



The effect of transformational leadership and work motivation on teacher performance in SMP Negeri 17 Cirebon City

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ABSTRACT

This study was to determine the effect of transformational leadership style and work motivation on teacher performance at SMP Negeri 17 Kota Cirebon. The type of research used is a quantitative approach with multiple linear regression analysis techniques. The type of data used is primary data obtained through a questionnaire using SPSS for windows version 16. Secondary data is obtained from school data as well as several books and journals that can be accounted for. The sample in this study is 46 respondents which is the population of this study. The results of this study are that there is a significant influence between transformational leadership style and work motivation on teacher performance at SMP Negeri 17 Kota Cirebon. Based on the rules of the accepted hypothesis that the analysis test shows $T_{count} 3.931 > T_{table} 2.017$ with a significance value of $0.000 < 0.050$. There is no significant influence between work motivation on teacher performance at SMP Negeri 17 Kota Cirebon. Based on the accepted hypothesis, the analysis test shows $T_{count} 1.500 > T_{table} 2.017$ with a significance value of $0.141 > 0.050$. There is a simultaneous significant effect of transformational leadership style and work motivation on teacher performance at SMP Negeri 17 Kota Cirebon. Based on the accepted hypothesis, this can be seen from the analysis $F_{count} 69.581 > F_{table} 3.209$ with a significance level of $0.000 < 0.050$. The research can have several expected implications, consist of improvement in teacher performance, enhanced educational outcomes, better school management and leadership training, motivation strategies, contribution to knowledge, policy formulation, and professional development.

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INTRODUCTION

One of the government's efforts to create quality human resources is through education. According to the National Education System Law no. 20 of 2003: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to achieve religious spiritual strength, self-development, personality, intelligence, noble character and the skills they need, society, nation and society, country. A certified teacher as a trainer is a strong assumption that the teacher has knowledge in his field (Barentien et al., 2020).

(Karim et al., 2021) state that the competence of an educator includes four types, namely pedagogic competence (educational science), social competence, personal competence and professional competence. The implementation of the teacher's main tasks cannot be separated from the teacher's ability to manage and apply his knowledge (Ridwan, 2021; Sari et al., 2021). Teacher qualifications at Public Middle School 17, Harjamukti District, Cirebon meet the required academic qualifications, namely up to S1. At the end of 2021, the number of civil servant teachers and honorary teachers has reached 46 people (100%).

This provides confidence in teachers' competence and efficiency in planning, implementing and evaluating high quality education (Jonnalagadda et al., 2022; Rusilowati & Wahyudi, 2020). Factors that influence results are management style and work motivation (Guterresa et al., 2020). Research by (Hajiali et al., 2022) states that work motivation influences performance. Teachers' motivation, which shows their commitment and job satisfaction, influences their competence. Teacher performance can be seen from the results of teacher performance evaluations at the end of the fiscal year (Rivera & Tilcsik, 2019). Based on external observations, the number of advanced teachers did not increase from 30 teachers in 2020 to 2021 at SMP Negeri 17 Kota Cirebon, Data source for Recap for 2020 -2021 shows that the performance of teachers at SMP Negeri 17 Kota Cirebon did not experience an increase. Teacher performance can also be seen from the results of the national standardized school examination (USBN) for class IX students which are carried out by schools nationally at the end of the school year. The results of USBN for class IX students of SMP Negeri 17 Kota Cirebon in Harjamukti District have decreased. The total average value of USBN results in Harjamukti District has decreased from 2020 to 2021 by 0.06% data source for (*Average USBN Value SMP Negeri 17 Kota Cirebon, 2021*)

The decrease in the average value of the USBN results can be caused by a decrease in teacher performance due to several circumstances, including changes in the way of teaching in the Covid 19 Pademic era which was usually carried out in schools turned into online learning where teachers do not master social media technology (Fauzan et al., 2022), and teachers have not been able to use creative media in teaching (Küsel et al., 2020). But have no desire to learn it (Radha et al., 2020). Not all teachers prepare Learning Implementation Plans (RPP) independently and are even lacking in providing guidance to students who experience learning difficulties (Wahyu et al., 2021). Lack of teacher responsibility in his work, where personal interests are still prioritized over organizational interests (Mustafa et al., 2020). Often teachers are late for teaching hours for personal reasons even though the teaching hours in class are only one hour which counts as 45 minutes. In addition, the decline in the number of students in the last two years can also be an indicator of poor teacher performance, which has resulted in reduced parents' confidence in sending their children to this school.

(Ichsan et al., 2021) state that leadership style is behavior and strategy as a result of a combination of philosophies, skills, traits, and attitudes that are often applied by a leader to influence the performance of his subordinates. One of the leadership in modern organizations is transformational leadership, which is characterized by a process of building a shared commitment to its followers to achieve goals. (Bariah et al., 2023; Yang et al., 2021) States that transformational leadership is related to strong self-identification, the creation of a shared vision for the future, and

the relationship between leaders and followers is based on something more than just rewarding obedience. (BAstAri & Ali, 2020) research states that transformational leadership affects performance. Transformational leadership style can awaken and help followers to achieve group goals. (Bojovic & Jovanovic, 2020) explains that transformational leadership can awaken and help followers with their problems by looking at old problems in new ways, and arousing and inspiring followers to achieve group or organizational goals.

The research on the effect of transformational leadership style and work motivation on teacher performance in SMP Negeri 17, Cirebon City, can have several expected implications: **Improvement in Teacher Performance:** By understanding the influence of transformational leadership style and work motivation on teacher performance, the research can potentially lead to the implementation of effective leadership and motivation strategies. This, in turn, can contribute to improving the overall performance of teachers in SMP Negeri 17, Cirebon City. Teachers who are motivated and inspired by transformational leaders are more likely to be committed, engaged, and dedicated to their roles as educators. **Enhanced Educational Outcomes:** As teacher performance improves, it can have a positive impact on student outcomes and academic achievements. Effective teachers, who are motivated and feel supported by their leaders, are more likely to create a conducive learning environment and deliver high-quality education to students. **Better School Management and Leadership Training:** The research findings can highlight the significance of transformational leadership in educational settings. This can prompt educational institutions, including SMP Negeri 17 and others in the region, to focus on leadership training programs that promote transformational leadership qualities among school administrators and leaders. **Tailored Motivational Strategies:** The research can lead to the development of targeted motivational strategies for teachers in SMP Negeri 17. Understanding what motivates teachers and how it influences their performance can help school administrators design customized incentives and recognition programs to boost teacher motivation. **Insights for Education Policy:** The findings can provide valuable insights for education policymakers at the regional or national level. It can guide the formulation of policies that support and promote transformational leadership in schools, as well as initiatives to enhance teacher motivation. **Efforts to Improve Teaching Methods:** By highlighting specific issues related to teaching methods and instructional planning, the research can encourage schools to invest in professional development programs for teachers. These programs can focus on improving teaching strategies and classroom management.

Overall, the expected implications of the research are aimed at creating a positive and conducive environment for teachers, enhancing the quality of education, and promoting effective leadership practices in the school. By addressing these aspects, the study can contribute to the development of better educational systems in Cirebon City and beyond.

RESEARCH METHOD

The type of research used in this research is quantitative research. In processing the data that the researchers did to make it more effective in calculating, the researchers used an analytical tool (Malmqvist et al., 2019), namely the Statistical Package for the Social Sciences (SPSS) 16 for windows program. In this study, there are two independent variables (independent) and one dependent variable, namely the independent variables Transformational Leadership (X1) and Work Motivation (X2), and the dependent variable, namely Teacher Performance (Y). The three variables are measured through indicators using a Likert scale. The researcher collected data and was supplemented by various information through Field Research which is a way to obtain primary data that directly involves the respondent and is used as a sample in the study (Ahlin, 2019).

(Azizah et al., 2021; Suliyanto, 2018) argues that: "The population is the entire object of research if someone wants to examine all the elements in the research area, then the research is

population research. Study or research is also called population study or census study. The population in this study were all 46 teachers at SMP Negeri 17 Kota Cirebon.

Taking the number of samples is based on considerations in the opinion of (Chandler et al., 2019):

"If the number of subjects studied is less than 100. It would be better to take all of them as samples so that the research is a population study. Furthermore, if the number of subjects is more than 100, the number of samples that can be taken is between 10-15% or 20-25% or more, depending at least on: the ability of the researcher in terms of time, effort and funds. The narrow area of the observation area and the size of the risk borne by the researcher. Collecting research data at SMP Negeri 17 Cirebon by conducting a questionnaire research.

Table 1. Operational variables

Variable	Dimension	Indikator
Transformational leadership (X1)		a. Idealized influence (Charismatic)Reliable. b. Inspirational Motivation (Intellectual Stimulation) c. Individual Consideration (Paying Attention to Individuals
Work Motivation(X2)	Internal Motivation	a. Incease Performance b. Recognition c. Carrying out work d. Responsibilities e. Potential Development
	External Motivation	a. Interpersonal Relationship b. Conducive Working Conduction c. Appropriate Quality of Supervision d. Polici and Administration e. Salary or Income
Teacher Performance(Y)		a. Quality b. Timeliness c. Initiative d. Work Abality e. Communication

Data Analysis Method with Research Instrument Test; 1. Total Validity Test using the PersonProduct Moment (PPM) correlation technique formula, 2. Reliability Test. Furthermore, the classicalassumption tests to be tested are normality and multicollinearity tests. Multiple regression analysis test, termination test. Hypothesis test and F test.

RESULTS AND DISCUSSIONS

The significant test was performed by comparing rcount with rtable for degree of freedom (df) = n- 2 (a5%, n = number of samples). If rcount > rtable then the statement is declared valid. A valid instrument means that the measuring instrument used can reveal data from the variables studied. In this study, the number of respondents (n) was 46 people, with df = n-2 meaning df = 46-2 = 44 and = 5% obtained rtable = 0.2907.

Variable Validity Test

Table 2. Validity test results

Variable	Statement Items	rCount	rtable	Status
	X1.1	0,811		Valid

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Transformational Leadership (X1)	X1.2	0,739	0,2907	Valid
	X1.3	0,793		Valid
	X1.4	0,829		Valid
	X1.5	0,811		Valid
	X1.6	0,853		Valid
	X1.7	0,836		Valid
	X1.8	0,75		Valid
	X1.9	0,675		Valid
	X1.10	0,886		Valid
	X1.11	0,575		Valid
	X1.12	0,746		Valid
	X1.13	0,883		Valid
	X1.14	0,863		Valid
	X1.15	0,901		Valid
X1.16	0,826	Valid		
X1.17	0,746	Valid		
X1.18	0,742	Valid		
X1.19	0,816	Valid		
X1.20	0,81	Valid		
Work Motivation (X2)	X2.1	0,858	0,2907	Valid
	X2.2	0,788		Valid
	X2.3	0,86		Valid
	X2.4	0,712		Valid
	X2.5	0,664		Valid
	X2.6	0,871		Valid
	X2.7	0,764		Valid
	X2.8	0,556		Valid
	X2.9	0,761		Valid
	X2.10	0,639		Valid
	X2.11	0,682		Valid
	X2.12	0,753		Valid
	X2.13	0,743		Valid
	X2.14	0,829		Valid
X2.15	0,855	Valid		
X2.16	0,850	Valid		
X2.17	0,800	Valid		
X2.18	0,893	Valid		
X2.19	0,817	Valid		
X2.20	0,842	Valid		
Teacher Performance (Y)	Y1	0,82	0,2907	Valid
	Y2	0,821		Valid
	Y3	0,807		Valid
	Y4	0,826		Valid
	Y5	0,819		Valid
	Y6	0,826		Valid
	Y7	0,818		Valid
	Y8	0,854		Valid
	Y9	0,863		Valid
	Y10	0,534		Valid
	Y11	0,704		Valid
	Y12	0,838		Valid
	Y13	0,734		Valid
	Y14	0,814		Valid
Y15	0,822	Valid		
Y16	0,696	Valid		
Y17	0,847	Valid		
Y18	0,802	Valid		
Y19	0,831	Valid		

Y20	0,508	Valid
Y21	0,393	Valid
Y22	0,677	Valid
Y23	0,781	Valid
Y24	0,812	Valid
Y25	0,819	Valid

Based on table 2 above by looking at the correlation value (Pearson Correlation), namely the results of the validity test on all research variables, it is known that $r_{count} > r_{table}$, which means that all of the statements are valid.

Reliability Test

Reliability test is a measuring tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is reliable if a person's answer to the statement is consistent with the provisions of Cronbach Alpha > 0.70 (Ghozali, 2015).

Table 3. Reliability test results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	26.709	6.794		3.931	.000		
Transformational leadership	.776	.130	.723	5.955	.000	.373	2.683
Work Motivation	.194	.129	.182	1.500	.141	.373	2.683

a. Dependent Variable: Teacher Performance

Variable	Cronbach's Alpha	N of Items	Standart	Statement
Transformational Leadership (X1)	,966	20	0,7	Realible
Work Motivation (X2)	,963	20	0,7	Realible
Teacher Performance (Y)	,968	25	0,7	Realible

Classic assumption test

The Kolmogrov-Smirnov normality test results show that the residual variable data has an Asymp value. Sig (2-tailed) of $0.200 > 0.05$, it can be concluded that all variables are normally distributed.

Multicollinearity test if the value of Variance Inflation Factor (VIF) > 10 and tolerance value < 0.10 , then there is multicollinearity. Meanwhile, if the value of Variance Inflation Factor (VIF) < 10 and tolerance value > 0.10 , there is no multicollinearity.

Based on the results of the output above, it is known that each variable has a Tolerance value, namely Transformation Leadership (X1) = 0.373 and Work Motivation (X2) = 0.373 which is greater than 0.10 while the Variance Inflation Factor (VIF) value of each variable is Transformation Leadership (X1) = 2.683 and Work Motivation (X2) = 2.683 is less than 10 so it can be concluded that there are no symptoms of multicollinearity.

Table 5. Multiple Regression Analysis Test Results

Model	Standardized	Unstandardized Coefficients		t	Sig.
	B	Std. Error	Beta		

1	(Constant)	26,709	6,794		3,931	,000
	Transformational leadership	,776	,130	,723	5,955	,000
	Work Motivation	,194	,139	,182	1,500	,141

a. Dependent Variable: Teacher Performance

Based on table 5 above, it can be seen that the constant value for the unstandardized coefficients B column is 26.709, the value of the Transformation Leadership variable (X1) is 0.776 and the Work Motivation variable (X2) is 0.194 so it can be seen the results of the regression equation are as follows:

$$Y' = 26,709 + 0,776X_1 + 0,194X_2$$

Table 6. ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6948.467	2	3474.234	69.581	.000 ^a
	Residual	2147.033	43	49.931		
	Total	9095.500	45			

a. Predictors: (Constant), Motivasi Kerja, Gaya Kepemimpinan Transformatif

b. Dependent Variable: Kinerja Guru

In Table 6 the output of the F test with a value of $F_{count} > F_{table}$ is $69.581 > 3.209$ and a significant value of $0.000 < 0.05$ so it can be concluded that the variables of Transformational Leadership variable (X1) and Work Motivation variable (X2) together have a significant influence on Teacher Performance at SMP Negeri 17 Cirebon.

Table 7. Coefficient of Determination of Transformational leadership Variables and Work Motivation on Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,754 ^a	,569	,559	9,436

a. Predictors: (Constant Transformational leadership, Work Motivation

b. Dependent Variable: Teacher Performance

In Table 7 the output that the Adjusted R Square value is 0.569 this number indicates that Transformational Leadership and Work Motivation contributes 56.9% to Teacher Performance and the remaining 43.1% is influenced by other variables not examined.

Hypothesis testing

The influence of Transformational Leadership (X1) on Teacher Performance (Y) with a sig value of the Transformational Leadership variable is $0.000 < 0.05$ and the $t_{count} > t_{table}$ is $3.931 > 2.017$ meaning H_0 is rejected and H_a is accepted, where Transformational Leadership has a significant influence on Teacher Performance at SMP Negeri 17 Cirebon.

The influence of Work Motivation (X2) on Teacher Performance (Y) with a sig value of the Work Motivation variable is 1,41. < 0.05 and the value of $t_{count} > t_{table}$ is $1.500 > 2.017$ meaning H_0 is rejected and H_a is accepted, where Work Motivation has a significant influence on Teacher Performance at SMP Negeri 17 Cirebon.

The result of the F test with a value of $F_{count} > F_{table}$ is $69.581 > 3.209$ and a significant value of $0.000 < 0.05$ so it can be concluded that the variables of Transformational Leadership (X1) and Work Motivation (X2) together have a significant influence on Teacher Performance (Y) at SMP Negeri 17 Cirebon.

CONCLUSION

Based on the results of the research discussion on the effect of transformational leadership style and work motivation on teacher performance at SMP Negeri 17 Cirebon City which was described in the previous chapter, the results of the study can be concluded as follows: There is a significant influence between transformational leadership style and work motivation on teacher performance at SMP Negeri 17 Kota Cirebon. Based on the rules of the accepted hypothesis that the analysis test shows $T_{count} 3.931 > T_{table} 2.017$ with a significance value of $0.000 < 0.050$. There is no significant influence between work motivation on teacher performance at SMP Negeri 17 Kota Cirebon. Based on the accepted hypothesis, the analysis test shows $T_{count} 1.500 > T_{table} 2.017$ with a significance value of $0.141 > 0.050$. There is a simultaneous significant effect of transformational leadership style and work motivation on teacher performance at SMP Negeri 17 Kota Cirebon. Based on the accepted hypothesis, this can be seen from the analysis of $F_{count} 69.581 > F_{table} 3.209$ with a significance level of $0.000 < 0.050$. Limitations of this Research, **Sample Size and Generalizability:** The research was conducted with a relatively small sample size of 46 respondents. While the researchers stated that it was the population of the study, the limited number of participants might affect the generalizability of the findings to other schools or educational settings. **Cross-Sectional Design:** The study used a cross-sectional design, which provides data at a single point in time. Longitudinal studies that follow teachers' performance and motivation over an extended period could provide a more comprehensive understanding of the relationship between transformational leadership, work motivation, and teacher performance. **Self-Report Bias:** The data for work motivation and teacher performance were obtained through self-report questionnaires. Self-report measures are subject to bias, such as social desirability bias, where respondents may provide answers they believe are more socially acceptable. Future research could employ objective measures or multiple data sources to mitigate self-report bias. **Contextual Factors:** The study focused on a specific school, SMP Negeri 17 Kota Cirebon. Various contextual factors, such as school culture, leadership practices, and student demographics, may influence the results. Future research could explore multiple schools in different contexts to better understand the broader implications of transformational leadership and work motivation on teacher performance. Suggestions for Future Research, **Longitudinal Studies:** Conduct longitudinal studies to track the changes in teacher performance and work motivation over time. This can provide insights into the long-term effects of transformational leadership on teacher outcomes. **Mixed-Methods Approach:** Employing a mixed-methods research design that combines quantitative data with qualitative data (such as interviews or focus groups) can provide a more comprehensive understanding of the factors influencing teacher performance and motivation. **Incorporate Additional Variables:** Explore the influence of additional variables that may impact teacher performance, such as teacher training, experience, classroom environment, and support from school administrators and colleagues. **Inclusive Approach:** Consider including other stakeholders, such as students, parents, and school administrators, in future research. Their perspectives can offer valuable insights into the dynamics of transformational leadership, motivation, and teacher performance. By addressing these limitations and incorporating these suggestions, future research can build upon the current study's findings and contribute further to the understanding of the complex relationship between leadership, motivation, and teacher performance in educational settings.

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