

The Influence of Transformational Leadership and Principals' Motivation on the Performance of SDN 31 Bathin Solapan Teachers

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A B S T R A C T

This study aims to determine the effect of transformational leadership and principal motivation on teacher performance at SDN 31 Bathin Solapan. The problem in this study is based on field findings that teacher performance is still not optimal, which is indicated by the lack of innovation in learning, low discipline in compiling teaching materials, and minimal teacher involvement in professional development activities. This study uses a quantitative approach. Data collection techniques use questionnaires and observations. The sample in this study amounted to 15 teachers, with multiple linear regression analysis techniques. The results of the study indicate that: (1) transformational leadership has a significant effect on teacher performance, with a significance value of $0.001 < 0.05$ and $t_{count} > t_{table}$ ($8.077 > 2.703$); (2) principal motivation also has a significant effect on teacher performance with a significance value of $0.001 < 0.05$ and $t_{count} > t_{table}$ ($8.841 > 2.703$); (3) Simultaneously, transformational leadership and principal motivation have a significant effect on teacher performance with a significance value of $0.000 < 0.05$ and $F_{count} > F_{table}$ ($7.405 > 3.89$). Thus, it can be concluded that the higher the quality of transformational leadership and principal motivation, the better the teacher performance at SDN 31 Bathin Solapan

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INTRODUCTION

Education is the main foundation in building civilization and the progress of the nation. The quality of education cannot be separated from the quality of the human resources involved in it, especially teachers as the spearhead in the learning process. Teachers play a strategic role in determining the success of learning, so that the quality of teacher performance is an important indicator in determining the achievement of educational goals in schools. Laila (2021) Declare that teacher performance is the level of success of teachers in carrying out educational tasks in accordance with the responsibilities and performance standards that have been set during a certain period.

Thus, teacher performance needs to receive attention because it has direct implications for the quality of student learning outcomes.

Teacher performance assessment is important to determine the quality of the implementation of teachers' duties in the learning process. Munawir et al. (2023) emphasized that teacher performance assessments are useful for determining the effectiveness of teachers in the classroom, as well as being a reference in improving their competence and professionalism. According to Mustika & Syamsuddin (2022) Optimal teacher performance is shown through the ability to plan learning, master the material, apply the right learning methods, assign assignments proportionately, manage classes, and carry out systematic learning evaluations. But in reality, not all teachers have shown performance in accordance with these standards.

Previous research findings show that there are still teachers who are not optimal in carrying out their duties. Miharja & Aryanto (2023) revealed that teachers' mistakes in learning practice often occur due to low professional awareness, lack of teaching preparation, and weak innovation in learning. This condition shows that some teachers still interpret teaching duties as routines, not as a profession call that requires creativity, innovation, and example. These findings are in line with the conditions observed by the researcher at SDN 31 Bathin Solapan, where there are several teacher performance problems, including: (1) 60% of teachers have not prepared a complete lesson plan or teaching module according to the curriculum; (2) monotonous learning with the dominance of lecture methods, and 50% of teachers rarely use learning media or technology; (3) there are still teachers who leave the classroom during the learning process; (4) the assessment is less comprehensive and relies only on daily repetitions; and (5) 40% of teachers lack discipline in attendance and duty responsibilities. The data shows that teacher performance still needs to be optimized so that the learning process runs effectively.

One of the important factors that is believed to affect teacher performance is the leadership of the principal. In the context of modern education, transformational leadership is seen as relevant because it is able to move and inspire teachers to work beyond expected standards. Windiawan et al. (2024) Explains that transformational leaders are able to provide vision, build harmonious relationships, encourage innovation, and give individual attention to teachers. In line with that, Astuty (2022) emphasizing that transformational leadership is able to increase the motivation and work spirit of organizational members. School principals with this style play a role in setting an example, building a positive school culture, and encouraging the achievement of optimal teacher performance. Khasanah (2019) Describe the indicators of transformational leadership which include integrity, the ability to inspire, intellectual stimulation, and individual attention to teachers.

In addition to leadership, the motivation of the principal is also a determining factor in teacher performance. The principal who acts as a motivator will create a

supportive work environment, so that teachers are encouraged to work productively and professionally. Jafar & Nurhafizah (2018) emphasized that school principals need to motivate and arouse the spirit of teachers to be more dynamic in carrying out their duties. Motivation is the drive that directs individuals to act, both from within (intrinsic) and from outside (extrinsic). In line with that, Kurniawan (2017) states that motivation is a force that encourages a person to excel so as to produce optimal performance. Principal motivation indicators include appreciation, supportive communication, teacher empowerment, professional support, and a conducive work climate (Suhassaputra, 2022).

The results of observations at SDN 31 Bathin Solapan show that the principal has implemented several transformational leadership practices, such as providing discipline examples, monitoring tasks through communication media, and encouraging teacher competency development. However, even though leadership and motivation practices have been running, teachers' performance in general has still not reached ideal conditions. This means that there is a gap between leadership encouragement and motivation and the results of teacher performance shown in the field.

Based on this description, it is important to scientifically examine the influence of transformational leadership and the motivation of school principals on teacher performance. This research has urgency both theoretically and practically. Theoretically, this study enriches the study of education management related to the determinants of teacher performance. Practically, the results of the research are expected to be the basis for school principals and policy makers to optimize leadership strategies and motivation to improve teacher performance. Therefore, this study is titled: **"The Influence of Transformational Leadership and Principal Motivation on the Performance of Teachers of SDN 31 Bathin Solapan."**

METHODS

This study uses a quantitative method with a pseudo-experiment method (*quasi experiment*) with design *One Group Pretest-Posttest Design*. According to Sugiyono (2019), experimental research methods are research methods used to find the effect of certain treatments on other treatments under controlled conditions. The research population is all teachers of SDN 31 Bathin Solapan which totals 15 people, with saturated sampling techniques so that the entire population is used as a sample. The research instrument is in the form of a Likert scale questionnaire developed based on indicators on transformational leadership variables (Khasanah, 2019), principal motivation (Suhassaputra, 2022), and teacher performance (Mustika & Syamsuddin, 2022), and is declared valid and reliable through validity tests *Pearson Product Moment* and reliability test *Cronbach Alpha*. The data analysis technique included prerequisite tests (normality and homogeneity tests), followed by hypothesis tests using t-tests and f-tests at a

significance level of 0.05 to determine the partial and simultaneous effects between variables, with data processing assisted using the SPSS program.

FINDINGS AND DISCUSSIONS

RESULTS

The results of the study show that after the implementation of transformational leadership and motivation of the principal to teacher performance, it is found that the performance of teachers in general is in the good category, shown by the implementation of relatively structured learning, conducive classroom management, and the implementation of assessments that refer to learning standards. However, some indicators still show weaknesses, especially in the preparation of teaching tools and the use of varied learning methods, so that there is room for continuous improvement of teacher performance. The results of the measurement of the teacher's *performance post-test* obtained the result of an average score (*mean*) of 41.00, a standard deviation of 4,440 with a minimum score of 34 and a maximum score of 47. The frequency of the teacher performance variables in the following table:

Table 1. Variable Frequency of Teacher Performance Post Test

		Ket_Kinerja			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Height	5	33.3	33.3	33.3
	Very high	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

Source: Processed data of researchers, 2025

Based on the results of the calculation in the table above, the observation results show that the highest score was obtained, which is an interval of 81-100 as many as 10 teachers (66.7%). For more details, the above data can be presented in the form of a diagram as follows:

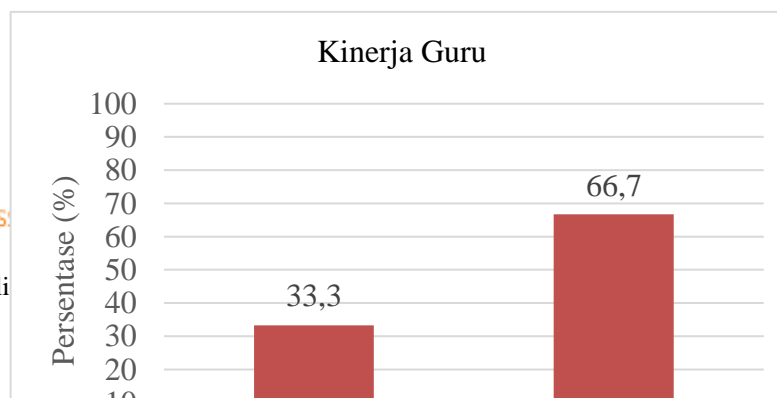


Figure 1. Teacher Performance Post Test Frequency Chart

Based on the frequency chart above, it can be seen that the majority of teachers' performance is in the very good category, where it is found that most 10 out of 15 teachers (66.7%) are in the very high category and as many as 5 (33.3%) teachers are in the high category. Therefore, it can be concluded that the majority of teacher performance at SDN 31 Bathin Solapan is in the very high category.

Furthermore, the analysis prerequisite test is a test used with the aim of finding out that the data that has been obtained from respondents meets the requirements to be tested at a further stage, namely in the form of normality and homogeneity tests.

Normality testing was performed with the help of IBM SPSS Statistic 25 using the *Shapiro wilk* method. The results of the normality test tested from teacher performance data at SDN 31 Bathin Solapan are as follows:

Table 2. Testing the Normality of Teacher Performance

		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic			Statistic		
	DATA	c	df	Sig.	c	df	Sig.
GRA	PERFORMANC	.232	15	.029	.892	15	.071
DES	E PRETEST						
	POST	.205	15	.089	.898	15	.089
	PERFORMANC						
	E						

a. Lilliefors Significance Correction

Source: Processed data of researchers, 2025

Based on Table 2 above, it is explained that the results of the calculation of the test of normality on the teacher's performance research variables show that the *Asymp. Sig. (2-*

tailed) significance of the *pretest* is 0.71 and the *posttest* is 0.89 where the value is > 0.05 . So it can be concluded that the data is normally distributed.

The Homogeneity Test is a test to see whether the data is distributed homogeneously or not. The homogeneity test in this study can be seen in the following table:

Table 3. Teacher Performance Homogeneity Test

Test of Homogeneity of Variances					
		Levene	df1	df2	Say.
		Statistic			
GRA	Based on Mean	3.135	1	28	.088
DES	Based on Median	2.245	1	28	.145
	Based on Median and with adjusted df	2.245	1	27.212	.146
	Based on trimmed mean	3.185	1	28	.085

From the table above, it can be seen that the significance value *Based on Mean* teacher performance is 0.88 which means it is greater than 0.05. This value is greater than the sig value that has been set, so it can be stated that the *pretest* and *posttest* data of teacher performance are distributed homogeneously.

Hypothesis testing will be carried out for each hypothesis. In this study, there are 3 (three) research hypotheses, namely the allegation of the influence between transformational leadership and the motivation of the principal on teacher performance at SDN 31 Bathin Solapan. The results of the T test and the F test can be seen in the following table:

Table 4. Results of Hypothesis Test (Passive T-Test) Variables X1 and Y

Coefficients ^a					
		Unstandardize	Standardize		
		d Coefficients	d Coefficients		
		Std.			
Model		B	Error	Beta	t Say.
1	(Constant)	41.757	9.878		4.227 .001
	TRANSFORMATIONAL LEADERSHIP	.021	.273	.021	8.077 .001

 a. Dependent Variable: KINERJA GURU

Source: Processed data of researchers, 2025

From the table above, the regression calculation obtained a coefficient between X1 and Y of 0.021 with a probability of 0.001 with a significant level of 0.05, then the number $0.001 < \alpha 0.05$ then H_0 is rejected and H_1 is accepted. From the table above, it can be seen that individually or partially, the principal leadership variable has a calculated t-value of 8,077. It can be seen that $T_{count} (8,077) > T_{table} (2,703)$, then H_0 is rejected and H_1 is accepted. So it can be concluded that there is an influence between the leadership of the principal on the performance of teachers at SDN 31 Bathin Solapan.

The second hypothesis is that there is a significant influence between the motivation of the principal on teacher performance. The results of the t-test can be seen in the following table:

Table 5. Results of Hypothesis Test (Passive T-Test) Variables X2 and Y
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	45.928	10.302		4.458	.001
	PRINCIPAL'S MOTIVATION	.138	.287	.132	8.481	.001

a. Dependent Variable: KINERJA GURU

Source: Processed data of researchers, 2025

From the table above, the regression calculation obtained a coefficient between X2 and Y of 0.132 with a probability of 0.001 with a significant level of 0.05, then the number $0.001 < \alpha 0.05$ then H_0 is rejected and H_1 which states that there is an influence between the principal's motivation on teacher performance is accepted. This means a significant influence between the motivation of the principal on teacher performance. From the table above, it can be seen that individually or partially, the motivation variable of the principal has a calculated t value of 8.841. It can be seen that $T_{counts} (8,841) > T_{tables} (2,703)$, so H_0 is rejected. So it can be concluded that there is an influence between the motivation of the principal and the teacher's performance.

The third hypothesis is that there is a significant influence between transformational leadership and the motivation of the principal on teacher performance. The results of the f test can be seen in the following table:

Table 6. Results of Hypothesis Test of Variables X1, X2 and Y1

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	17.466	2	8.733	7.405	.000b
	Residual	258.534	12	21.544		
	Total	276.000	14			

a. Dependent Variable: KINERJA GURU

b. Predictors: (Constant), PRINCIPAL'S MOTIVATION, TRANSFORMATIONAL LEADERSHIP

Source: Processed data of researchers, 2025

From the results of the calculation, the significance value between X1 and X2 together against Y was 0.000 with a significance level of 0.05, then the number $0.000 < 0.05$, so H_0 stated that there was no influence between transformational leadership and the principal's motivation on teacher performance was rejected. Thus, it can be concluded that there is a significant influence between the variables of transformational leadership (X1) and the motivation of the principal (X2) together on teacher performance (Y).

From the table above, it can be seen that the stimulant, transformational leadership variable and motivation of the principal to teacher performance have an F value of 7.405. It can be seen that $F_{\text{counts}} (7.405) > F_{\text{tables}} (3.89)$. So it can be concluded that H_0 was rejected and H_1 was accepted. So it can be concluded that there is a significant influence together between transformational leadership and the motivation of the principal on teacher performance.

A. DISCUSSION

At SDN 31 Bathin Solapan, the principal applies transformational leadership to be able to be an example and inspiration for teachers, thereby creating a conducive work atmosphere. In addition, the motivation provided in the form of awards, attention, and emotional support is the main strengthening factor in encouraging teachers to improve their professional performance. These results also show that the motivation of the principal is the most dominant variable in influencing teacher performance, compared to transformational leadership. This indicates that although leadership style is important, the motivation that teachers feel directly has a stronger impact emotionally and psychologically on performance improvement efforts.

A partial t-test is performed to find out how much influence the individual independent variables have on the dependent variables. The following is a discussion of each hypothesis:

1. The Influence of Transformational Leadership (X1) on Teacher Performance (Y).

The first hypothesis in this study states that there is a significant influence between the transformational leadership of the principal on teacher performance at SDN 31 Bathin Solapan. Based on the results of partial regression analysis (t-test), the following values were obtained: Transformational leadership regression coefficient (X_1) of 0.021 with significance value (Sig.) of 0.001 which is smaller than the significance level of 0.05. This means that H_0 was rejected and H_1 was accepted, so it can be concluded that there is a significant influence between the transformational leadership of the principal on teacher performance. The calculated t-value is 8.077, while the $t_{table} = 2.703$ (with $n = 15$, $df = n - 2 = 13$, and $\alpha = 0.05$). Since $8,077 > 2,703$, these results also show that the effect is statistically significant.

These findings shows that Principals who apply a transformational leadership style will be able to set an example in work ethics, delivering an inspiring vision, encourage innovation and critical thinking of teachers, and provide individual attention and coaching. In line with opinion Yanti (2018) What defines transformational leadership is a leadership style that is able to inspire, motivate, and empower teachers to exceed standard performance. Transformational leaders are not only role models, but also able to build a collective spirit and moral commitment, thereby driving the achievement of better performance. Likewise, according to Windiawan et al. (2024) Transformational leadership contributes greatly to forming a work culture that supports the continuous improvement of teacher performance.

Thus, the results of this study confirm that the transformational leadership of school principals significantly affects teacher performance. The higher the level of transformationality of the principal's leadership, the higher the teacher performance produced. Therefore, transformational leadership practices need to be continuously developed and strengthened in the context of basic education management.

2. The Influence of Principal Motivation (X2) on Teacher Performance (Y)

The results of the second hypothesis test showed that the motivation of the principal had a significant influence on the performance of teachers at SDN 31 Bathin Solapan. The results of partial regression analysis (t-test) showed that the regression coefficient was 0.138 and the significance (Sig.) = 0.001 was smaller than the significance level of 0.05. This means that H_0 was rejected and H_1 was accepted, so it can be concluded that there is a significant influence between the principal's motivation and the teacher's performance. The t-calculated value $>$ the t-table ($8.481 > 2.703$) then this result also shows that the effect is statistically significant.

Thus, H_0 rejected and H_1 accepted, which means the principal's motivation significantly affects teacher performance. Although the value of the coefficient is not very large, the very low significance value indicates that the effect is real and statistically relevant. The motivation of the principal is very important in forming a positive and

conducive work climate for teachers. Highly motivated educational leaders will transmit passion, responsibility, and results-oriented to teachers under their leadership. This is in accordance with the opinion Antimah & Santosa (2019) which emphasizes that the motivation of the principal is an internal force that is able to move and direct teachers to work better.

According to Ratnasari et al. (2022) The motivation of the principal can be reflected in the passion in carrying out the duties, concern for the achievement of school goals, and the willingness to facilitate and support the professional development of teachers. Teachers who feel motivated and appreciated by leaders tend to show more optimal performance, such as preparing for learning well, teaching with enthusiasm, and evaluating students objectively.

Based on these results, it can be concluded that the motivation of the principal not only has an impact on the internal management of the school, but is also a driving factor for teacher performance. High motivation from the principal has a positive psychological effect on teachers, increasing confidence, loyalty, and responsibility in carrying out their duties. Thus, schools need to encourage and facilitate school principals to continue to maintain and increase work motivation, for example through leadership training, incentive support, or strengthening a performance-based reward system.

3. The Influence of Transformational Leadership (X1) and Principal Motivation (X2) on Teacher Performance (Y)

The third hypothesis in this study states that there is a significant simultaneous influence between transformational leadership and principal's motivation on teacher performance at SDN 31 Bathin Solapan. This test uses multiple regression analysis with the F test approach (ANOVA). The results of the hypothesis test showed that the Calculated Value = 7.405 and the Value of the Index = 3.89 Significance (Sig.) = 0.000. Because $F_{count} (7.405) > F_{tabel} (3.89)$ and $Sig. (0.000) < \alpha (0.05)$, H_0 is rejected and H_1 is accepted. This means that there is a significant influence together between transformational leadership and the motivation of the principal on the performance of SDN 31 Bathin Solapan teachers.

Transformational leadership and principal motivation are two strategic variables that complement each other in influencing teacher performance. According to Laila (2021) Transformational leadership is able to inspire, stimulate intellectually, and consider individual needs, which has a positive impact on teacher commitment and productivity. Meanwhile Alhusaini et al. (2020) Stating that the principal's motivation affects the teacher's morale through support, recognition, and incentives.

This study proves that when these two variables are combined, the effect on teacher performance becomes significant and synergistic. This shows that teachers will work optimally if they are led by a school principal who is able to inspire and motivate them directly. These findings are supported by the results of the study Windiawan et al.

(2024) which states that the combination of transformational leadership style and work motivation of school principals creates a school environment that supports teacher productivity, such as improving the quality of learning, discipline, and innovation in the classroom.

These results have important implications for the development of school management. Principals must develop transformational leadership by providing examples, vision, and intellectual stimulation to teachers. and maintain and increase internal motivation in them, because the motivation of the principal will affect the motivation of the teacher. If the two go hand in hand, teacher performance can be significantly improved, especially in the aspects of planning, learning implementation, and assessment of student learning outcomes.

CONCLUSION

Based on the results of the study, it can be concluded that transformational leadership and motivation of the principal are proven to have a positive and significant effect on the performance of teachers at SDN 31 Bathin Solapan. Principals who are able to provide examples, inspiration, individual attention, and constructive support are able to increase the work spirit, responsibility, and professionalism of teachers in carrying out learning tasks. The motivation provided both through appreciation, supportive communication, and the creation of a conducive work climate also encourages teachers to work more optimally and carry out their roles effectively. Thus, the improvement of the quality of teacher performance is not only determined by the teacher's personal ability, but also influenced by the quality of leadership and motivation present in the school environment.

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