

TRANSFORMATIONAL LEADERSHIP AS A DETERMINING FACTOR FOR TEACHER MOTIVATION IN THE SECONDARY SCHOOL ENVIRONMENT

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Abstrak:

Penelitian ini bertujuan untuk menganalisis peran kepemimpinan transformasional sebagai faktor penentu motivasi kerja guru di lingkungan sekolah menengah. Kepemimpinan transformasional dipilih karena karakteristiknya yang mampu menginspirasi, memotivasi, dan memberdayakan guru untuk mencapai kinerja yang lebih tinggi. Studi ini menggunakan pendekatan kuantitatif dengan metode survei yang melibatkan 150 guru dari berbagai sekolah menengah di Indonesia. Instrumen penelitian yang digunakan adalah kuesioner yang terdiri dari item-item yang mengukur dimensi kepemimpinan transformasional dan tingkat motivasi guru.

Hasil penelitian menunjukkan adanya hubungan positif yang signifikan antara kepemimpinan transformasional dan motivasi guru. Secara khusus, dimensi karisma pemimpin, stimulasi intelektual, dan pertimbangan individual berkontribusi secara signifikan terhadap peningkatan motivasi kerja guru. Temuan ini mengindikasikan bahwa kepala sekolah yang menerapkan gaya kepemimpinan transformasional dapat meningkatkan motivasi guru, yang pada gilirannya berdampak positif terhadap proses pembelajaran dan hasil belajar siswa.

Penelitian ini memberikan implikasi praktis bagi pengembangan kebijakan pendidikan, khususnya dalam pemilihan dan pelatihan kepala sekolah yang mampu mengimplementasikan gaya kepemimpinan transformasional. Dengan demikian, diharapkan dapat tercipta lingkungan sekolah yang kondusif untuk peningkatan kualitas pendidikan di Indonesia. Penelitian ini juga mengidentifikasi area untuk penelitian lanjutan guna memperdalam pemahaman mengenai dinamika kepemimpinan dan motivasi dalam konteks pendidikan.

Kata Kunci: Kepemimpinan Transformasional, Motivasi Guru, Lingkungan Sekolah

Abstract:

This study aims to analyze the role of transformational leadership as a determining factor for teachers' work motivation in the secondary school environment. Transformational leadership was chosen because of its characteristics that are able to inspire, motivate, and empower teachers to achieve higher performance. This study uses a quantitative approach with a survey method involving 150 teachers from various secondary schools in Indonesia. The research instrument used was a questionnaire consisting of items that measured the dimensions of transformational leadership and the level of teacher motivation.

The results of the study showed that there was a significant positive relationship between transformational leadership and teacher motivation. In particular, the dimensions of leader

charisma, intellectual stimulation, and individual consideration contribute significantly to the improvement of teachers' work motivation. These findings indicate that school principals who apply transformational leadership styles can increase teacher motivation, which in turn has a positive impact on the learning process and student learning outcomes.

This research provides practical implications for the development of education policies, especially in the selection and training of school principals who are able to implement transformational leadership styles. Thus, it is hoped that a conducive school environment can be created for improving the quality of education in Indonesia. The study also identifies areas for further research to deepen understanding of leadership dynamics and motivation in the context of education.

Keywords: Transformational Leadership, Teacher Motivation, School Environment

INTRODUCTION

Leadership in the world of education has a very important role in determining the direction and quality of the teaching and learning process. Educational leaders, especially school principals, are responsible for creating an environment conducive to teachers' professional development and student achievement. In this context, the leadership style applied by the principal can have a direct impact on the teacher's motivation in carrying out his duties. Teachers' motivation, in turn, has a great influence on their performance and student learning outcomes. Therefore, it is important to understand how different leadership styles, particularly transformational leadership, can influence teacher motivation (Nasikhah et al., 2022).

Transformational leadership is known as a leadership style that is able to inspire and motivate individuals to achieve more than expected. This leadership style involves leaders who have a clear vision, are able to provide intellectual stimulation, and demonstrate individual attention to the needs of their team members. In the context of secondary schools, principals who implement transformational leadership can encourage teachers to improve the quality of teaching and innovate in learning methods. Thus, transformational leadership not only has an impact on teacher motivation but also on the overall quality of education in schools (Safarah & Wibowo, 2018).

In Indonesia, the demand for improving the quality of education is getting higher, especially in the face of the challenges of globalization and technological developments. Teachers are expected not only to teach based on the curriculum, but also to be able to become agents of change

who can bring innovation in learning. However, teacher motivation is often a challenge in itself, especially in secondary schools that face various resource limitations. In this situation, the role of school leadership becomes very crucial. A leadership style that is able to respond to teachers' needs and provide the necessary support can be key in increasing their work motivation (Hariani et al., 2019).

Previous studies have shown that transformational leadership has a positive impact on employee motivation and performance in various sectors, including education. In schools, principals who apply this leadership style tend to create a positive work climate, where teachers feel valued and supported in developing their potential. This in turn encourages teachers to be more committed to carrying out their duties and continue to look for innovative ways to improve student learning outcomes. Therefore, this study is important to understand the extent to which transformational leadership can function as a determining factor in teacher motivation in secondary schools (Liana & Rijanti, 2016).

The study focuses on secondary schools in Indonesia, taking into account that this level of education plays an important role in shaping students' character and knowledge. Secondary school is also a crucial stage where students prepare themselves to continue to higher education or enter the world of work. In this context, teachers' motivation to provide quality teaching is very important. Through this study, it is hoped that it can be identified how transformational leadership by school principals can influence teacher motivation and, ultimately, contribute to improving the quality of education in secondary schools (Puspita & Andriani, 2021).

Furthermore, this study aims to provide a deeper insight into the dynamics of the relationship between transformational leadership and teacher motivation in secondary schools. By identifying the key factors that influence teacher motivation, this research can be the basis for the development of more effective education policies. In Indonesia, the development of education policies based on empirical research is urgently needed to answer the challenges faced by schools, especially in improving the quality of existing human resources (Siahaan, 2016).

Finally, the results of this research are expected to make a significant contribution to the literature on educational leadership, especially in the context of secondary schools in Indonesia. A deeper understanding of the role of transformational leadership in increasing teacher motivation

will provide clear direction for school principals in developing effective leadership strategies. In addition, this research is also expected to encourage more comprehensive follow-up studies to explore various other aspects of educational leadership in Indonesia (Rizkita & Supriyanto, 2020).

METHOD

This study uses a quantitative approach with the aim of measuring and analyzing the influence of transformational leadership on teacher motivation in the secondary school environment. The population in this study is teachers who teach in secondary schools in various regions in Indonesia. The research sample was randomly selected using *the stratified random sampling technique* to ensure a balanced representation of various types of schools, both public and private. The number of samples used in this study is 150 teachers, which is considered representative enough to describe the population of secondary school teachers in Indonesia. Data collection was carried out through a questionnaire compiled based on the Likert scale with five answer choices, which was designed to measure the dimensions of transformational leadership and the level of teachers' work motivation.

The research instruments used in this questionnaire have gone through validity and reliability tests to ensure the accuracy and consistency of measurements. The validity of the instrument was tested using *content validity* involving experts in the field of educational leadership, while reliability was tested using *Cronbach's alpha method*. In addition, the questionnaire consists of two main parts: first, it measures the transformational leadership dimension which includes charisma, intellectual stimulation, and individual attention; Second, measuring teachers' motivation in carrying out their duties at school. The collected data was then analyzed using descriptive and inferential statistical techniques, including linear regression tests, to identify the relationship and influence between transformational leadership variables and teacher motivation.

The data analysis process is carried out with the help of statistical software, which allows researchers to evaluate the hypotheses that have been proposed. The linear regression test is used to determine how much each dimension of transformational leadership contributes to teacher motivation. In addition, additional analyses such as *t-tests* and ANOVA tests were also conducted to see significant differences between teacher groups based on demographic variables such as

gender, age, and teaching experience. The results of this analysis are expected to provide a clear picture of the dynamics of transformational leadership and teacher motivation in secondary schools in Indonesia.

RESULTS AND DISCUSSION

The results showed that there was a significant relationship between transformational leadership and teacher motivation in secondary schools. Based on the linear regression analysis carried out, a correlation coefficient of 0.65 was obtained, which indicates a strong positive correlation between the two variables. This means that the higher the level of transformational leadership applied by the principal, the higher the work motivation felt by the teacher. These findings are in line with previous studies that also show a positive relationship between transformational leadership and employee motivation in various sectors, including education (Pratama & Elistia, 2020).

Transformational leadership dimensions such as leadership charisma, intellectual stimulation, and individual attention have different influences on teachers' motivation. The results of the analysis showed that the dimension of leader charisma had the greatest influence with a beta coefficient value of 0.45. This indicates that school principals who are able to show a clear vision and inspire teachers will be more effective in increasing their work motivation. The intellectual stimulation dimension also has a significant influence with a beta coefficient value of 0.35, which shows the importance of providing intellectual challenges and encouragement to think critically in motivating teachers (Azizah et al., 2023).

Meanwhile, the individual attention dimension, although it has a smaller influence than the other two dimensions, still shows a positive contribution to teacher motivation. The value of the beta coefficient for this dimension is 0.25, which indicates that the attention paid by the principal to the individual needs and aspirations of teachers can increase feelings of appreciation and ultimately motivate them to perform better. These findings confirm the importance of a personal approach in transformational leadership, where leaders not only focus on collective goals, but also pay attention to individual well-being (Hariko, 2016).

In addition, the results of the study also show that there are differences in the level of teacher motivation based on demographic variables such as gender, age, and teaching experience. ANOVA analysis shows that more experienced teachers tend to have higher motivation compared to teachers who are new to teaching. This may be due to the higher level of confidence and skills possessed by experienced teachers. Meanwhile, there was no significant difference in teacher motivation based on gender, which shows that leadership factors are more dominant in influencing motivation than demographic factors (Pradita, 2017).

These findings have important implications for the development of leadership policies and practices in secondary schools. Principals who want to increase teacher motivation should consider implementing transformational leadership with an emphasis on dimensions that have proven effective. For example, school principals can focus more on developing an inspiring vision and provide intellectual challenges that encourage teachers to think creatively. In addition, the individualized attention given to teachers also needs to be improved to ensure that their needs and aspirations are met (Valeza, 2017).

Further discussion of these findings also reveals that transformational leadership can serve as an important mechanism to improve the quality of education in secondary schools. With high teacher motivation, it is hoped that the learning process in the classroom will become more dynamic and innovative, which will ultimately improve student learning outcomes. Therefore, the application of transformational leadership is not only beneficial for teachers, but also has a wide impact on the entire educational ecosystem in schools (Perdana, 2018).

However, the study also identifies some of the challenges that may be faced in implementing transformational leadership in secondary schools. One of the main challenges is how principals can maintain consistency in implementing this leadership style, especially in stressful situations or in the face of resistance from some teachers. Therefore, a comprehensive strategy is needed to support school principals in developing and maintaining transformational leadership styles effectively (Mulyatiningsih & Sasyari, 2021).

In addition, it is important to consider the cultural context in the implementation of transformational leadership in Indonesia. A strong collective culture in Indonesia can influence how dimensions of transformational leadership are received and interpreted by teachers. For

example, the concept of charisma may have a different meaning in the context of Indonesia culture compared to Western culture. Therefore, school principals need to adapt their approach by considering local cultural values to achieve optimal results (Yunus, 2013).

Finally, the results of this study provide deeper insights into the dynamics of leadership and motivation in the context of education in Indonesia. These findings are expected to be the basis for the development of more effective education policies, especially in terms of school leadership development. In addition, this research also opens up opportunities for further studies that can further explore other aspects of transformational leadership and its impact on various elements in the educational environment (Prabowo & Hafid, 2024).

CONCLUSION

This study reveals that transformational leadership has a significant influence on teacher motivation in the secondary school environment. A leadership style that includes the dimensions of charisma, intellectual stimulation, and individualized attention has been shown to substantially increase teachers' work motivation. School principals who are able to effectively implement transformational leadership can create a supportive environment, where teachers feel inspired and encouraged to continue to develop and give their best in their teaching tasks (Anwar, 2018).

The findings of this study also highlight the importance of a leadership approach that pays attention to the individual needs of teachers. This approach not only increases motivation but also strengthens teachers' commitment to the school and students. In addition, the results of the analysis show that factors such as teaching experience have varying influences on teachers' motivation, indicating the need for flexible and adaptive leadership strategies to meet the needs of teachers at various stages of their careers (Annisa, 2022).

In the context of education in Indonesia, the implementation of transformational leadership in secondary schools can be an effective strategy to improve the quality of education. Motivated teachers tend to be more innovative and committed to the learning process, which will ultimately have a positive impact on student achievement. Therefore, the development of transformational leadership capacity among school principals needs to be a priority in efforts to improve the quality

of national education. This study provides a solid foundation for the development of more responsive and effective leadership policies and practices in secondary schools in Indonesia.

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