

The Effect of Principal Transformational Leaders and Work Motivation on Teacher's Performance

Nurul Rizqi Azizah¹, Wahidin²

¹ Universitas Islam Negeri Syarif Hidayatullah Jakarta; nurul.rizqiazizah20@mhs.uinjkt.ac.id

² Universitas Negeri Jakarta, Indonesia; wahidin.sudhiro12@mhs.uinjkt.ac.id

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ABSTRACT

The aim of this study was to find out whether the transformational leadership of principals and work motivation had a positive and significant influence on the performance of North Jakarta Vocational High School teachers. The method in this study uses a quantitative approach by conducting surveys and multiple linear regression techniques preceded by normality tests and linearity tests. The population in this study was 307 teachers using the Slovin sample technique with a 10% error rate of 75 teachers. This research instrument uses a Google form questionnaire based on the likert scale. Hypothesis testing is performed by conducting tests of normality, significantness, linearity, multicollinearity, heteroskedasticity, T, F, and determination tests. The results of this study showed that transformational leadership and teacher performance had a positive and significant effect with a grade of $T = 4,675$ with $\text{sig},000 > 0.05$, This means that transformational leadership styles are effectively used by principals to improve teacher performance. Work motivation has a positive and significant effect on teacher performance with a value of $T = 11.37$ with $\text{sig},000 > 0.05$, meaning that the work motivation of teachers and principals is very influential for improving teacher performance positively. And overall based on the determination test of 64.2% means that transformational leadership and work motivation simultaneously have an influence on improving the performance of teachers of North Jakarta Vocational School by 64.2%.

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Corresponding Author:

Wahidin

Universitas Negeri Jakarta, Indonesia; wahidin.sudhiro12@mhs.uinjkt.ac.id

1. INTRODUCTION

Education is an endless process and it is a process of forming basic abilities that are fundamental both in terms of intellectual power and emotional feelings directed at human nature and towards others. Therefore, the learning process is the key to the success of education so that the quality learning process requires quality service management. The Indonesian government actually always pays more attention to the education sector. This is evidenced by the stipulation of several government policies in the education sector, ranging from compulsory education programs, scholarships to underprivileged people and programs that seek to improve the quality of education, and budgeting 20% of Indonesia's State Revenue and Expenditure Budget (APBN) for the education sector. However, the big question is where is the direction of Indonesian education at this time, and why then education in Indonesia is still far behind other countries in the world. (Ilmi, Darma, and Azis 2020)

Education in Indonesia has not been adequate and has achieved the expected goals. Even in terms of Human Resources (HR) it is considered inadequate and far from what is desired. According to the Board of the United Nations Development Program (United Nations Development Program /UNDP) in Statistics Education (Statistik 2021), the Human Development Index (HDI) provides a measure that describes how the population can access development outcomes in terms of income, health, and education. Over the past four years, Indonesia's HDI has continued to increase. The Central Statistics Agency (BPS) recorded an increase in HDI from 68.9 in 2014, to 70.81 in 2017, the figure was in the "high" category. However, in the global ranking, this figure places Indonesia at 116th out of 189 countries. This shows that the quality of Indonesia's human resources from time to time does not show any significant development. The low quality of human resources is inseparable from the quality of education in Indonesia itself. Based on the Education Index released by the Human Development Report in 2020, Indonesia is in fifth position in ASEAN with a score of 0.718. The highest score was achieved by Singapore, which was 0.938. (Economy 2020)

The principal's leadership style will determine the extent of leadership effectiveness, because a leader who has the right leadership style will be able to realize the goals to be achieved. The leader's ability to direct and move the people he leads to follow the leadership of the leader. There are several leadership styles that can be applied by leaders, especially in education. One of the several leadership styles is transformational leadership (transformational leadership). The assumption that underlies transformational leadership is that everyone will follow someone who can inspire, has a clear vision, and has good ways and energy to achieve something good and big. (Kemendikbud 2011). According to (Gibson, Ivancevich, and Konopaske 2011), an effort to use an influencing and non-coercive style to motivate individuals to achieve goals. The leader is also an agent of change, where one person's actions will affect others. Then that leadership then also involves achieving the goals of an effective leader of course when he is able to synergize the goals of individuals, groups and organizations. According to (Neck, Houghton, and Murray 2018) said that leadership is the process of providing general direction with an influence for individuals or groups to lead to the successful achievement of goals. This understanding is in line with what was expressed by (Robbins and Judge 2017) explaining that leadership is the ability to influence groups towards achieving a common vision or goal. This means that the implementation of an activity or work that must be done is not individual, but is carried out in the form of effective collaboration, efficient and sustainable.

In addition to good leadership, a principal needs to provide constructive motivation to subordinates so that the performance provided by the teacher becomes better. According to (Mullins 2016) Motivation is basically related to why people behave in certain ways. The underlying fundamental question is "Why do people do what they do? In general, motivation can be described as the direction and persistence of action. It has to do with why people choose action, often over a long period of time and in the face of difficulties and problems. In addition, another opinion about motivation expressed by (Santrock 2011) says motivation is a process that gives enthusiasm, direction, and persistence of behavior. This means that motivated behavior is behavior that is full of energy, directed, and lasts a long time and this opinion is in accordance with the opinion (Lussier and Achua

2016) stating that motivation is everything that influences behavior in pursuing certain results. After the transformational leadership and motivation variables are met, the results of the teacher's performance will be better, this is supported by the opinions of experts, according to (George and Jones 2012) Performance is an evaluation of the results of a person's behavior that involves determining how well or badly someone has completed a task. task or do work. While motivation is only one factor among many factors that contribute to employee job performance, the same thing is expressed by (Rothwell and Kazanas 2003) performance as a result of a pattern of actions taken to meet goals according to several standards. Proper work behavior may or may not result in good work performance. Performance is equated with results, behavior is equated only with actions taken to achieve results.

Effect on performance, among others found by (Top, Abdullah, and Faraj 2020) Furthermore, research (Dionne et al. 2004) examines the positive influence of transformational leadership on employee performance in an organization. Other results show that in addition to transformational leadership there is another variable that affects performance, namely motivation, based on the results of research from (Prabowo, Noermijati, and Irawanto 2018) the results of this study indicate a positive influence of work motivation on employee performance and also employee job satisfaction. Furthermore, (Jyoti and Bau 2015) entitled "Transformational Leadership and job performance: A Study of Higher Education" this study focuses on exploring the role of the relationship between transformational leadership and employee performance. This model has been tested in the higher education sector. Information on transformational leadership and satisfaction with the leader has been obtained from the teacher and employee performance has been assessed by the head of the department. The data have been validated with the help of Confirmatory factor analysis (CEA). Structural equation modeling (SEM) has been used for hypothesis testing. The results show that there is a direct positive influence between transformational leadership and employee performance.

Research (Prabowo, N. Noermijati, and Irawanto 2018) entitled "The Influence of Transformational leadership and work motivation on employee performance mediated by job satisfaction." This study aims to examine and analyze the influence of transformational leadership and work motivation on employee performance at Hotel Malang in Indonesia. either through or without through job satisfaction. This study uses the example of 78 employees of Hotel, this study applies a quantitative analysis using an explanatory study. Data were analyzed using Partial Least Squares (PLS) for the significant test and the Sobel test for the mediation test. The results show that transformational leadership does not have a significant effect on employee performance but has a significant effect on job satisfaction. However, work motivation has a significant effect on employee performance and job satisfaction.

After that Research (Orabi 2016) with the title. "The Impact of Transformational Leadership Style on Organizational Performance: Evidence from Jordan" The results of this study support the use of transformational leadership to positively influence organizational performance. Although the leadership exercise model can be important for shaping performance outcomes, the specific elements of the intellectual stimulation model and individual judgments play an important role in shaping outcomes. With this issue in mind, leaders utilizing transformational leadership should consider this area of follower development as a means to augment organizational performance.

Meanwhile, the research conducted (Kartini, Sujanto, and Mukhtar 2017) entitled "The Influence of Organizational climate, transformational leadership, and work motivation on teacher job performance". This study aims to investigate the effect of organizational climate, transformational leadership, and work motivation on teacher performance at the Tazakka Modern Islamic Boarding School, Batang-Central Java. This study uses a quantitative approach with a survey method. The number of samples in this study were 55 teachers who were randomly selected. Data were analyzed using descriptive statistics and inferential statistics using path analysis. Transformational leadership has a direct positive effect on teacher performance.

2. METHODS

This study uses a quantitative approach with multiple linear regression models. The research sample was obtained using the Slovin formula with an error rate of 10% from the total population of 307 teachers, so the research sample was 75 teachers of North Jakarta Vocational High School with proportionate random sampling technique. The researcher distributed the research instrument to the respondents before conducting a trial with validity and reliability tests. This research was conducted using a closed questionnaire consisting of 40 questions about teacher performance variables, 40 questions about transformational leadership and 21 questions about motivational variables. So, there are 101 questions on the research instrument.

This study uses multiple linear regression model, which means that several prerequisite tests for analysis include normality test, significance test, linearity test, multicollinearity test, and heteroscedasticity test. Multiple linear regression model was used to determine the contribution of variables X1 and X2 to the dependent variable (Y). so that the hypothesis will be carried out using the t test, F test and coefficient of determination test to determine the effect between variables either partially or simultaneously. From this model, the coefficient of determination test will also be used because this value shows how much influence the independent variable, namely the transformational leadership variable and work motivation, has on the dependent variable, namely performance. The application used to perform statistical calculations in this study is SPSS version 25.

The hypotheses in this study are as follows: (1) the principal's transformational leadership has a positive and significant effect on the performance of North Jakarta Vocational High School teachers; (2) Work motivation has a positive and significant effect on the performance of North Jakarta Vocational School teachers, and (3) Transformational leadership and work motivation have a joint and significant effect on the performance of North Jakarta Vocational School teachers.

3. FINDINGS AND DISCUSSION

Prerequisite Test Analysis

1) Normality Test

By testing normality using the Kolmogorov-Smirnov formula and using SPSS version 25 in its calculations, the Asymp.Sig (2-tailed) value is 0.090 to see in the table above values Asymp . Sig. (2-tailed) the value is 0.200 > 0.05. It can be concluded that the research data is normally distributed from the three variables to be tested in the next stage.

Tabel 1. Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		75
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.84054190
	Most Extreme Differences	Absolute
	Positive	.051
	Negative	-.070
Test Statistic		.070
Asymp. Sig. (2-tailed)		.200 ^{c,d}

2) Linearity

Linearity Test is a test to prove the existence of a linear relationship between the independent variable (free) and the dependent variable (bound). In this study, there are two independent variables, namely transformational leadership (X1) and work motivation (X2) and the dependent variable is

teacher performance (Y). This linearity test was calculated using SPSS version 26, and the following results were obtained.

Table 2. Significance and Linearity Test: Transformational Leadership on Performance

ANOVA Table			Sum of	df	Mean	F	Sig.
			Squares		Square		
Kinerja (Y) * Kepemimpinan Transformasian al (X1)	Between Groups	(Combined)	6152.29	32	192.259	2.28	.006
			0		0		
	Linearity Deviation from Linearity		2233.40	1	2233.40	26.4	.000
			4	4	92		
Within Groups		3918.88	31	126.416	1.49	.110	
		5		9			
			3540.85	42	84.306		
			7				
Total			9693.14	74			
			7				

From SPSS output results above, it can be seen that the significance value of the leadership variable (X1) on the teacher performance variable (Y) is 0.110. Because $0.110 > 0.05$, it can be concluded that there is a linear relationship between the variables X1 and Y.

Table 3. Significance and Linearity Test: Work Motivation on Teacher Performance

ANOVA Table			Sum of	df	Mean	F	Sig.
			Squares		Square		
Kinerja (Y) * Motivasi Kerja (X2)	Between Groups	(Combined)	8306.813	37	224.508	5.99	.000
					2		
	Linearity Deviation from Linearity		6195.051	1	6195.05	165.	.000
			1	340			
Within Groups		2111.763	36	58.660	1.56	.090	
		6		6			
			1386.333	37	37.468		
Total			9693.147	74			

From SPSS output results in the table above it is evident that the significance value of the work stress variable (X2) on work commitment (Y) is 0.090. Because 0.090 is greater ($>$) 0.05, it can be concluded that there is a linear relationship between the variables of work motivation and teacher performance.

3) Multicollinearity

Test Multicollinearity is used to determine whether there is a correlation between the independent variable and the dependent variable. A good regression model is a model that does not have symptoms of multicollinearity with the condition that the tolerance value is > 0.10 and the VIF value is < 10.00 . Setelah multikolinieritas test using SPSS version 25, the results are as follows:

Table 4. Test Multicollinearity

Model		Coefficients ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	37.031	9.855		3.758	.000		
	Kepemimpinan Transformasional (X1)	.057	.066	.072	.858	.394	.712	1.404
	Motivasi Kerja (X2)	.708	.078	.761	9.117	.000	.712	1.404

a. Dependent Variable: Kinerja (Y)

From the results of the table above, it can be seen that the tolerance value is $0.712 > 0.10$. This means that there are no symptoms of multicollinearity in this study. In addition, decision making can also be done by looking at the VIF value, because the VIF value is $1.404 < 10.00$, it can be concluded that there are no symptoms of multicollinearity in this research model

4) Heteroscedasticity

Heteroscedasticity test is used to find out a regression model has a fixed residual value variance from one observation to another. The heteroscedasticity test in this study uses the Spearman Rank test with the basis for making decisions if the significance value or sig. (2-tailed) is greater than 0.05, then there is no heteroscedasticity. After calculating using SPSS version 26, the results are as follows:

Table 5. Heteroscedasticity Test

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.872	6.070		.967	.337
	Kepemimpinan Transformasional (X1)	.041	.041	.140	1.013	.315
	Motivasi Kerja (X2)	-.045	.048	-.129	-.932	.354

a. Dependent Variable: Abs_res

Based on the table above, from the SPSS output, it is known that the value of Sig. (2-tailed) for leadership was 0.315 greater ($>$) than 0.05. Then, Sig.(2-tailed) for work motivation is 0.354 greater ($>$) than 0.05. Because the two significance values obtained are greater than 0.05, it can be concluded that there is no heteroscedasticity problem in this regression model.

Multiple Linear Regression Analysis

After processing using SPSS version 25, to find a multiple linear regression model for this study. Then the results are as follows:

Table 6. Test Regression

		Coefficients ^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	37.031	9.855		3.758	.000
	Kepemimpinan Transformasional (X1)	.057	.066	.072	.858	.394
	Motivasi Kerja (X2)	.708	.078	.761	9.117	.000

a. Dependent Variable: Kinerja (Y)

From the results in the table above, it can be concluded that the regression equation model in this study is $Y = 37,031 + 0,057X_1 + 0,708X_2$. Then also have the coefficient of determination from this equation:

Table 6. Coefficient Test Determination

R	R Square	Adjusted R Square	Std.error of the estimate
0,802	0,642	0,633	6.93490

From the results in the table above, it can be seen that the coefficient of determination of this regression equation has a value that shows how much influence the independent variable has on the dependent variable simultaneously. From these results obtained the value of the coefficient of determination of 0.642 or 64.2%. This means that the transformational leadership variable (X1) and the work motivation variable (X2) have a simultaneous influence on the teacher performance variable (Y) of 64.2%. While the other 35.8% was influenced by variables not examined by the researcher.

Hypothesis

1) Test T

Tabel 7. Test T

Variable	t-count	Sig
Leadership (X1)	3.758	0,000
Motivation (X2)	9.117	0,000

From the results obtained in the SPSS output above, it is known that transformational leadership (X1) and work motivation have a partial effect on teacher performance. This is from the significance value of each independent variable. The significance of the transformational leadership variable (X1) is 0.000 having a value smaller than 0.05. In addition, the t-valuecount for the transformational leadership variable (X1) is 3.758, which is greater than t-table (75) which is 1.66. So it can be concluded that transformational leadership (X1) has a positive influence on teacher performance (Y). while the work motivation variable (X2) with a significance value of 0.000 is also smaller than 0.05. And the tcount value of the work motivation variable (X2) is 9.117, which is greater than ttable (75) of 1.66. The positive sign indicates a positive influence between the variables of work motivation and teacher performance.

2) F test

Table 8. Ftest

		ANOVAa				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6230.464	2	3115.232	64.775	.000b
	Residual	3462.683	72	48.093		
	Total	9693.147	74			

From the table above, it is known that transformational leadership (X1) and work motivation affect teacher performance simultaneously. This can be seen from the significance value (Sig) which is 0.000 which is smaller than 0.05. In addition, conclusions can be drawn by looking at the Fcount value of 64,775 which is greater than Ftable 3.12, from these results it can be concluded that transformational leadership (X1) and work motivation (X2) simultaneously affect teacher performance. this can be seen from the significance value of the F test of 0.000. The influence of these two variables is 64.2% on teacher performance. it is indicated by the value of R Square = 0.642. So it can be concluded that transformational leadership (X1) and work motivation (X2) have a simultaneous and significant effect on the performance of North Jakarta State Vocational High School teachers, which means the research hypothesis is accepted.

After that the results of this study are in line with research (Meida et al. 2021) on transformational leadership and motivation on community performance. Transformational leadership in an organization has a significant influence on the success and dynamics of an organization. Village-Owned Enterprises (BUMDes) as an organization are expected to increase village original income and prosper the village community, based on the mandate of Law no. 6 of 2014. In the increasingly rapidly competitive company, several problems are often faced by business actors. The purpose of writing this literature study is to identify Transformational Leadership in improving the performance of Village Owned Enterprises (BUMDes). The method used is literature study. The results obtained are to measure the influence of Transformational Leadership and Motivation on Community Performance. This study concludes that leadership in the management of BUMDes in Semarang Regency can reflect Transformational Leadership.

Therefore research (Manurung 2020) on The Effects of Transformational Leadership, Competence and Compensation on Work Motivation and Implications on the Performance of Lecturers of Maritime College in DKI Jakarta. This study aims to examine and analyze the Effect of Transformational Leadership, Competence and Compensation on work motivation and its implications for the performance of Marine College lecturers in the DKI Jakarta area, either partially or jointly. Sampling of 250 lecturers from the research population of 290 people by sampling all members of the population including the pre-test sample of 40 lecturers. The method used is a quantitative method. The hypothesis testing method is through Structural Equation Modeling (SEM). The results showed that transformational leadership, competence, compensation and work motivation positively and significantly both paraxia and simultaneously responded to the lecturer's performance.

Regarding this issue research (Tanius 2018). This study is to analyze the effect of competence and work motivation on teacher performance and determine which teacher performance factors are the most dominant in influencing performance. The population used in this study were teachers consisting of 35 elementary school teachers, 25 junior high school teachers and 30 high school teachers. the dependent variable (Y) is teacher performance. The number of question items is 36 consisting of a list of questions related to the Competency Variable (X1) as many as 12 items, the motivation variable (X2) as many as 12 items and those relating to the teacher performance variable (Y) as the dependent variable with 12 question items. Analysis techniques The data used in this research is descriptive and multiple linear regression test. Based on testing of regression equation $y = 7367 + 0.856X1$, Coefficient of determination for 0639 show The ability of the teacher competency variable to explain the effect on the teacher

performance variable is 68.4%, the remaining 31.6% is the influence of other independent variables not examined, while the significant test of the teacher competency variable t count (13.794) is greater than the t table value (1.98).

After that research (Agustina, Ibrahim, and Maulana 2020), This study aims to analyze the effect of work motivation on teacher performance at MTs Bontotiro District, Bulukumba Regency. This research is a quantitative research with ex post facto method. The participants in this study were 67 MTs teachers in Bontotiro Regency. The data collection method used was a questionnaire and then the data was analyzed using regression analysis to test the research hypothesis. The results of this study indicate that: 1) the work motivation of MTs teachers in Bontotiro Regency is in the moderate category which indicates that the work motivation of teachers still needs to be improved; 2) teacher performance at MTs in Bontotiro Regency is in the moderate category which indicates that teacher performance is not yet optimal so it still needs to be improved; and 3) teacher work has a significant effect on the performance of MTs teachers in Bontotiro Regency. Thus, the high and low performance of teachers is determined by the strength of their motivation.

Research (Pitoyo and Sawitri 2017), The purpose of this study is to analyze the effect of meaning in work as an intervening variable of the relationship between transformational leadership and work engagement and to analyze the effect of work engagement as a mediating variable of the relationship between leader-member exchange and work performance. This study uses quantitative research methods. While the samples used in this study were 213 people at PT Kusumaputra Santosa Karanganyar. The data analysis technique uses multiple path linear regression analysis. The results of this study are a) Transformational leadership has a significant effect on work engagement. b) Transformational leadership and meaning in work have a significant effect on job involvement. The update in this research is research to conduct research on the object of teachers in North Jakarta State Vocational High School, with the independent variables transformational leadership and work motivation and the dependent variable is teacher performance.

4. CONCLUSION

The results of this study have a positive influence on teacher performance, simultaneously through the independent variables, namely the transformational leadership variable of the principal and the work motivation of teachers at the North Jakarta State Vocational High School. Principals of State Vocational High Schools in North Jakarta must pay attention to the work motivation given to teachers on a regular basis according to the needs of each teacher, as principals are required to provide excellent and sustainable services in order to provide a transformation of values that are right on target. The principal as a leader in the school must be able to provide an example of an attitude that is not patronizing but guides and overshadows his subordinates by paying attention to the needs needed by teachers in improving their performance, besides that as a principal he must pay attention to the ability of each teacher to provide training to teachers. -teachers who are lacking in their performance in order to improve the effectiveness of their performance. And also the principal as a leader must be able to provide rewards and punishments to teachers who are already good in their performance and vice versa, so that motivation appears to perform well. In this study, the researcher realized that there were still many shortcomings and weaknesses in the implementation of research in the field due to the limited time, cost and energy that the researcher had. The researcher hopes that the results of this study can be used as input and reference for school principals, teachers and for further researchers who will discuss similar things and can be added to other variables that the researchers did not examine in this study.

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