers and staff, and do a job together because the principal has the principle that achieving an organizational goal is a shared responsibility, so what is done will be better if it can be done together and with good cooperation. This is in accordance with the opinion of Suharsaputra (2016: 59), who says a transformational leader is a change-oriented leader who inspires organizational members to strive to achieve the vision that has been set.

### ***The Effect of Teacher Work Motivation on Teacher Performance at SDIT AL- Haraki Depok***

Based on the results of the statistical analysis, it was determined that the percentage of influence of the teacher's work motivation variable on teacher performance can be seen in the positive coefficient of determination of 0.328, which implies that the influence of the school principal's transformational leadership variable on teacher performance is 32.8%. while the rest is influenced by other variables outside of the teacher's work motivation. These variables are thought to be the principal's transformational leadership, or variable X1 in this study, as well as the teacher's work environment itself. As the opinion of Uno and Lamatenggo (2016: 77) says, the teacher's work environment has such an important role because the work environment can affect teachers in carrying out their duties, conditions, and work results. So, it is very possible that these variables can affect teacher performance.

Then, with a  $p\text{-value} = 0.013 \leq 0.05$ , it means that the teacher's work motivation has a direct positive effect on teacher performance. These findings support previous research conducted by Ruliaty (2000: 39–50) showing that both partially and simultaneously the independent variables, namely success motivation, hard work, responsibility, and initiative, affect teacher performance as the dependent variable. This demonstrates that the higher a person's motivation to succeed, work hard, take responsibility, and show initiative, the higher that person's performance. Vice versa, the lower the motivation to succeed, work hard, take responsibility, and show initiative, the lower the performance of a person. This is in line with the opinion of Sutikno (2012: 47), who says if teachers have high work motivation, they will be encouraged and try to improve their abilities in planning, implementing, and evaluating the curriculum that applies in schools and madrasas so that maximum work results are obtained.

### ***The Effect of Principal Transformational Leadership on Teacher Work Motivation***

Based on the results of the statistical analysis, it was determined that the percentage of influence of the school principal's transformational leadership variable on teacher motivation was seen in the positive coefficient of determination of 0.652, which implies that the effect of the school principal's transformational leadership variable on teacher motivation is 62.5%. Then, with a  $p\text{-value} = 0.000 \leq 0.05$ , it means that the principal's transformational leadership has a direct positive effect on teacher work motivation. This strengthens the argument that transformational leadership can influence teachers' work motivation.

In contrast to the results of research conducted by Dr. Figen Eres (2011: 1–17) entitled "Relationship between Teacher Motivation and Transformational Leadership Characteristics of



School Principals." As a result of the study, it was found that the motivation level of teachers was "partially satisfied" while the level of transformational leadership characteristics of principals was "rare." At the end of the study, there was no significant relationship between the principal's transformational leadership and the level of teacher motivation.

### ***The Influence of the Principal's Transformational Leadership on Teacher Performance Through Teacher Work Motivation***

Based on the statistical test results, the coefficient value is 0.205, which means that the transformational leadership of school principals has an indirect effect on teacher performance through teacher motivation. The principal's transformational leadership is a form of leadership that allows all the potential that exists in the school to function optimally. Principals who have transformational leadership have an attitude of respect for new ideas, new ways, and new methods, as well as for the new practices carried out by teachers in the learning process at school. So that teachers' performance can improve with such characteristics or attitudes.

### ***The Influence of Transformational Leadership on Teacher Performance at SDIT Al-Haraki Depok***

The teacher's perception of the leadership of the SDIT Al-Haraki principal as seen in the descriptive analysis of the instrument shows that as many as 32 teachers, or 80% of teachers, think that the SDIT Al-Haraki principal is a quite transformative principal. This is measured by several indicators of transformational leadership of school principals contained in the instrument, including:

"A model that subordinates can emulate" According to this indicator, a school principal must exhibit behaviors that inspire respect and confidence in teachers. A school principal's ability and attitude in leading a school will serve as an example for his subordinates. Not only that, the principal shows high standards of moral and ethical behavior and is able to motivate individuals and groups toward achieving the school's vision and mission. This is the character trait of the principal of SDIT Al-Haraki. The instrument question items show that the principal always treats teachers well, always respect and trust his subordinates so that it creates a sense of mutual trust between the teacher and the principal, which has an impact on comfort at work. This is reinforced by the opinion of Kartono (2014: 47), who says that the success of a leader is generally always supported by the trust of his subordinates, namely the belief that members must be well led, positively influenced, and directed toward the right goals.

"Motivate subordinates" This indicator explains that a school principal challenges his subordinates with the intention of raising enthusiasm and expectations, spreading vision, commitment to goals, and other support. In addition, the principal always motivates all teachers and staff to have a commitment to the vision of the organization and generates an attitude of optimism in subordinates toward achieving school goals. From the results of assessing teacher perceptions through instrument question items, it shows that the principal always motivates teachers at SDIT Al-Haraki. This is evident when the principal motivates teachers to work enthusiastically by demonstrating tenacity in completing what they set out to do, and when the principal provides guidance in carrying out a good

learning process. Therefore, the principal is required to have the ability to teach. According to Tucker (in Stronge et al., 2013: 8), the principal must function as the school's teaching leader and balance the dual responsibilities he bears. However, to promote student learning effectively, it requires distributed leadership exercises.

"Stimulating subordinates to be innovative and creative" This indicator explains that a school principal has attitudes and behaviors that are based on science. That is, the principal, as an intellectual, always explores new ideas and creative solutions with his subordinates and does not forget to always encourage them to learn and practice new things in doing their jobs. An example is using new learning media or methods to carry out the learning process in class. Most teachers at SDIT Al-Haraki perceive the principal's leadership as intellectual. This can be seen from the instrument items, which show that the principal always explores new ideas with his subordinates. Among them is encouraging his subordinates to come up with new ideas for the problem at hand. As expressed by Bass and Aviola (in Komariah and Triatna, 2010: 80), intellectual and transformational leaders always explore new ideas and creative solutions with staff, and do not forget to always encourage staff to learn and practice new approaches to doing work.

"Paying attention to the individual needs of subordinates" This indicator explains that a school principal acts as a trainer and advisor for teachers and staff. This can be seen when the principal listens to and follows up on complaints, ideas, hopes, and any input provided by teachers and staff, as well as examining individual needs for the development and improvement of teacher success in carrying out their duties. In this section, the SDIT Al-Haraki principal knows enough of the teachers individually to understand their skills and interests, as well as the problems they face. This can be seen from interviews conducted by researchers with several teachers; most said that the principal was able to know the skills possessed by each teacher. So that, in providing input, the principal always provided alternative solutions to problems by applying the skills that teachers had. can make original learning media. The school principal has a role in directing that the media be used in accordance with the subject matter and that it not takes up a lot of energy and time to make it. for example, utilizing the media that is around him.

In these indicators, it can be seen that the principal has a responsibility for developing the abilities of his subordinates. According to Susanto (2016:78), transformational school principal leadership includes a process for developing educator human resources, which will be an important factor in determining teacher performance. This increase has not only quantity implications but also quality implications regarding how teacher performance is carried out by teachers who can produce creative and innovative graduates and can compete in today's global era. Therefore, if the application of the principal's transformational leadership is increased, it will have implications for improving teacher performance.

***The Effect of Teacher Work Motivation on Teacher Performance at SDIT AL- Haraki Depok***

Descriptive analysis in this study showed that 9 teachers, or 22.5% of teachers, had high work motivation, and 27 teachers, or the equivalent of 67.5% of teachers at SDIT Al-Haraki, had quite high work motivation. This can be seen from the indicators and questions on the instrument filled out by the teacher. The indicators are:

"Desire to excel." This indicator explains that a teacher has motivation within himself to excel or be superior to other teachers. In this case, superior is a positive character who strives to carry out their duties professionally. As Hikmat (2009: 272) argues, one of the goals of motivation is to maintain work performance and compete in a sporting manner. This demonstrates that while a teacher performing a job may be superior to other teachers, he or she must compete in a sportsmanlike manner while not interfering with the working relationship between teachers. From the results of the analysis of the instrument question items, it appears that teachers at SDIT Al-Haraki try to outperform other teachers in carrying out competitive tasks, which can motivate other teachers to work professionally. In addition, the role of the exemplary teacher selection program also has an impact on the teacher's desire to excel. The selection of exemplary teachers does not provide monetary awards but rather non-financial ones such as coronations and direct congratulations from the school principal. This is done in order to motivate subordinates not only on that day but also in the long term. This is in line with Isen's opinion (in Robbins and Timothy, 2017: 173), who says that financial incentives will be more motivating in the short term, but in the long term, they can be in the form of non-financial incentives. So, it can be concluded that this award can motivate subordinates in the long run.

"A feeling of liking the work itself" This indicator explains that the work that the teacher is involved in is work that is in accordance with his expertise or hobbies that make him enjoy the teaching profession. so that the motivation to work in him arises. This indicator is intrinsic motivation, which arises and already exists within a person. According to Uno and Lamantenggo (2016: 101), intrinsic motivations are usually stronger than extrinsic motivations. This means that the most influential motivation for a teacher to carry out his duties is intrinsic motivation. From the questions contained in the instrument, it appears that the teachers at SDIT Al-Haraki like or love their profession. Teachers take pride in their work and always try to arrive at work on time. This can be seen in the discipline of the teacher, who always arrives on time from 07.30 to 16.00, Monday through Thursday, and especially on Friday until 14.00. Based on observations made by researchers, there are some teachers who are disciplined not because they love their work but because they are afraid of the consequences given by the foundation, which will have an impact on cutting salaries.

"Work facilities" This indicator explains that teachers will be motivated to carry out their duties if they are supported by good facilities or workplaces. And this is extrinsic motivation that comes from outside the teacher. Based on observations made by researchers, the facilities at SDIT Al-Haraki really support the performance of a teacher. This is also reinforced by the questions on the instrument filled out by the teacher. The results show that work facilities at SDIT Al-Haraki can encourage teacher morale. This finding is in line with the opinion of Simarmata (2014: 654-631), who

says one of the efforts to increase teacher work motivation is to provide facilities, such as a comfortable work space. In order for teachers' motivation and productivity to increase, one of the conditions is the availability of a comfortable working atmosphere and space. This can be taken into account by the principal in order to increase motivation to work for his teachers.

"Harmonious relations between colleagues" This indicator describes good interaction or communication between teachers and other teachers, as well as between teachers and school principals. This interaction has the goal of creating convenience, smooth implementation of each teacher's work assignments, and the emergence of a spirit of mutual assistance. From the results of their observations, researchers saw a harmonious relationship between colleagues. This is demonstrated by discussions between teachers during breaks, interspersed with jokes and laughter. In addition, from the instruments filled out by the teacher, it shows that if there are SDIT Al-haraki teachers who have difficulty carrying out assignments, other fellow teachers will help. Likewise, when teachers get awards, other teachers will give congratulations. According to Hughest et al. (2015: 312), people who are more satisfied with their jobs are more likely to engage in organizational citizenship behavior, which is behavior that is not directly directed at one's job but benefits others at work. This means that a teacher helps other teachers, but not directly, so the work is not done completely. For example, helping teachers provide suggestions for appropriate methods for dealing with less active learning

"Compensation" This indicator describes all the rewards or income received by teachers because of their work, including salary. However, this research indicator only concerns financial compensation because non-financial compensation has been integrated into the previous indicators. From the results of the analysis of the instrument question items, it was found that the salary received by SDIT Al-Haraki teachers can meet the needs of the family, so with that, the teacher can focus and be enthusiastic at work without thinking about anything else. The salary generally received by teachers at this school is IDR 1,800,000 to IDR 3,000,000 per month. However, when teachers have achievements or have good performances, the salary they receive is more than that. However, based on an interview with one of the teachers, the teacher's salary was determined by the owner of this school foundation. Therefore, even though the performance is good, it does not mean that the salary received is also good or increases. In fact, the size of the salary greatly affects the motivation of teachers to work optimally.

So, it can be concluded that motivation in this case functions as a driving force in achieving achievement through the work itself, a comfortable workplace, a supportive work atmosphere, and a large salary. If the teacher has high work motivation, he will give his best for the progress of his organization. As a result, a person's work motivation will influence his performance.

### ***The Effect of Principal Transformational Leadership on Teacher Work Motivation***

This study found that the principal of SDIT Al-Haraki provided motivation to work by being a leader who set a good example or became a role model for his subordinates and always gave

directions and instructions using words that could arouse the enthusiasm of his teachers and staff, as well as do a good job. together because the principal has the principle that the achievement of an organizational goal is a shared responsibility, so what is done will be better if it can be done together and with good cooperation.

Meanwhile, from the observation that the principal of SDIT Al-Haraki is a leader who is aware of the principles of organizational development and human performance, he seeks to develop his leadership side as a whole through motivating staff and calling for higher ideals and moral values. So, the leader continuously motivates subordinates to work for the achievement of organizational goals and satisfy their needs at a higher level, which eventually creates an organization that has the characteristics of transparency and cooperation. As stated by Komariah and Triatna (2010: 78), a leader who is aware of the principles of organizational development and human performance will try to develop his leadership side as a whole through motivating staff and calling for higher ideals and moral values such as independence, justice, and humanity, not based on emotion.

The role of a leader, especially a transformative school principal, is very influential in arousing teacher motivation. Like Bass's opinion (in Yulk, 2017: 316), it says that transformational leadership can increase the motivation of its followers compared to transactional leadership. Therefore, if the principal's transformational leadership is improved, it will affect the high motivation of teachers.

### ***The Influence of the Principal's Transformational Leadership on Teacher Performance Through Teacher Work Motivation***

From the results of the hypothesis testing above, it appears that the transformational leadership of the principal of SDIT Al-Haraki indirectly influences teacher performance through teacher work motivation. This is in accordance with the opinion of Susanto (2016:76), who says that transformational leadership is leadership that is able to bring about changes in every individual involved in an organization to provide motivation to subordinates to be able to achieve the goals set by the organization. From this explanation, it is clear that a transformational school principal can improve teacher performance by providing both internal and external motivations to his subordinates.

## **CONCLUSION**

Based on research data and discussion regarding the effect of transformational leadership of school principals and teacher work motivation on teacher performance at SDIT Al-Haraki Depok, the following conclusions can be drawn: Transformational leadership by school principals has a direct positive effect on teacher performance. It turns out that the principal's transformational leadership is able to explain 56.1% of variations in teacher performance. Thus, the higher the principal's transformational leadership, the higher the teacher's performance, and vice versa. Teacher work motivation has a direct positive impact on teacher performance. It turns out that teacher motivation is able to explain 32.8% of variations in teacher performance. Thus, the higher the teacher's work

motivation, the higher the teacher's performance, and vice versa. The principal's transformational leadership has a positive, direct effect on teacher motivation. It turns out that the transformational leadership of school principals is able to explain 65.2% of variations in teacher work motivation. Thus, the higher the principal's transformational leadership, the higher the teacher's work motivation, and vice versa. The principal's transformational leadership has an indirect positive effect on teacher performance through teacher work motivation, as seen in the characteristics of transformational leadership, namely, motivational motivation reflected in the behavior of leaders who provide challenges and meaning to the work of teachers, staff, and other employees so that teacher performance becomes optimal.

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