The Influence of Transformational Leadership and Work Motivation on Teacher Performance at SMA Mahawarman Bandung Regency

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Article Info	ABSTRACT
	The main problem in this research is to determine the extent of the influence of transformational leadership and work motivation on teacher performance at SMA Mahawarman Bandung Regency, both simultaneously and partially. The purpose of this research is to identify and analyze transformational leadership, work motivation, and teacher performance, as well as the magnitude of the influence of transformational leadership and work motivation on teacher performance at SMA Mahawarman Bandung Regency, both simultaneously and partially. The method used in this research is a quantitative approach. The population in this research consists of teachers at SMA Mahawarman Bandung Regency. The sample in this research is 45 teachers. The data in this research is primary data, obtained from respondents' answers to questionnaires distributed by the author. The results of the data analysis conducted by the author show that simultaneously, transformational leadership and work motivation have a significant positive effect on teacher performance ($F = 18.245$; $p < 0.001$; $R = 0.612$; $R^2 = 0.375$). Partially, the standardized coefficient of transformational leadership ($\beta = 0.287$; $p = 0.023$) and work motivation ($\beta = 0.198$; $p = 0.045$) are significant. Teacher performance is influenced by transformational leadership and work motivation variables by 37.5% in a positive direction. This is an open access article under the CC BY-SA license.
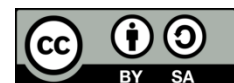
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1. Introduction

The Influence of Transformational Leadership and Work Motivation on Teacher Performance at SMA Mahawarman Bandung Regency. Teacher performance in secondary education institutions determines the quality of the learning process, student academic achievement, and school reputation in the eyes of the community. In the context of SMA Mahawarman Bandung Regency, variations in learning target achievement and teacher

performance evaluation across several periods indicate the need for more strategic and measurable human resource management interventions (Hoy, 2018).

Theoretically, transformational leadership is understood as a leadership style that inspires, motivates, and develops followers through clear vision, intellectual stimulation, individual consideration, and idealized influence (Bass, 2014; Avolio, 2013; Northouse, 2019). Work motivation is viewed as internal and external drives that move individuals to achieve organizational goals with high enthusiasm and commitment (Deci, 2017; Gagné, 2014). Several empirical studies show that transformational leadership and work motivation are positively correlated with performance across various sectors, including education (Judge, 2014; Podsakoff, 2018). Research in the Indonesian context shows similar findings, as found by Angelya et al. (2024) in Madrasah Aliyah, Elghawi et al. (2024) in private high schools in Semarang, and Nurjannah & Windasari (2024) in junior high schools in Sidoarjo. However, specific studies on high school teachers with a simultaneous focus on both variables are still relatively limited.

This research aims to assess the extent to which transformational leadership and work motivation influence teacher performance at SMA Mahawarman Bandung Regency. The method used is a quantitative survey with a saturated sample (n = 45) and regression-based path analysis, supplemented by t-tests, F-tests, and coefficient of determination. In summary, the results show significant positive effects both simultaneously and partially; the conclusion is that transformational leadership and work motivation are key factors in improving teacher performance.

The content of this research is in the realm of human resource management (HRM) in the secondary education sector, highlighting two strategic instruments—transformational leadership and work motivation—as drivers of teacher performance. The expected impact includes improving learning quality, increasing student academic achievement, and strengthening school reputation. At the strategic level, the results of this study can serve as a reference for developing school principal leadership capacity and formulating effective, transparent, and sustainable motivation systems (Meyer, 2017).

Problem Formulation
a. How does transformational leadership influence teacher performance at SMA Mahawarman Bandung Regency?
b. How does work motivation influence teacher performance at SMA Mahawarman Bandung Regency?
c. How does the simultaneous influence of transformational leadership and work motivation affect teacher performance at SMA Mahawarman Bandung Regency?

Research Objectives
a. To analyze the influence of transformational leadership on teacher performance at SMA Mahawarman Bandung Regency.
b. To analyze the influence of work motivation on teacher performance at SMA Mahawarman Bandung Regency.

c. To analyze the simultaneous influence of transformational leadership and work motivation on teacher performance at SMA Mahawarman Bandung Regency.

2. Literature Review

Transformational Leadership

Transformational leadership is a leadership style that inspires, motivates, and develops followers through clear vision, intellectual stimulation, individual consideration, and idealized influence (Bass, 2014; Avolio, 2013; Yukl, 2013). This theory was developed by Bass and Avolio, emphasizing the leader's ability to transform and inspire followers to achieve higher goals (Northouse, 2019).

Dimensions of Transformational Leadership according to Bass (2014) and Avolio (2013) include:

a. Idealized Influence - the leader becomes a role model respected and trusted by followers
b. Intellectual Stimulation - the leader encourages followers to think creatively and innovatively
c. Individualized Consideration - the leader provides personal attention to the needs and development of each follower
d. Inspirational Motivation - the leader communicates a clear vision and motivates followers to achieve it.

Research in the Indonesian education context shows that transformational leadership of school principals significantly influences teacher performance (Angelya et al., 2024; Ghassani et al., 2024; Mulder, 2024; Zulpikar et al., 2024). Podsakoff (2018) found that transformational leadership behaviors increase follower trust, job satisfaction, and organizational citizenship behavior.

Work Motivation

Work motivation is the internal and external drive that moves individuals to achieve organizational goals with high enthusiasm and commitment (Deci, 2017; Gagné, 2014). The Self-Determination Theory (SDT) developed by Deci and Ryan explains that work motivation is influenced by basic psychological needs: autonomy, competence, and relatedness (Deci, 2017). In addition, the Job Demands-Resources (JD-R) Theory by Bakker (2017) explains that work motivation is influenced by the balance between job demands and available resources.

Dimensions of Work Motivation according to Deci (2017) and Locke (2019) include:

a. Intrinsic Motivation - internal drive to perform work due to personal satisfaction
b. Extrinsic Motivation - external drive such as rewards, recognition, or appreciation
c. Need for Achievement - desire to achieve standards of excellence and overcome challenges
d. Organizational Commitment - emotional attachment and loyalty to the organization (Meyer, 2017)
e. Job Satisfaction - positive feelings toward work and work environment

Schaufeli (2014) found that adequate work resources can increase engagement and work motivation. Research in Indonesia shows that teacher work motivation is influenced by various factors including transformational leadership (Elghawi et al., 2024; Sidik et al., 2024).

Teacher Performance

Teacher performance is the result of measurable behaviors performed by teachers in carrying out learning tasks and student development (Hackman, 2015; Tett, 2013). Hackman (2015) in Work Redesign theory explains that performance is influenced by task characteristics, work context, and individual characteristics. Tett (2013) developed an interactionist model explaining that performance is the result of interaction between personality traits and work situation characteristics.

Dimensions of Teacher Performance according to Hackman (2015) and Warr (2018) include:
a. Learning Planning - ability to plan effective learning
b. Learning Implementation - ability to carry out the learning process in the classroom
c. Learning Evaluation - ability to evaluate student learning outcomes
d. Professional Development - commitment to continuously develop professional competence
e. Student Interaction - ability to build positive relationships with students
f. Technology Usage - ability to utilize technology in learning

Kahn (2016) explains that high work engagement contributes to improved performance. Research in Indonesia shows that teacher performance is influenced by transformational leadership and work motivation (Angelya et al., 2024; Widyaningshih et al., 2024; Prastyowati et al., 2024).

Research Hypotheses
a. H1: Transformational leadership has a positive influence on teacher performance at SMA Mahawarman Bandung Regency.
b. H2: Work motivation has a positive influence on teacher performance at SMA Mahawarman Bandung Regency.
c. H3: Transformational leadership and work motivation simultaneously have a positive influence on teacher performance at SMA Mahawarman Bandung Regency.

3. Research Metdhod

The research uses a quantitative approach with a descriptive-verificative design to analyze causal relationships between independent variables (transformational leadership and work motivation) and the dependent variable (teacher performance). The research process is designed systematically and can be replicated according to educational research methodology principles (Sugiyono, 2020).

Research stages include: (1) questionnaire instrument development based on theoretical foundations and previous research; (2) instrument testing to test instrument readability; (3) data collection from the teacher population (n=45) at SMA Mahawarman; (4) data quality

testing through validity-reliability tests; (5) data processing using multiple regression techniques to measure simultaneous and partial effects; and (6) preparation of results narrative that is contextual with school conditions.

The research population includes all active teaching staff at SMA Mahawarman Bandung Regency, totaling 45 people. The research focus is the analysis of the influence of transformational leadership (X1) and work motivation (X2) on teacher performance (Y). Respondent demographic data such as years of teaching, subject area, and education level are recorded anonymously to provide a sample profile overview (Creswell, 2018).

Data collection uses a questionnaire with a 5-point Likert scale (1=strongly disagree to 5=strongly agree). The transformational leadership variable is measured from aspects of role modeling, intellectual development, individual attention, and motivational ability (Bass, 2014). The work motivation variable includes internal drive, external drive, achievement orientation, and organizational loyalty (Deci, 2017). Meanwhile, teacher performance is assessed from dimensions of planning, implementation, learning evaluation, and competency development (Hackman, 2015).

Data analysis techniques include four stages. The first stage is validity testing using Pearson correlation to verify the accuracy of measurement of each indicator. The second stage is reliability testing with Cronbach's alpha where values ≥ 0.70 are considered reliable (Sekaran, 2019). The third stage uses multiple regression to analyze the influence of X1 and X2 on Y, including t-test (partial), F-test (simultaneous), and R^2 (determination). The final stage is the interpretation of statistical findings into practical recommendations for school management (Creswell, 2018).

Data is processed using SPSS software with output in the form of model summary (R, R^2), ANOVA table (F-test), and regression coefficients (β, t-value, p-value). Analysis results are validated with classical assumption tests including normality, multicollinearity, and heteroscedasticity before being converted into managerial implications (Creswell, 2018).

4. Results and Discussion

Instrument Quality

All questionnaire items were proven valid through item-total correlation testing ($p < 0.05$). The internal consistency of the instrument reached the standard $\alpha \geq 0.70$, as shown in Table 1.

Table 1. Reliability Test Results

Variable	Number of Items (n)	Cronbach's α
Transformational Leadership (X1)	12	0.856
Work Motivation (X2)	10	0.823
Teacher Performance (Y)	15	0.891

Note: α value ≥ 0.70 indicates adequate reliability (Sekaran, 2019).

Regression Model Summary

Table 2 shows a summary of the multiple linear regression model to analyze the combined impact of Transformational Leadership (X1) and Work Motivation (X2) variables on Teacher Performance (Y).

Table 2. Regression Model Summary

R	R²	Adjusted R²	Std. Error of the Estimate
0.612	0.375	0.347	0.423

Simultaneous Test (ANOVA)

Table 3. F Test Results (Simultaneous)

Source	F	df	Sig.
Regression	18.245	2, 42	< 0.001

Based on the F test, it was found that the model has significance at α = 0.05, which means that transformational leadership and work motivation variables together influence changes in teacher performance (Creswell, 2018)

Regression Coefficients (Partial)

Table 4. t Test Results (Partial)

Predictor Variable	Standardized β	t	Sig.	Note
Transformational Leadership (X1)	0.287	2.456	0.023	Significant
Work Motivation (X2)	0.198	2.089	0.045	Significant

Meaningful partial test results indicate that each independent variable has a positive impact on teacher teaching performance (Judge, 2014).

Discussion

Based on the research data analysis results, the discussion can be explained as follows:

a. Regarding the influence of transformational leadership on teacher performance, the research results show a significant positive influence (β = 0.287; p = 0.023). This proves the first hypothesis (H1) that transformational leadership has a positive influence on teacher performance at SMA Mahawarman. This finding is in line with the theory of Bass (2014) and Avolio (2013) that transformational leadership that emphasizes clear vision, intellectual stimulation, and individual consideration can improve follower performance. Podsakoff (2018) found that transformational leadership behaviors increase follower trust and satisfaction, which ultimately improves performance. This finding is also consistent with research in Indonesia that shows the positive influence of

transformational leadership on teacher performance at various levels of education (Angelya et al., 2024; Ghassani et al., 2024; Mulder, 2024; Kefi & Rosnelli, 2024).

b. Regarding the influence of work motivation on teacher performance, a significant positive influence was found ($\beta = 0.198$; $p = 0.045$) that supports the second hypothesis (H2). These results strengthen the theory of Deci (2017) and Gagné (2014) that work motivation, both intrinsic and extrinsic, plays a role as a driver of achievement and professional commitment of teachers in carrying out learning tasks. Bakker (2017) in Job Demands-Resources Theory explains that adequate work resources can increase motivation and engagement, which ultimately improves performance. Schaufeli (2014) found that high work engagement contributes to improved performance. This finding is also supported by research in Indonesia that shows the positive influence of work motivation on teacher performance (Elghawi et al., 2024; Nurjannah & Windasari, 2024; Sidik et al., 2024). Locke (2019) explains that clear goal setting can increase motivation and individual performance.

c. Simultaneous testing proves the third hypothesis (H3) with the finding of a significant positive influence of transformational leadership and work motivation on teacher performance ($F = 18.245$; $p < 0.001$; $R^2 = 0.375$). The contribution of both variables of 37.5% indicates that the combination of effective transformational leadership and high work motivation plays an important role in improving teacher performance, although there is still 62.5% variation explained by other factors such as pedagogical competence, facilities and infrastructure, and student characteristics (Hackman, 2015; Tett, 2013). This finding is in line with research by Judge (2014) which shows that transformational leadership has higher predictive validity compared to transactional leadership in predicting performance. Research in Indonesia also shows a significant simultaneous influence between transformational leadership and work motivation on teacher performance (Angelya et al., 2024; Elghawi et al., 2024; Widyaningshih et al., 2024). Northouse (2019) explains that transformational leadership can increase followers' intrinsic motivation through empowerment and capacity development, which ultimately improves performance. Kahn (2016) found that positive psychological conditions (including high motivation) contribute to better engagement and performance.

The implication of these findings is the need for SMA Mahawarman to develop programs to improve the transformational leadership of school principals and comprehensive teacher motivation systems to optimize learning performance. This can be realized through the development of an inspirational school vision, providing intellectual stimulation, attention to individual teacher needs, as well as structured reward and career development systems. Based on Job Demands-Resources theory (Bakker, 2017), schools need to ensure a balance between work demands and available resources to increase teacher motivation and engagement. Meyer (2017) emphasizes the importance of building organizational commitment through attention to teachers' basic psychological needs. Yukl (2013) suggests that transformational leadership development can be done through continuous training and coaching. Research in Indonesia shows that effective implementation of transformational leadership can improve education quality (Prastyowati et al., 2024; Zulpikar et al., 2024).

5. Conclusion and Recommendations

Based on the research results conducted at SMA Mahawarman Bandung Regency, it can be concluded that transformational leadership has a positive influence on teacher performance, as does work motivation which also provides a positive impact on improving teacher performance. Simultaneously, both variables, namely transformational leadership and work motivation, provide a significant influence and make a real contribution in driving teacher performance. The percentage of contribution given both individually and together shows that efforts to develop transformational leadership and increase work motivation in the school environment are very important to optimize teacher performance in carrying out their duties and responsibilities.

Recommendations

a. For SMA Mahawarman Bandung Regency
b. Enhancing Transformational Leadership Implementation:
c. Strengthening more inspirational school vision and mission
d. Increasing intellectual stimulation for teachers
e. Providing individual attention to teacher needs
f. Building consistent role modeling
g. Optimizing Work Motivation Programs:
h. Conducting in-depth motivation needs analysis
i. Developing fair reward systems
j. Increasing career development opportunities
k. Creating a conducive work environment
l. Developing Performance Evaluation Systems:
m. Establishing measurable performance indicators
n. Conducting periodic performance evaluations
o. Providing constructive feedback
p. Developing performance-based reward systems

For Future Researchers

a. Expanding research scope by adding other variables
b. Conducting research at several schools for comparison
c. Using larger samples
d. Using mixed method research approaches
e. Conducting longitudinal research to observe long-term changes

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