

ANALYSIS OF THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE WITH INTRINSIC MOTIVATION AS AN INTERVENING VARIABLE IN TEACHERS LANGSA CITY STATE 4 HIGH SCHOOL

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Abstract

This study examines the influence of transformational leadership on teacher performance with intrinsic motivation as an intervening variable among teachers at SMA Negeri 4 Langsa City. This research uses a qualitative method and collects the data by distributing questionnaires to 49 respondents. Hypotheses were tested by using descriptive analysis techniques with SmartPLS 4.1.0.2 as the data processing tool. The results of this study show that (1) transformational leadership does not affect the performance of teachers at SMA Negeri 4 Langsa City, (2) transformational leadership has a significant positive effect on intrinsic motivation, (3) intrinsic motivation has a significant positive effect on teacher performance, and (4) transformational leadership does not affect teacher performance through intrinsic motivation as an intervening variable. The implications of this study are (1) high transformational leadership can affect teachers' intrinsic motivation and (2) transformational leadership is a determining factor in influencing teacher performance. Therefore, school principals must pay attention to teacher performance, namely intrinsic motivation and transformational leadership

Keywords: Transformational Leadership, Teacher Performance, Intrinsic Motivation.

INTRODUCTION

School is a place where people learn formally and where teachers and students meet. Schools are official educational institutions authorized by the government which function as places where students learn to achieve national education goals. The success of a school is influenced by the work of everyone in it, including leaders, teachers, students and other employees. Learning equipment and facilities are another resource that is critical to a school's success. Among the factors that influence the success of educational institutions above, the role of teachers as educators is a very important element in achieving successful educational goals. Therefore, teachers are always asked to improve their abilities, talents and professional competencies through skills training or development training. One of the problems faced in educational institutions today is how teachers can carry out their professional duties in terms of educating and teaching in accordance with the work success criteria that have been set by the government and local educational institutions. Especially SMA Negeri 4 Langsa City, as we know, the school is an educational institution.

According to the regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2017 Article 1 explains that school is a form services that provide education at primary, secondary, senior and tertiary levels. SMA Negeri 4 Langsa City is an educational institution located in Langsa City which has a vision of becoming a superior school in terms of achievement, competitiveness, character and entrepreneurial spirit. This research was a survey conducted to determine the effect of transformational leadership on the performance of teachers with intrinsic motivation at SMA Negeri 4 Langsa City. Schools as public organizations operating in the service sector must be able to create situations and conditions that encourage and enable teachers to develop abilities and skills optimally, especially in terms of performance. Four basic competencies that a teacher must have: pedagogical competence, personality competence, social competence, and professional competence. Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Teacher Qualification Standards and Teacher

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Competencies regulates basic teacher competencies. As human resources driving educational institutions, teachers are responsible for student performance. Teachers' success in educating is determined by their performance, so teacher performance is very important and worthy of research. According to (Dewi and Mashar, 2019), teacher performance results serve as an indicator of teacher success or failure in completing their professional responsibilities in teaching. A teacher's success in a better direction can be measured through performance assessments. In addition, teacher performance assessment includes evaluation of a teacher's psychomotor abilities and skills in the workplace.

Performance (Job Achievement) is the result of work in terms of quality and quantity achieved by someone in carrying out their duties in accordance with the responsibilities given to them (Mangkunegara, 2018). Teachers play a role in transforming knowledge, although it is acknowledged that in an increasingly sophisticated era, teachers are not the only source of knowledge. Because the ability to integrate knowledge can be done through published research reference sources, online learning sources and others (Arlita et al, 2020). According to (Lamatenggo, 2021) in (Sarino, 2018) There are 5 indicators of teacher performance, namely: Quality of Work, Speed/Accuracy of Work, Initiative in Work, Initiative in Work and Communication. Teacher performance is the work achievement achieved by teachers while carrying out their professional duties in educating and teaching. Teachers' performance proves that they have successfully carried out their main duties as educators. Performance that is good or better than before also shows your quality as an educator. If a teacher cannot achieve the specified performance standards, then the teacher has not succeeded in carrying out his educational duties.

Transformational leadership is a leadership pattern and system that can bring and make certain changes in an organization, both to organizational procedures and to the actors involved in the organization (Azyanti, 2018). These changes are still based on applicable norms and regulations but can have a significant positive impact on an organization. Transformational Leadership has an influence on performance, such as Adnan, Herman, F., Hadi, A., & Aiyub, A. (2023) which states that as a leader, it is important to ensure that all employees have the same vision and mission, and work together well to achieve the desired business goals. This has been proven by several previous researchers. First, research results such as (Nurainy, 2020) show that transformational leadership influences teacher performance; research such as Antimah and Santosa (2017) which shows that transformational leadership positively and significantly influences teacher performance; and research such as Surianto (2019) which shows that transformational leadership style, emotional intelligence, and spiritual intelligence simultaneously improve teacher performance. There are 4 indicators of transformational leadership according to Kartini (2010). (Jufrizen, et al., 2020), namely Charisma, Inspirational, Intellectual Stimulation and Individualized consideration.

Based on research previous which is conducted by Dharmayati, (2019), Nasir et al. (2019), Fernadi et al. (2016), Andry (2018) and Shin et al. (2019) intrinsic motivation has a positive and significant effect on performance. The higher the intrinsic motivation a teacher has, the higher the teacher's performance. Study Hariyono Darmawan, Aryana Satrya (2023), intrinsic motivation has a positive effect on employee performance. Research results from Munasih (2020) shows that intrinsic motivation has a positive and significant effect on teacher performance. In this case, the teacher's ability to complete tasks, seriousness in work, responsibility, discipline and high commitment will make Langsa City 4 Public High School more advanced and developed, so that it is able to face the challenges of the times. The main problem observed in the field is that the characteristics of teachers tend to be very diverse, both in terms of ability, level of education, length of service and motivation of each teacher. This will make Langsa City 4 Public High School more advanced and developed to face the challenges of the times. On the other hand, we found that some teachers continued to be passive towards change, resulting in a lack of effort to develop themselves. This condition is interesting for researchers to conduct further research regarding the factors that influence teacher performance in making a positive contribution to the progress of educational institutions at SMA Negeri 4 Langsa City.

At As the basis for this phenomenon, researchers are interested in studying various problems related to teacher performance, so in this research study the researcher determined teacher performance as the main point of study. Teacher performance is an important study in this research because by measuring teacher performance it can be known through various indicators that support performance improvement, it can be used as a basis for developing teacher performance in carrying out activities. Efforts to improve teacher performance will provide encouragement in achieving the vision, mission and goals of the organization. Educators with high job satisfaction will help others with more enthusiasm far beyond normal expectations in their work and will create a commitment to the school where they work. And the aim is to analyze the relationship between teacher performance at SMA Negeri 4 Langsa City.

LITERATURE REVIEWS

Transformational leadership

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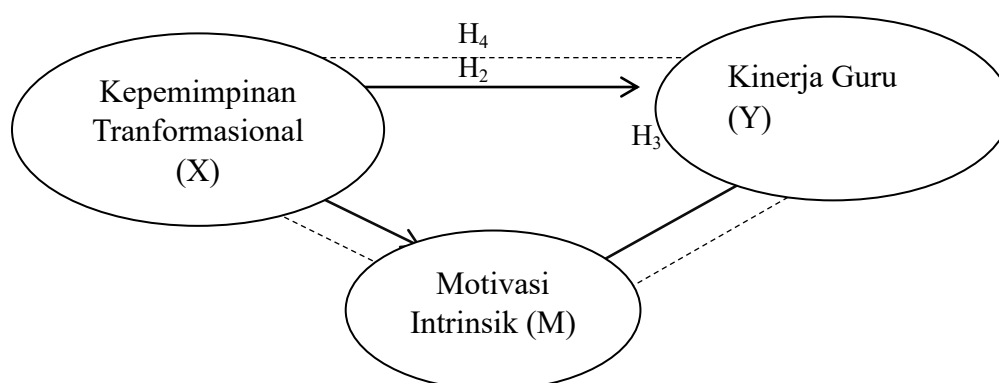
Teacher Performance

According to Mangkunegara (in Fitria, 2018), performance can be defined as the quality and quantity of work results achieved by an employee when they carry out work in accordance with their responsibilities. Basically, according to Suharsaputra (in Setiati, 2018), teacher performance is the behavior shown by a teacher when carrying out his duties as an educator or teacher in the classroom according to certain standards.

Intrinsic Motivation

Motivation is a stimulus to a person's desire or driving force to work, because the Latin word "Movere" means "encouragement or driving force." Every motivated person has certain goals they want to achieve (Yusuf and Arif, 2017). (Robbins and Judge, 2017) state that motivation is the effort a person makes to achieve all goals in their life.

Conceptual framework



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Research Hypothesis

- H1: It is suspected that transformational leadership has a positive and significant effect on intrinsic motivation
- H2: It is suspected that transformational leadership has a positive and significant effect on teacher performance
- H3: It is suspected that intrinsic motivation has a positive and significant effect on teacher performance
- H4: It is suspected that transformational leadership has a positive and significant effect on teacher performance through intrinsic motivation as an intervening variable

Research Methodology

ObProjects and Research Locations

This research was conducted at SMA Negeri 4 Langsa City on Jl. Prof. A. Majid Ibrahim, Simpang Lhee, West Langsa District, Langsa City 24451. Aceh – NAD- Indonesia. Telephone: (0641) 23594.

Ppopulation and Sample

PPopulation is the total number of subjects and research objects that will be studied in a study (Jaya, 2019). The population in this study were teachers at SMA Negeri 4 Langsa City, totaling 49 teachers. According to Hidayat (2021), the sample is part of the entire population which represents the generalization of research results. In this study, researchers used a non-probability sampling technique using a saturated sampling technique where the entire population was sampled because the population was small.

Data Types and Sources

DalaIn this research, the type and source of data used is primary data. The type of primary data used in this research is data collected by researchers specifically to answer research problems. Primary data in this research is data obtained from teacher respondents at SMA Negeri 4 Langsa. Secondary data is data collected for a specific purpose, in this research, the organizational structure and characteristics of respondents from teachers at SMA Negeri 4 Langsa City are considered secondary data.

Data collection technique

As for collecting the data and information needed for this research, questionnaires are distributed directly to respondents, the author can provide explanations about questions that respondents may not understand, and the author can immediately collect respondents' responses after they have filled out the questionnaire. DalaIn this research questionnaire there are two types of statements/questions, namely (1) statements related to the measurement of research variables; (2) questions related to respondent data.

Results and Discussion

Model Analysis

Outer Model Analysis

Convergent validity, discriminant validity and composite reliability tests can be used to assess measurement models with reflective models.

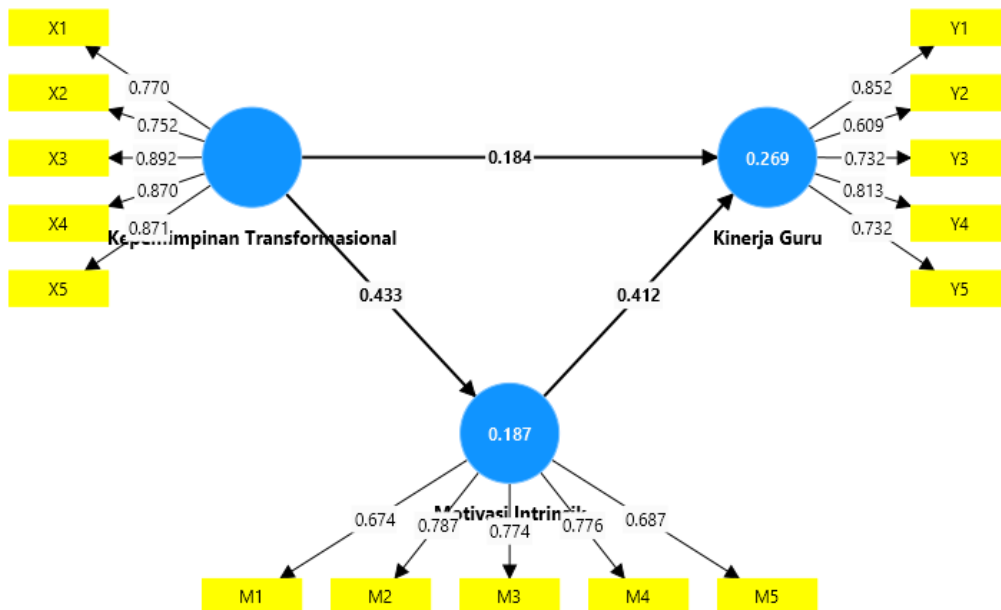
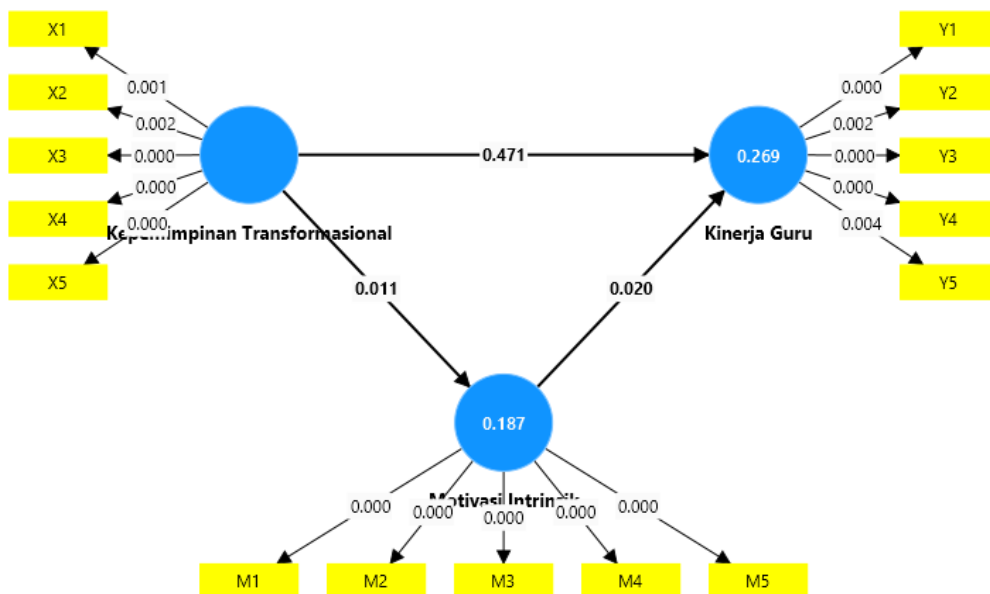


Figure 4.1 Test Outer Model

Inner Model Analysis

After the outer model test is complete, the next step is to carry out the inner model test.



The structural model is assessed using the R Square value for each endogenous latent variable, namely the influence of Transformational Leadership on teacher performance with intrinsic motivation as an intervening variable as the predictive power of the structural model.

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R-Square

Variable	R-Square	
	R-Square	R Square Adjusted
Teacher Performance(Y)	0.269	0.238
Intrinsic Motivation(M)	0.187	0.170

Source: SmartPLS 4.1.0.2 Processed Data, processed 2024

Based on Table 4.14 above, the R Square value for the teacher performance variable is 0.269 or 26.9%. This value indicates that the teacher performance variable can be explained by the transformational leadership variable by 26.9%. Meanwhile, the remaining 73.1% was influenced by other variables not included in the research. The R Square value for the intrinsic motivation variable is 0.187 or 18.7%. This value indicates that the intrinsic motivation variable can be explained by the transformational leadership variable by 18.7%. Meanwhile, the remaining 81.3% was influenced by other variables not included in the research.

Hypothesis testing

Hypothesis Testing Results			
	Original Sample (O)	T Statistics (O/STDEV)	P Values
Transformational Leadership -> Intrinsic Motivation	0.433	2,547	0.011
Transformational Leadership -> Teacher Performance	0.184	0.720	0.471
Intrinsic Motivation -> Teacher Performance	0.412	2,323	0.020
Transformational Leadership -> Teacher Performance -> Intrinsic Motivation	0.178	1,503	0.133

Source: SmartPLS 4.1.0.2 Processed Data, processed 2024

Based on the hypothesis test, it was found that the H1 path coefficient had a positive value of 0.433, indicating a positive influence. The P-Values value which shows the influence of transformational leadership on intrinsic motivation is 0.011. In accordance with the general rule where P-values < 0.05, these results indicate that transformational leadership has a positive and significant influence on intrinsic motivation. This can mean that the principal of SMAN 4 Kota Langsa is able to inspire, provide direction and support to subordinates to work better.

According to the hypothesis test, it was found that the H2 path coefficient had a positive value of 0.184, the influence of the positive value of transformational leadership was reflected in the P-Values, which showed no significance at 0.471. In accordance with the general rule where P-values < 0.05, this result shows that transformational leadership does not have a positive and significant influence on teacher performance. This illustrates that the principal of SMAN 4 Kota Langsa is not able to provide a good attitude so that there is a decrease in work for teachers by not providing good teaching such as guiding students, giving fair assessments, delivering good material, and being able to interact with teachers and students.

From the hypothesis test, it was found that the H3 path coefficient value showed a positive value of 0.412, indicating a positive influence. The P-values which indicate the influence of intrinsic motivation on teacher performance are 0.020. In line with general criteria where P-values < 0.05, these results indicate that motivation has a positive and significant influence on teacher performance. So it can be interpreted that with strong motivation, it also provides strong encouragement to teachers to produce good and quality performance.

From the hypothesis test, it was found that the H4 path coefficient value showed a positive value of 0.178, indicating a positive influence. The P-values which show the influence of transformational leadership on teacher performance through motivation are 0.133. In accordance with the general rule where $P\text{-values} < 0.05$, these results indicate that transformational leadership does not have a positive and significant influence on teacher performance through motivation. Thus, the transformational leadership attitude of the principal of SMAN 4 Kota Langsa is unable to provide encouragement to teachers to work more optimally, through providing motivation with the support and encouragement provided by the principal so that the performance produced by teachers is more optimal.

Discussion

The Influence of Transformational Leadership on Intrinsic Motivation

Based on the results of the analysis described above, it shows that transformational leadership has a significant effect on intrinsic motivation. This is proven by the $p\text{-value } 0.011 < 0.05$, then the hypothesis test shows that there is a positive and significant influence of the transformational leadership construct on intrinsic motivation. This means that transformational leadership is influenced by intrinsic motivation. This proves that the principal of SMA Negeri 4 Langsa City can provide motivation to work for teachers to complete their work well, and can develop teacher creativity. This means transformational leadership which consists of gaining respect to be trusted, conveying a sense of understanding and having a strong mission towards followers to be able to provide motivation, provide inspiration through a clear vision, be creative in leading, show the leader's efforts to encourage followers to be innovative, make all individuals feel valued, providing attention to all individuals.

The Influence of Transformational Leadership on Teacher Performance

Based on the results of the analysis described above, it shows that transformational leadership does not have a significant effect on teacher performance. This is proven by the $p\text{-value } 0.471 > 0.05$, then the hypothesis test shows that there is no positive and significant influence of the transformational leadership construct on teacher performance. This means that transformational leadership is not influenced by teacher performance. The better transformational leadership, the higher the performance of subordinates, and vice versa. This means that transformational leadership which consists of gaining respect for being trusted, conveying a sense of understanding and having a strong mission towards followers can provide motivation, provide inspiration through a clear vision, be creative in leading, show the leader's efforts to encourage followers to be innovative, make all individuals feel valued. , giving attention to all individuals who have a positive and significant influence on teacher performance, which consists of mastering the material to be taught and being able to convey it well, guiding and motivating students to excel, providing feedback when teaching, providing examples of good attitudes and behavior in class, openly accept opinions, suggestions and criticism from students, creating a comfortable and friendly atmosphere during lessons.

The Influence of Intrinsic Motivation on Teacher Performance

Based on the results of the analysis described above, it shows that intrinsic motivation has a significant effect on teacher performance. This is proven by the $p\text{-value } 0.020 < 0.05$, then the hypothesis test shows that there is a positive and significant influence of the construct of intrinsic motivation on teacher performance. This means that intrinsic motivation is influenced by teacher performance. This proves that work motivation can influence the performance of teachers from SMA Negeri 4 Langsa City, with the motivation given from the school principal it can make teachers even more enthusiastic in completing work optimally. This means that motivation consists of encouragement and support from the principal, a conducive working environment when teaching, appreciation/rewards, seriousness in teaching and optimal guidance of students, a sense of responsibility from within, a desire or desire to succeed. has a significant positive effect on teacher performance which consists of mastering the material to be taught and being able to convey it well, guiding and motivating students to excel and providing feedback when teaching

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The Influence of Transformational Leadership on Teacher Performance is Mediated by Intrinsic Motivation

According to the findings of the mediation test, intrinsic motivation does not have a significant effect in mediating the influence of transformational leadership and teacher performance. This can be seen from the value and $p\text{-value } 0.133 > 0.05$. This means that intrinsic motivation is unable to mediate the influence of transformational leadership on teacher performance. Thus, work motivation does not have a role in influencing Transformational Leadership on teacher performance at SMA Negeri 4 Langsa City. where when a superior gives good attention and can provide an example or inspire employees, it can improve employee performance. Based on what is done, it cannot motivate work and encourage teachers to do maximum work. This strengthens the view that Transformational Leadership does not have a significant influence on performance which is mediated by intrinsic motivation. This means that it does not have a positive and significant influence on teacher performance.

Conclusion

1. Transformational leadership has an effect on intrinsic motivation, which means that transformational leadership has a positive and significant effect on the intrinsic motivation of teachers at SMA Negeri 4 Langsa City.
2. Transformational leadership has no effect on teacher performance, which means that transformational leadership has no positive and significant effect on teacher performance at SMA Negeri 4 Langsa City.
3. Intrinsic motivation influences teacher performance, meaning that intrinsic motivation has a positive and significant influence on the performance of teachers at SMA Negeri 4 Langsa City.
4. Intrinsic motivation cannot mediate the influence of transformational leadership on teacher performance, meaning that intrinsic motivation is unable to mediate the influence of transformational leadership on the performance of teachers at SMA Negeri 4 Langsa City.

Suggestion

1. In the performance variable, teachers are advised to improve performance by holding discussion sessions at the end of learning hours and providing feedback during teaching such as questions and answers regarding the material previously explained.
2. In the transformational leadership variable, it is suggested that school principals can make all teachers feel appreciated, namely by giving attention to all teachers fairly and conveying a sense of understanding to each teacher, communicating well, giving appreciation to teachers.
3. In the motivation variable, it is recommended to provide support to teachers, namely by providing awards, and school principals are able to provide a comfortable and conducive work environment such as good communication, giving appreciation to teachers.
4. Future researchers are advised to look for and read more other references so that the results of further research will be better and can add new knowledge and it is best to add complete indicators, so that the results that can be obtained are varied and the research accuracy is better.

Research Limitations

1. The number of respondents was only 49 people, of course still not enough to describe the real situation.
2. The research object is only focused on schools, where there are many other places where there is also a lot of transformational leadership and intrinsic motivation.
3. Due to the different thoughts, assumptions and understanding of each respondent, as well as other factors such as the respondent's honesty in filling out the questionnaire, the information provided by the respondent during data collection sometimes does not reflect the respondent's

true opinion.

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