

Effects of transformational leadership and motivation on teacher performance at yayasan rabiatal adawiyah medan

Ferry Hidayat¹, Ira Munawarah Sinaga², Leony Hoki³

^{1,2,3}Department of Business Administration, Sekolah Tinggi Manajemen Bisnis Multi Sarana Manajemen Administrasi dan Rekayasa Teknologi, Medan, Indonesia

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ABSTRACT

This study aims to determine the effect of transformational leadership and motivation on the performance of teachers in Yayasan Rabiatal Adawiyah Medan. Data collection techniques involved the distribution of questionnaires to a sample of 35 people. The data analysis model used was multiple linear regression. The coefficient of determination (r^2) was obtained at 72.8%, indicating that the independent variables of transformational leadership and motivation can explain their effect on teacher performance by 72.8%, while the rest of the variables are not revealed. The results of the study, at a 95% confidence level and a 5% significance level, showed that leadership has a significant effect on teacher performance, and motivation has a significant effect on employee performance. Simultaneously, it is known that transformational leadership and motivation together have a significant effect on teacher performance. Transformational leadership carried out by the principal should also involve consideration of the opinions or suggestions of teachers when making decisions and giving certain appreciation when teachers achieve an accomplishment. The role of teachers as the main pillar in the world of education can be a source of pride if the work done is appreciated

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Corresponding Author:

Ira Munawarah Sinaga
Department of Management,
Sekolah Tinggi Manajemen Bisnis Multi Sarana Manajemen Administrasi dan Rekayasa Teknologi, Medan,
Jl Jalan Pajak Rambe No. 92 Martubung Kec. Medan Labuhan, Kota Medan, 20252, Indonesia
Email: iramunawarah2@gmail.com

1. INTRODUCTION

Education plays an important role in shaping the future of a nation, and the role of teachers as the main component of the education system cannot be ignored. The role of teachers as educators is key to achieving national educational goals. Furthermore, the Education System Law No. 20 of 2003 stipulates that the position of a teacher as an educator is a professional role that has an important and strategic role in realizing the goals of National Education:

Teacher performance is one of the factors that determine school success because it is an important part of the educational process and can significantly impact the quality of education. Performance is the assessed contribution to achieving organizational goals (Abiddin et al., 2022). Performance is determined by the number of outputs produced from a single input unit (Segbenya & Yeboah, 2022). Teacher performance is measured by the amount of contribution made by an employee to the organization, including the quantity and quality of output, timeliness, attendance, and attitude (Adamy, 2016). It involves recording the results of a particular activity or job task over a

certain period of time (Hidayat, 2018). Quality of work, quantity of work, timeliness, and effectiveness are indicators of employee performance (Prawira & Ranchman, 2016).

Many theories of leadership have emerged in response to the need for leadership that enhances the overall performance of organizations and the performance of employees in particular on an ongoing and long-term basis (Jang, 2022). Scientifically, leadership is conceptualized in several theories and among them is transformational leadership. The process by which subordinates and leaders elevate each other to higher morality and drive is known as transformational leadership (Adamy, 2016). Transformational leadership goes beyond the personal interests of leaders and employees. It focuses on employees' attitudes and values regarding overarching goals such as self-actualization, organizational achievement, and general well-being (Schmidt et al., 2023). These traits include charisma, intellectual stimulation, individualized consideration, and inspirational motivation. Charisma refers to the leader's ability to inspire and influence others through their personal charm and magnetism. Intellectual stimulation involves challenging followers to think creatively and critically, encouraging them to explore new ideas and approaches. Individualized consideration entails showing genuine concern for the needs and development of each follower, providing personalized support and guidance. Inspirational motivation involves communicating a compelling vision and fostering a sense of purpose and excitement among followers. Overall, transformational leadership is a powerful and effective approach that can drive organizational success through the development and empowerment of followers (Cooper et al., 2020).

Transformational leadership factors include charisma, inspiration, individualized attention, and intellectual stimulation (Adamy, 2016). Transformational leadership indicators include having a clear strategy, showing concern for employees, stimulating employees, maintaining team cohesiveness, and appreciating differences and beliefs (Firdaus, 2017). They feel that their input is not valued and that decisions are made without considering their expertise and experience. This has led to a decrease in morale and motivation among the teaching staff. Additionally, there were concerns about the lack of communication and transparency in the decision-making process, which has contributed to a sense of disconnection and frustration among the teachers.

When employees are not motivated, they are less likely to perform at their best. This can lead to decreased productivity, lower quality work, and higher rates of absenteeism. Therefore, it is crucial for leaders to understand the factors that motivate their employees and to create a work environment that fosters motivation. This can include providing opportunities for growth and development, recognizing and rewarding good performance, and creating a positive and supportive work culture. By doing so, leaders can help to ensure that their employees are motivated and engaged, leading to improved performance and overall success for the organization.

Motivation is an emotion that drives a person to achieve their best accomplishments (Hidayat, 2017). The motivation of the individual comes from not having self-determination to self-determination (Ouyang et al., 2022). Motivation includes behaviors such as helping others, going beyond their work, and being a team player. When employees are motivated by prosocial values, they tend to engage in behaviors that contribute to the overall success of the organization. This can increase productivity, improve teamwork, and create a positive work environment. Therefore, it is important for organizations to cultivate a culture that promotes prosocial values and encourages employees to act in ways that benefit the organization as a whole (Ciobanu, 2019). Workers' choices about whether to put in the effort, how much they put in, and how long they last all indicate motivation (Hidayat & Veronica, 2022). Responsibility, progress, the work itself, success, recognition, company policies and administration, and working conditions are some ways to measure motivation (Hidayat, 2017). The teachers at Rabiatul Adawiyah schools are not motivated to work because of the lack of appreciation for the work that has been done, and also because they are reprimanded if they are not disciplined.

2. METHOD

This study is a descriptive quantitative research. The population determined in this study was 35 teachers. The sampling technique in this study is a saturated sample, where the entire population is sampled. The method of data collection uses a questionnaire with a Likert scale that is distributed directly to the respondents. Data analysis techniques used include multiple linear regression.

3. RESULTS AND DISCUSSION

Result

Multiple linear regression is used to measure the influence of more than one independent variable on one dependent variable and to determine how much influence motivation and transformational leadership have on teacher performance.

Table 1. Multiple linear regression results

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
	(Constant)		1.917	3.236
	Kepemimpinan_transformasional		.561	.147
	Motivasi		.386	.171

Based on table 1 above, it is known that the equation obtained is for the teacher's performance with a constant value of 1.917. This means that if there is no independent variable or the value is 0, the teacher's performance variable is 1.917. The transformational leadership independent variable is 0.561, indicating that if transformational leadership is increased by one unit, it will improve teacher performance by 0.561, assuming a constant motivation variable. The value of the motivation independent variable is 0.386, indicating that if motivation is increased by one unit, it will improve teacher performance by 0.386, assuming a constant transformational leadership variable. Partial statistical tests basically show how much influence one independent variable has on the variation of the dependent variable.

Table 2. Partial statistical results

Model		t	Sig.
1	(Constant)	.592	.558
	Kepemimpinan_transformasional	3.825	.001
	Motivasi	2.259	.031

According to table 2 above, the transformational leadership variable has a t-value of 3.825, which is greater than the critical t-value of 1.693, and a significant probability value of 0.001, which is smaller than 0.05. The motivation variable also has a t-value of 2.259, which is greater than the critical t-value of 1.693, and a significant probability value of 0.031, which is smaller than 0.05. Therefore, it can be concluded that each variable, transformational leadership and motivation, has a significant effect on teacher performance. Basically, a statistical F-test shows whether all the independent variables in the model have a combined impact on the dependent variable.

Table 3. Simultaneous statistical results ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	445.865	2	222.932	42.749	.000 ^b
	Residual	166.878	32	5.215		
	Total	612.743	34			

Based on table 3 above, it is known that the F count is 42.749, while the F Table is 3.29 (F count > F Table), which can be seen in the 5% significance level, with a significant level of 0.000 and a probability of significantly less than 0.05, namely $0.000 < 0.05$. It can be said that transformational leadership and motivation have a significant effect together on teacher performance. Basically, the coefficient of determination shows how well the model is able to explain the variation in the dependent variable.

Table 4. Determination results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.853 ^a	.728	.711	2.284	1.783

Based on table 4, the above shows that the magnitude of R Square of 0.728 means 72.8% of the variation in performance can be explained by the variation of independent variables

transformational leadership and motivation, while the remaining 27.2% is explained by other factors or variables outside the research model, such as compensation, education, training, and career path.

Discussion

Performance is the result of the work achieved by an employee or organization according to specific criteria within a certain period of time. In other words, if the work of a person or organization meets the required standards, they are considered good performers; if not, they are considered poor performers. Performance is often characterized as the effort it represents, the effort made so that overall performance includes not only the results of work, but also the processes that occur during the time the task has been performed. Performance also refers to the achievement of organizational goals rather than the achievement of individual goals, with the least amount of resources used to achieve those goals.

Individual performance is certainly influenced by many factors and does not stand alone. These factors include transformational leadership style and work motivation. Intellectual stimulation, individual consideration, and inspiration are components of Transformational Leadership, an idea proposed by Burns in 1978. Transformational leaders must be able to motivate their employees to unite and strive for a common goal, emphasize that the goal is important, and give them the feeling that their work has greater meaning. Transformational leaders support each team member individually and challenge them according to each person's resources. This type of leadership likely improves the perception of fairness within the entire team and affects the distribution of tasks. Thus, transformational leadership is a powerful and effective approach that can drive organizational success through the development and empowerment of followers (Cooper et al., 2020).

Motivation is a description of the reasons why people do something; it is also the process of channeling encouragement in a person so that they want to achieve organizational goals. The concept of motivation is a behavioral concept in which we try to understand why people behave the way they do. The workforce is changing and has different needs and expectations, making it very difficult to motivate. They have different values, beliefs, backgrounds, lifestyles, perceptions, and perspectives. Therefore, not many organizations are clear about this, and human resources experts do not know how to motivate this diverse workforce. Nonetheless, motivation is very important for an organization because motivated employees are always looking for better ways to do their jobs, focus on quality, and are more productive than apathetic employees. Every organization needs human resources in addition to physical and financial resources, and motivation as a concept represents a phenomenon that occurs among the people who work in the company.

4. CONCLUSION

Based on the results of data analysis in the study, it was found that both partially and simultaneously, transformational leadership has a significant effect on teacher performance at Yayasan Rabiatal Adawiyah Medan, with a level of determination of 72.8%. The rest is influenced by other factors outside of this study, such as compensation, education, training, and career path. Transformational leadership carried out by the principal should also involve consideration of the opinions or suggestions of teachers when making decisions and giving certain appreciation when teachers achieve an accomplishment. The role of teachers as the main pillar in the world of education can be a source of pride if the work done is appreciated.

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