



The Effect of Principal's Transformational Leadership, Work Motivation, and Work Satisfaction on the Performance of Private Elementary School Teachers in Tembilahan District, Indragiri Hilir Regency

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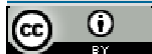
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ARTICLE INFO

Keywords: Transformation
Leadership, Work
Motivation, Job
Satisfaction, Teacher
Performance

Received : 12, Oktober
Revised : 20, November
Accepted: 25, December

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ABSTRACT

This study examines the effect of principal's transformational leadership, work motivation, and work satisfaction on teacher performance in Private Elementary Schools in Tembilahan District, Indragiri Hilir Regency. Using an ex post facto design with quantitative methods, data were collected through questionnaires from all 96 teachers in Tembilahan. The validity was tested using factor analysis, and reliability was assessed with Cronbach's alpha. Multiple regression analysis revealed that the principal's transformational leadership positively and significantly affects teacher performance. Work motivation and job satisfaction also significantly contribute to their performance. Taken together, these three factors explain 49.4% of the variation in teacher performance ($R^2 = 0.494$). These findings highlight the importance of leadership, motivation, and satisfaction in enhancing teacher effectiveness.

INTRODUCTION

Performance refers to the effectiveness and efficiency of individuals or organizations in carrying out tasks to achieve specific goals. In the educational context, teacher performance encompasses teaching ability, lesson planning, and student learning assessment. According to Law No. 14 of 2005 and Ministerial Regulation No. 16 of 2007, teachers bear professional responsibilities, including pedagogical, personal, social, and professional competencies.

Teacher performance is evaluated based on learning outcomes. However, challenges such as inadequate certification, limited training, and heavy workloads negatively affect instructional quality. Data from private elementary schools in Tembilahan District indicate that many teachers lack sufficient training, face an unsupportive school environment, and experience high-stress levels due to excessive workloads.

School leadership also affects teacher performance. Principal's transformational leadership, which inspires and motivates, has been shown to enhance teacher commitment and effectiveness by fostering strong emotional connections and encouraging professional growth. However, in Tembilahan, ineffective communication, unequal workload distribution, and low job satisfaction suggest that the principal's transformational leadership principles are not fully implemented.

Work motivation is another critical factor affecting teacher performance. Highly motivated teachers, whether intrinsically or extrinsically, tend to perform better. However, in Tembilahan, inadequate recognition, low salaries, and workplace social issues hinder optimal teacher performance. Attendance records reveal high rates of leave and unexplained absences, which may affect instructional quality.

Work satisfaction, reflecting positive attitudes toward various job aspects, also plays a significant role. Studies indicate that work satisfaction strongly affects teacher performance. However, in Tembilahan, satisfaction levels remain low due to suboptimal working relationships, inadequate facilities, and insufficient school support.

Overall, improving teacher performance requires attention to training, motivation, and the principal's transformational leadership. Greater support from school leaders and the government is necessary to foster a conducive work environment and enhance teacher well-being. Based on these considerations, this study aims to: (1) examine the positive and significant effect of principal's transformational leadership on teacher performance in private elementary schools in Tembilahan District, Indragiri Hilir Regency, (2) investigate the positive and significant effect of work motivation on teacher performance, (3) analyze the positive and significant effect of work satisfaction on teacher performance, (4) assess the collective effects of principal's transformational leadership, work motivation, and work satisfaction on teacher performance.

LITERATURE REVIEW

According to Sanjaya (2015), teacher performance encompasses lesson planning, instructional management, and student assessment. Teachers must design lessons suited to real-world conditions, create a conducive learning environment, and evaluate both the learning process and student outcomes.

Teacher Performance

As Widodo (2017) states, performance reflects an individual's effort in fulfilling responsibilities throughout their career. It is not only measured by results but also by execution, affected by ability, effort, and opportunity (Mulyasa, 2018). In addition, optimal performance requires aligning individual and organizational goals (Sedarmayanti, 2016). Kondalkar (2017) asserts that motivation and competence are key determinants of performance, particularly in education, where teachers guide students toward maturity. Teacher performance assessment aims to evaluate teaching quality, instructional effectiveness, and professional growth (Sanjaya, 2015; Rusman, 2019).

Principal's Transformational Leadership

Bass and Avolio (2018) define transformational leadership as a leadership style that motivates individuals to prioritize organizational goals over personal interests, creating a profound impact on followers. Transformational leaders inspire and encourage followers to exceed expectations. Yuki (2017) describes leadership as an influence process that shapes perceptions of events, goal selection, task organization, and motivation. Effective transformational leadership enhances overall teacher effectiveness by fostering motivation and goal alignment.

Work Motivation

According to Hamzah B. Uno (2017), work motivation is an internal force driving individuals to fulfil their responsibilities. Sadirman (2019) explains that motivation stems from unmet needs, aspirations, and goal anticipation. Teacher motivation significantly affects student learning outcomes and job satisfaction.

Work Satisfaction

Robbins and Judge (2015) define work satisfaction as an individual's perception of their work, shaped by the alignment of expectations with workplace realities. Satisfied teachers exhibit higher motivation, positive attitudes, and increased productivity, while dissatisfaction can lower motivation and negatively impact school quality. Enhancing education quality and teacher satisfaction requires a supportive work environment that recognises and values teacher contributions.

METHODS

This study employs a quantitative approach using an ex post facto research design, as the data consist of numerical values. The research design and structure are carefully formulated to address the research questions. According to Sukmadinata (2008), quantitative research utilizes formal, standardized, and measurable instruments.

This study examines the effect of a principal's transformational leadership (X1), work motivation (X2), and work satisfaction (X3) on teacher performance

(Y) in private elementary schools in Tembilahan District. The population comprises all teachers from nine private elementary schools in Tembilahan district. Since the population is fewer than 100, the entire population is used as the sample.

In this research, the data collection is conducted through questionnaires and analyzed quantitatively to determine relationships between variables and test the formulated hypotheses. Multiple regression analysis is used to predict the extent of variation, examine the nature of relationships, and determine the direction and strength of influence between independent and dependent variables.

RESULTS AND DISCUSSION

A. Descriptive Analysis

This analysis aims to provide a comprehensive and detailed understanding of the data collected during the study. The primary objective is to identify relevant information that supports hypothesis testing, ensuring that the results serve as a strong foundation for informed and evidence-based decision-making.

1. Teacher Performance

The teacher performance variable was measured using 26 statement items structured on a five-point Likert scale. These statements were administered to 96 respondents as an instrument for data collection.

Table 1. The descriptive statistics of teacher performance

DESCRIPTIVE STATISTIC	
N	96
Mean	113.79
Median	115.00
Mode	125
Standard Deviation	8.616
Variance	74.230
Range	33
Lowest Score	92
Highest Score	125

Descriptive statistical analysis of teacher performance, based on 96 respondents, showed a mean score of 113.79. The median was 115.00, while the mode, the most frequently occurring score, was 125. This indicates that most respondents had performance scores near this value.

A standard deviation of 8.616 reflects the spread of data around the mean, while a variance of 74.230 indicates the level of variability among respondents. The range, calculated as the difference between the highest (125) and lowest (92) scores, was 33. These results suggest that while some variation exists, teacher performance scores are generally concentrated around the mean, indicating a stable distribution.

2. Principal's Transformational Leadership

Descriptive statistical analysis based on 96 respondents revealed key characteristics of the measured variable. The mean score was 112.40, indicating the average performance level among respondents. The median score of 113.00

suggests that half of the respondents scored below this value, while the other half scored above it. The mode, the most frequently occurring score, was 120, indicating that a significant number of respondents achieved this score.

Table 2. The descriptive statistics of principal's transformational leadership

DESCRIPTIVE STATISTIC	
N	96
Mean	112.40
Median	113.00
Mode	120
Standard Deviation	6.865
Variance	47.126
Range	24
Lowest Score	96
Highest Score	120

3. Work Motivation

With a sample size of 96, the mean score was 113.11, indicating the central tendency of the data. The median score of 115.00 shows that half of the respondents scored below this value and half scored above it. The standard deviation of 8.179 suggests that most data points are close to the mean, while the variance of 66.903 further reflects the data's spread. The range of 30, representing the difference between the highest and lowest scores, indicates a moderate variation. Overall, the data is evenly distributed with minimal deviations from the mean.

Table 3. The descriptive statistics of work motivation

DESCRIPTIVE STATISTIC	
N	96
Mean	113.11
Median	115.00
Mode	117
Standard Deviation	8.179
Variance	66.903
Range	30
Lowest Score	95
Highest Score	125

4. Work Satisfaction

According to the data below, With a sample size of 96, the mean score is 115.36, indicating the central tendency of the data. The median score of 117.50 shows that half of the respondents scored below this value and half scored above. A standard deviation of 9.183 reflects the data's spread around the mean, while the variance of 84.318 quantifies this dispersion. The range, calculated as the difference between the highest and lowest scores, is 42, indicating a considerable variation. Overall, the data is centred around 115-117, with a moderate spread and notable variability.

Table 4. The descriptive statistics of work motivation

DESCRIPTIVE STATISTIC	
N	96
Mean	115.36
Median	117.50
Mode	125
Standard Deviation	9.183
Variance	84.318
Range	42
Lowest Score	83
Highest Score	125

B. Prerequisite Analysis Testing

The prerequisite analysis tests were conducted to ensure that the data met the necessary assumptions for regression analysis. The normality test, performed using the Shapiro-Wilk method in SPSS version 26, confirmed that all variables followed a normal distribution, with p-values exceeding 0.05: Principal's Transformational Leadership (0.156), Work Motivation (0.214), Work Satisfaction (0.172), and Teacher Performance (0.127). The linearity test assessed the relationship between independent and dependent variables. The results indicated that Principal's Transformational Leadership and Teacher Performance had a significant linear relationship ($p = 0.05$), while Work Motivation ($p = 0.103$) and Work Satisfaction ($p = 0.329$) also demonstrated linearity, albeit with weaker associations.

The multicollinearity test, evaluated using Variance Inflation Factor (VIF) and Tolerance Values, confirmed that no multicollinearity issues were present, as all VIF values were below 10 and Tolerance Values exceeded 0.1. Specifically, Principal's Transformational Leadership had a VIF of 1.770 (Tolerance = 0.565), Work Motivation had a VIF of 1.525 (Tolerance = 0.656), and Work Satisfaction had a VIF of 1.444 (Tolerance = 0.693). The heteroscedasticity test indicated no violation of this assumption, with p-values greater than 0.05 for all variables: Principal's Transformational Leadership (0.540), Work Motivation (0.070), and Work Satisfaction (0.395). These findings confirm that the dataset meets all necessary statistical assumptions, allowing for further regression analysis.

C. Hypothesis Testing

1. Linear Regression Analysis

1) Principal's Transformational Leadership

The regression results show a significance value of 0.000, which is less than 0.05. This indicates that the transformational leadership of school principals (X1) has a significant impact on the performance of private elementary school teachers in Tembilahan District, Indragiri Hilir Regency (Y).

Table 5. The effect of principal's transformational leadership on teacher performance

Coefficients*								
Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	56.152	13.304		4.221	.000		
	Principal's Transformation Leadership	.513	.118	.409	4.341	.000	1.000	1.000
a. Dependent Variable: Teacher Performance								

2) Work Motivation

The hypothesis test for H2, which examines the effect of work motivation on teacher performance, yielded a significance value (Sig) of 0.000, which is less than 0.05. This result indicates that H0 is rejected and Ha is accepted, confirming that work motivation has a positive and significant effect on teacher performance in private elementary schools in Tembilahan District, Indragiri Hilir Regency.

Table 6. The effect of work motivation on teacher performance

Coefficients*								
Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	64.203	11.203		5.731	.000		
	Work Motivation	.438	.099	.416	4.438	.000	1.000	1.000
a. Dependent Variable: Teacher Performance								

3) Work Satisfaction

The hypothesis test for H3, which examines the effect of job satisfaction on teacher performance, resulted in a significance value (Sig) of 0.000, which is less than 0.05. This indicates that H0 is rejected and Ha is accepted, confirming that job satisfaction has a positive and significant effect on the performance of private elementary school teachers in Tembilahan District, Indragiri Hilir Regency.

Table 7. The effect of work satisfaction on teacher performance

Coefficients*								
Model		Unstandardized Coefficient		Standardized Coefficient	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	39.256	8.121		4.834	.000		
	Work Satisfaction	.646	.070	.689	9.207	.000	1.000	1.000
a. Dependent Variable: Teacher Performance								

2. Multiple Regression Analysis

This analysis was conducted to examine the impact of transformational leadership of school principals, work motivation, and work satisfaction on teacher performance. The following table presents the results of the multiple linear regression analysis.

Table 8. The Result of Multiple Regression Analysis

Coefficients*								
Model		Unstandardized Coefficient		Standardized Coefficient	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	29.206	11.279		2.589	.000		

Principal's Transformation Leadership	.134	.124	.127	.276	.003	.565	1.770
Work Motivation	.176	.096	.167	1.820	.000	.656	1.525
Work Satisfaction	.594	.084	.633	7.112	.000	.693	1.444
a. Dependent Variable: Teacher Performance							

Based on the table above, the multiple linear regression equation in this study is formulated as follows:

$$Y=29.206+0.134(X1)+0.176(X2)+0.594(X3)$$

The regression coefficients in this model are interpreted as follows:

- 1) The constant (a) of 29.206 represents the baseline condition when teacher performance is not influenced by the independent variables: transformational leadership of the principal (X1), work motivation (X2), and job satisfaction (X3).
- 2) The regression coefficient for transformational leadership (b1) is 0.134, indicating that a one-unit increase in transformational leadership will increase teacher performance by 0.134, assuming other variables remain constant.
- 3) The regression coefficient for work motivation (b2) is 0.176, meaning that a one-unit increase in work motivation will improve teacher performance by 0.176, with other variables held constant.
- 4) The regression coefficient for job satisfaction (b3) is 0.594, suggesting that a one-unit increase in job satisfaction will enhance teacher performance by 0.594, assuming other variables remain unchanged.

This study also includes the fourth hypothesis test, conducted using SPSS version 26 and the ANOVA table. The results of the simultaneous significance test (F-test) for this study are presented in the following table.

Table 9. The simultaneous significance test (F-test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3486.752	3	1162.251	29.993	.000 ^b
	Residual	3565.081	92	38.751		
	Total	7051.833	95			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Work Satisfaction, Work Motivation, Principal's Transformation Leadership						

3. Coefficient Determination

Based on the Model Summary table below, the relationship between the independent variables (Teacher’s Work Satisfaction, Work Motivation, and Transformational Leadership of School Principals) and the dependent variable (Teacher Performance) is moderately strong, with an R-value of 0.703. The R Square value of 0.494 indicates that approximately 49.4% of the variation in teacher performance can be explained by the independent variables included in this model. Although slightly lower, the Adjusted R Square value of 0.478 still demonstrates that the regression model is reasonably effective in explaining variations in teacher performance while accounting for the number of independent variables. Additionally, the standard error of the estimate, 6.225, reflects a relatively low level of prediction error, suggesting that this model is fairly accurate in predicting teacher performance based on the selected variables.

Table 10. The result of the coefficient determination

Model Summary ^b				
Model	R	R-square	Adjusted R-square	Std. Error of the Estimate
1	.703 ^a	.494	.478	6.225
a. Dependent Variable: Teacher Performance b. Predictors: (Constant), Work Satisfaction, Work Motivation, Principal’s Transformation Leadership				

DISCUSSIONS

1. The Effect of Principal’s Transformational Leadership on Teacher Performance

The regression analysis confirms that the principal's transformational leadership significantly influences teacher performance, with a significance value of $0.000 < 0.05$. This result indicates that transformational leadership plays a crucial role in improving teacher performance in private elementary schools in Tembilahan District, Indragiri Hilir Regency. These findings align with previous studies, such as those by Tokhibin and Wuradji (2013) and Iskandar et al. (2024), which highlight the positive impact of transformational leadership on teacher performance. Effective principals inspire teachers, foster a supportive work environment, and enhance professional growth, leading to better performance. This study reinforces the importance of transformational leadership in education and emphasizes the need for leadership development programs to strengthen school management and instructional quality.

2. The Effect of Work Motivation on Teacher Performance

Hypothesis testing (H2) confirms that work motivation significantly affects teacher performance, with a significance value of $0.000 < 0.05$. This indicates that higher motivation leads to improved teacher performance in

private elementary schools in Tembilahan District. Supporting studies by Nery (2020), Putro (2021), and Jurnal Kinerja (2022) also highlight the positive impact of motivation on teacher performance. Motivation fosters enthusiasm, creativity, and better teaching outcomes, making it a key factor in enhancing teacher effectiveness.

3. The Effect of Work Satisfaction on Teacher Performance

Regression analysis shows that work satisfaction significantly influences teacher performance, with a significance value of $0.000 < 0.05$. This confirms that higher work satisfaction improves teacher performance in private elementary schools in Tembilahan District. Key factors such as a supportive work environment, leadership, peer relationships, and professional development enhance motivation and teaching effectiveness. Previous studies (Rahmawati, 2018; Priyanto, 2020; Santoso, 2021; Suryani, 2022) also highlight its strong correlation with performance, workplace dynamics, and educational outcomes.

4. The Effect of Principal's Transformational Leadership, Work Motivation, and Work Satisfaction on Teacher Performance

The F-test results confirm that the regression model examining the influence of work satisfaction, work motivation, and transformational leadership on teacher performance is statistically significant. With an F-value of 29.993 and a p-value of 0.000 (< 0.05), the independent variables effectively explain variations in teacher performance. These findings align with previous studies (Ramadhan, 2021; Astuti & Suharyanto, 2022; Wijaya, 2023), which highlight the significant contributions of leadership, motivation, and work satisfaction to teacher performance. Fadilah and Rahayu (2023) further emphasize that the combination of these three factors significantly enhances teacher performance. Transformational leadership fosters motivation, a positive work environment, and innovation. High work motivation and job satisfaction also lead to better teaching outcomes. Therefore, to improve teacher performance, school leaders should adopt transformational leadership practices, enhance teacher motivation, and create a supportive work environment.

CONCLUSIONS AND RECOMMENDATIONS

The most obvious finding to emerge from this study is that the principal's transformational leadership, work motivation, and job satisfaction significantly affect teacher performance in private elementary schools in Tembilahan District, Indragiri Hilir Regency ($p = 0.000 < 0.05$). Additionally, these three factors collectively contribute to teacher performance improvement.

The findings of this study also have a number of important implications for future practice. School principals should optimize their leadership strategies by providing professional development, motivation, positive engagement with teachers, and fostering a supportive school environment to enhance teacher performance. Teachers should continuously improve their competencies, create engaging learning environments, and fulfil their responsibilities in lesson planning, implementation, evaluation, and follow-up to enhance teaching

effectiveness. Future research should expand the sample size and explore additional factors, such as organizational culture and school policies, to gain a more comprehensive understanding of teacher performance determinants.

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