

The Influence of Education Leader Transformational Leadership Style on Elementary School Teachers' Achievement and Motivation

Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja dan Motivasi Guru Sekolah Dasar

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Abstract

This study aims to evaluate the effect of the transformational leadership style of the principal on teacher motivation and performance at SDN Segugus 1, Sindangkasih Subdistrict, Ciamis Regency. Using a quantitative approach with a survey method, all teachers were included in the population, and the sample was selected purposively. Data were obtained through a closed questionnaire and analyzed using path analysis. The results indicate that transformational leadership style significantly influences teacher motivation ($p = 0.000$) and performance ($p = 0.000$), and motivation also significantly influences performance ($p = 0.007$). Leadership elements such as ideal influence, inspirational motivation, intellectual stimulation, and personal attention were found to promote professionalism and work enthusiasm among teachers. These findings emphasize the importance of effective leadership in improving the quality of educators in elementary schools.

Keywords: *Transformational leadership, teacher effectiveness, teacher motivation, school leadership, elementary education.*

Abstrak

Penelitian ini bertujuan mengevaluasi pengaruh gaya kepemimpinan transformasional kepala sekolah terhadap motivasi dan kinerja guru di SDN Segugus 1, Kecamatan Sindangkasih, Kabupaten Ciamis. Menggunakan pendekatan kuantitatif dengan metode survei, seluruh guru dijadikan populasi, dan sampel dipilih secara purposive. Data diperoleh melalui angket tertutup dan dianalisis dengan path analysis. Hasil menunjukkan bahwa gaya kepemimpinan transformasional berpengaruh signifikan terhadap motivasi ($p = 0,000$) dan kinerja guru ($p = 0,000$), serta motivasi juga berpengaruh signifikan terhadap kinerja ($p = 0,007$). Unsur kepemimpinan seperti pengaruh ideal, motivasi inspiratif, stimulasi intelektual, dan perhatian personal terbukti mendorong profesionalisme dan semangat kerja guru. Temuan ini menegaskan pentingnya kepemimpinan efektif dalam meningkatkan mutu tenaga pendidik di sekolah dasar.

Kata Kunci: Kepemimpinan transformasional, motivasi guru, kinerja guru, kepala sekolah, pendidikan dasar.

1. Introduction

Elementary school teachers have a fundamental role in shaping learners' intellectual foundation and character from an early age. This role makes teachers the main element in determining the success of the learning process and the achievement of educational goals. Teacher performance and motivation are crucial factors that impact individual student learning outcomes and reflect the quality of the educational institution as a whole. In the Indonesian context, the teaching profession is highly valued, as shown by the [Varley Foundation report \(2018\)](#), which ranks Indonesia fifth in the Global Index of Teacher Status. Quality educational institutions are characterized by efforts to consistently improve service quality, with teachers at the forefront of meeting public expectations and satisfaction with education ([Safitri et al., 2025](#)).

To improve teacher performance and the quality of educational institutions, school principals play a strategic role as learning leaders. Principals are expected to be able to create a conducive work climate, build a collaborative culture, and set visionary policy directions. Principal Leadership functions not only as an administrative manager but also as an agent of change who is able to encourage continuous improvement in teacher professionalism. This role is becoming increasingly important in the demand to improve the quality of basic education, especially in areas with limited resources.

In the educational leadership literature, two main approaches are often used: transformational and transactional. Transformational Leadership is characterized by the leader's ability to lead by example, generate collective spirit, encourage critical thinking and pay attention to individual needs ([Bass & Riggio, 2006](#)). [Bust \(2018\)](#) states that transformational leaders perform managerial functions and inspire positive changes in organizational values and culture. Meanwhile, transactional Leadership emphasizes the achievement of short-term goals through a structured system of rewards and supervision ([Udayanga, 2020](#)). Despite their different orientations, these two leadership styles can complement each other if applied appropriately according to the organizational context.

However, the implementation of ideal Leadership has not been fully reflected at the primary school level, especially in non-urban areas. Initial findings at SDN Segugus 1 in Sindangkasih sub-district, Ciamis district, indicate a gap between expectations of teacher professionalism and the reality on the ground. Based on preliminary observations, some teachers have not shown optimal performance in designing learning activities, are less than optimal in utilizing media, and have low levels of work motivation. Previous research tends to highlight principals' Leadership in urban areas or secondary levels with adequate facilities ([Gafur, 2020](#); [Pratama et al., 2024](#)), while studies focusing on primary schools in areas with limitations are still limited.

This research is urgent because principals have great potential in guiding and improving teacher performance by applying appropriate leadership styles. Theoretically, this study refers to the Full Range Leadership Theory model ([Bass & Avolio, 1994](#)), focusing on transformational approaches relevant for developing participatory and visionary Leadership in elementary schools. This research also reinforces the findings of ([Yunanto, 2022](#)), which show that a change-based leadership approach can improve teachers' morale and performance. Therefore, this study was directed to examine the extent of the influence of principals' transformational Leadership on teachers' performance and motivation in Segugus 1 primary schools. The results of this study are expected to be considered for the development of principals' capacity and strategies to improve the quality of human resources in the primary education environment.

2. Literature Review

2.1 Transformational Leadership in Education Implementation Practices

A real change-oriented leadership style emphasizes role modeling, inspiration, innovative thinking, and concern for individuals as ways to encourage subordinates to achieve top performance (Bass & Avolio, 1994). In education, this approach allows principals to build relational closeness with teachers while strengthening commitment to the institution's vision (Putra et al., 2024). Prihandoko et al. (2024) revealed that the role of the principal is not only as an executor of administrative tasks, but also as an initiator of change who actively advances the quality and innovation of education. Furthermore, Bush (2018) highlights that the transformational leadership style is very relevant to be applied in an education system undergoing change, because this model can foster teachers' internal motivation and direct their energy towards achieving a shared vision. This is in line with the opinion of Trisnia et al. (2024), who emphasize that this leadership style is able to encourage innovation and increase the effectiveness of educational institutions through long-term vision, individual empowerment, and strengthening teamwork.

More specifically, transformational Leadership includes four main dimensions that directly influence teacher behaviour in primary schools. First, idealized influence refers to the exemplary integrity of the principal who becomes a role model for teachers. When principals demonstrate commitment, high work ethics, and consistency in values, teachers tend to emulate these behaviours in learning practices. Second, inspirational motivation is shown through the principal's ability to generate enthusiasm, provide hope, and convey a clear vision. This dimension encourages teachers to work enthusiastically and understand their strategic role in achieving school goals. Third, intellectual stimulation encourages principals to encourage teachers to think critically, explore new ideas, and be open to innovative learning approaches. This has an impact on increasing teacher creativity in designing meaningful learning. Fourth, individualized consideration can be seen from the principal's attention to each teacher's needs, potential, and development. This approach creates a sense of being valued and supported, which in turn increases teachers' intrinsic motivation and loyalty to the institution.

Therefore, principals who implement transformational Leadership act as managers and drivers of a positive culture in the school environment. By creating a supportive work atmosphere, being open to innovation and valuing each individual's contribution, principals can build a solid, adaptive and continuous improvement-oriented team of teachers. The application of these four dimensions of transformational Leadership also has the potential to increase the sense of belonging to the school and strengthen the collective spirit in achieving educational goals.

2.2 Performance

According to Hasibuan and Hadijaya, (2024) teacher performance is the work achievement obtained by an educator to implement his responsibilities and authority, which aims to realize optimal learning outcomes. Teacher performance includes the extent to which a teacher can carry out their main duties effectively, including aspects of planning, implementing, and evaluating learning (Amrain et al., 2022). Pradhan et al (2017) developed the Triarchy of Performance model which consists of three main dimensions, namely task performance (implementation of core tasks), contextual performance (support for the work environment), and adaptive performance (ability to adapt to change).

In this study, the teacher performance indicator focused on task performance because it is directly related to implementing professional responsibilities in classroom learning activities.

Performance in this dimension reflects teachers' competence in designing lessons, delivering materials effectively, and conducting evaluations to measure the achievement of learning objectives. The focus on task performance also allows for a more objective assessment of how teachers meet established professional standards in the context of their primary duties as educators.

2.3 Teacher Motivation

Teacher motivation, both intrinsic and extrinsic, is one of the important factors determining optimal performance achievement. Hamalik in (Aunurrahman, 2020) states that motivation is an internal and external drive that affects the enthusiasm of individuals in carrying out their duties. In education, teachers with high motivation will be more enthusiastic, creative, and consistent in carrying out their roles.

Kompri, (2021) distinguishes two types of factors that influence work motivation: motivational factors and hygiene factors. Motivational factors include achievement, recognition, responsibility, and the work itself, which are directly related to job satisfaction and improved performance. Meanwhile, hygiene factors include institutional policies, working conditions, interpersonal relationships, and job security, although they do not directly increase motivation, their absence can lead to dissatisfaction. This study measures teacher motivation by adapting items from both factors to obtain a comprehensive picture of the aspects that encourage or inhibit teacher morale.

Thus, achieving optimal teacher performance requires an approach that not only emphasizes administrative and procedural aspects but also pays attention to teachers' psychological and professional needs. Leadership that can create a supportive work environment, provide rewards, and encourage self-development will directly impact increasing motivation and performance. In this case, the principal plays an important role as a director, motivator, and facilitator who ensures that teachers' potential can develop optimally in carrying out their functions.

2.4 Previous Research and Its Relevance

Several studies indicate a strong relationship between transformational Leadership approaches and increased motivation and performance of educators. Pratama (2023), through his literature review, confirmed that the principal's leadership style significantly affects the quality of teacher professionalism at the vocational high school level. Similar findings were revealed by Gafur (2020), who stated that the active involvement of principals in supervision activities and providing support had a positive impact on teacher morale and performance.

However, most previous studies focused on secondary education units or urban areas with relatively more adequate resources. Not many studies have specifically examined the application of transformational leadership styles in primary schools in non-urban areas such as Sindangkasih, which has its own challenges regarding human resource management, teacher motivation and professional development. The results of this study are expected to contribute to the development of leadership strategies that are more adaptive and have a direct impact on improving the quality of basic education in areas with certain limitations.

2.5 Research Justification and Urgency

Based on initial observations at SDN Segugus 1 in Sindangkasih sub-district, the researcher found that some teachers had not performed optimally in designing learning activities, had not maximized their use of media, and showed low work motivation. This reflects the gap between the ideal standard of teacher professionalism and the reality on the ground. Phenomena such as a

lack of discipline and weak learning innovation reinforce the need for leadership strategies to encourage teachers' personal and professional growth.

In human resource development in educational settings, transformation-based Leadership is seen as an effective approach to building a productive, innovative, collaborative work culture. [Trisnia et al. \(2025\)](#) assert that transformational Leadership creates a conducive work atmosphere, increases individual loyalty to the organization, and encourages performance beyond standards. Based on these considerations, conducting this research to empirically examine the effect of the principal's transformational leadership style on teacher motivation and performance in elementary schools is important. The findings of this study are expected to make a real contribution to efforts to improve the quality of basic education, especially through strengthening leadership capacity in the school environment.

2.6 Problem Generation and Selected Solutions

The substance of the problem in this research relates to weak performance achievement in the field and teacher motivation that is not aligned with institutional and community expectations. Alternative solutions that can be implemented include continuous professional training, improved facilities, and an improved performance appraisal system. However, the approach chosen by the researcher is through the principal's transformational leadership intervention, because this approach is comprehensive, humane, and can potentially encourage long-term systemic change ([Widodo 2020](#)).

3. Research Methods

3.1 Research Type and Approach

This study uses a quantitative approach with an explanatory associative design, which aims to test and explain the causal relationship between the variables of the principal's transformational leadership style and the motivation and performance of elementary school teachers. This design was chosen because it is suitable for explaining the direct and indirect effects between variables based on existing theories, and allows advanced statistical analysis such as path analysis. According to [Sugiyono \(2022\)](#), explanatory designs are suitable for research that seeks to statistically test cause-and-effect relationships without manipulating variables. Therefore, path analysis is used to measure the strength and direction of the causal relationship between the independent, mediator, and dependent variables in this research model.

3.2 Subjects and Objects of Research

This study focuses on three main variables: the principal's transformational leadership style, teacher performance, and teacher motivation. The population in this study was all teachers under the auspices of SDN Segugus 1, Sindangkasih District, Ciamis Regency, totalling 40 people. The entire population was used as a research sample because the number was still within reasonable limits to be studied thoroughly (total sampling). However, researchers still applied inclusion criteria using purposive techniques, namely only involving teachers who have the status of State Civil Apparatus (ASN) and have a minimum tenure of three years, to ensure the relevance and validity of the data obtained ([Arikunto & Safruddin 2009](#)). Based on these criteria, this study's final number of samples was 32 teachers.

3.3 Instruments and Data Collection Techniques

The main instrument in this study was a five-point Likert scale-based closed questionnaire. This questionnaire was developed to measure three main variables: the principal's transformational leadership style, teacher motivation, and teacher performance. The transformational leadership style indicator was adapted from Bass & Riggio (2006) and consists of 10 statement items, such as "The principal inspires teachers to work better." The teacher motivation variable was compiled based on Herzberg and ERG theory Kompri (2021), with 12 statement items, including "I feel satisfied with the self-development opportunities provided by the school." Teacher performance refers to indicators from Uno & Lamatenggo (2014), which consist of 8 items, for example, "I always design lesson plans well." The validity test was conducted using Pearson Product-Moment correlation, with r -count results for all items > 0.30 , indicating that all items were valid. Reliability test results using Cronbach's Alpha showed a value of 0.876, indicating that the instrument has high internal consistency and is suitable for use in research.

Data were collected through questionnaires, direct observation at the school, and semi-structured interviews. The questionnaire was distributed to all teachers as the main respondents. Observation was used to observe the school's physical condition, the principal's behaviour, and teachers' activities in teaching and learning. Interviews were conducted with principals and supervisors to strengthen and confirm the quantitative findings and as part of the data triangulation process. This technique helped provide a more comprehensive understanding of implementing transformational Leadership in schools.

3.4 Data Analysis Approach

Data analysis in this study used the path analysis method to examine the causal relationship between the variables of transformational leadership style (as the independent variable), teacher motivation (as the mediating variable), and teacher performance (as the dependent variable), both directly and indirectly. The path model built illustrates the structural relationship in which teacher motivation mediates the effect of transformational Leadership on teacher performance. The path analysis method can be seen in Figure 3.1.

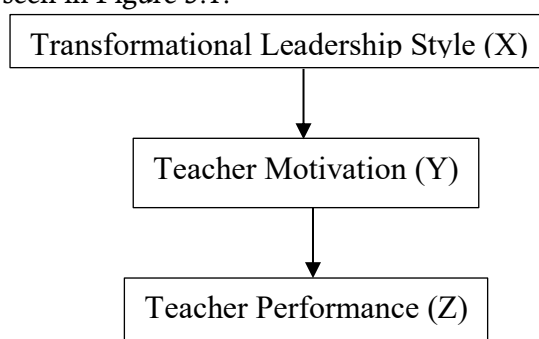


Figure 3.1 shows a path model (path analysis) that describes the relationship between variables in the study, namely Transformational Leadership Style (X), Teacher Motivation (Y), and Teacher Performance (Z). In this model, transformational leadership style acts as an independent variable that is assumed to influence the mediating variable, namely teacher motivation. Furthermore, Teacher Motivation influences the dependent variable, Teacher Performance. This means that an increase in transformational Leadership demonstrated by the principal or leader of an educational institution can encourage increased teacher motivation, and

will ultimately positively impact teacher performance in carrying out their professional duties at school.

This model illustrates an indirect pathway, where the effect of Transformational Leadership Style on Teacher Performance is mediated by Teacher Motivation. In other words, leadership style indirectly affects teacher performance through increased motivation. However, this model does not illustrate the direct path from Transformational Leadership Style (X) to Teacher Performance (Z). If the research also wants to analyze the direct and indirect effects, adding a direct path from variable X to variable Z is necessary. However, the model in this figure can still be used to analyze the effect of mediation, especially to find out how much teacher motivation contributes to bridging the influence of Leadership on teacher performance.

Data processing and analysis were conducted with the help of IBM SPSS software version 25, which was used to test the prerequisites of the analysis and calculate the estimated paths between variables. The prerequisite tests included:

- Normality test using Kolmogorov-Smirnov, with the criteria of significance value (p) > 0.05 indicates normally distributed data.
- The linearity test is carried out by looking at the significance in ANOVA (F) in the Test of Linearity, with the condition that the p value is <0.05 in linearity and p >0.05 in deviation from linearity.
- The multicollinearity test uses VIF and Tolerance values. The model is declared free of multicollinearity if the VIF value is < 10 and Tolerance > 0.1.

The interpretation of the path analysis results is based on the path coefficient (β) and significance at the $\alpha = 0.05$ level (95% confidence level). With this approach, the research is expected to provide a more in-depth picture of the pattern of relationships between variables in efforts to improve the quality of education through the Leadership of school principals.

4. Results and Discussion

4.1. Research Results

4.1.1. Overview of Transformational Leadership Patterns in Principal Practice

This study shows that principals at Segugus 1 primary schools have implemented a transformational leadership style in the high category. This is reflected in the highest average score on the inspirational motivation indicator of 4.28 (high category), which shows that principals are able to provide work enthusiasm, a clear vision, and encouragement of optimism to teachers in carrying out their duties. The idealized influence indicator obtained an average score of 4.15 (high category), illustrating that principals are respected, become role models, and show integrity in Leadership.

Furthermore, the intellectual stimulation indicator recorded an average score of 4.05 (high category), indicating that principals are able to encourage teachers to think critically and creatively and be open to new ideas in decision-making. Meanwhile, the individualized consideration indicator obtained an average score of 3.76 (moderately high category), indicating that although principals have shown attention to teachers' personal needs, there is still room for improvement, especially in the aspects of individual competency development and work welfare.

The implementation of this leadership style shows that principals not only carry out administrative roles but also act as agents of change who actively shape a positive work climate. High scores on all indicators reflect the principal's awareness of the importance of building

harmonious relationships, facilitating individual potential, and fostering a sense of belonging to the school's vision and mission. Therefore, consistently strengthening the transformational leadership style is considered capable of becoming a solid foundation in improving teacher performance and the quality of educational institutions.

In addition, strong transformational leadership patterns also encourage the formation of a more open, collaborative and innovative work culture. Principals who act as inspirational leaders increase teachers' morale and create a healthy dialogue space between leaders and educators. This situation allows for the exchange of ideas and the strengthening of teachers' capacity to face learning challenges in the modern era, including adjustments to the Merdeka Curriculum and the use of digital technology in learning.

4.1.2. Primary School Teacher Performance

Overall, teacher performance at Segugus 1 primary schools is quite high, with a total average score of 3.84 on a five-point Likert scale. The lesson planning dimension recorded the highest score of 4.02, indicating that most teachers can develop lesson plans systematically and according to curriculum demands. Meanwhile, the classroom management dimension also showed positive results with a score of 3.97, indicating that teachers could create an orderly and conducive learning atmosphere.

However, weaknesses were still found in the dimensions of learning media utilization and variety of teaching methods, which scored 3.52 and 3.44, respectively. This shows that some teachers use conventional methods repeatedly and do not fully utilize technology and innovative learning strategies. Limitations in the variety of teaching approaches have an impact on the lack of differentiation of learning according to student characteristics.

This shows that although teachers' commitment and responsibility are good, the development of pedagogical competence, especially in learning innovation, still needs to be improved. Therefore, support from school principals and education offices is needed through relevant training, ongoing academic supervision and the provision of learning support facilities.

This finding confirms that improving teacher performance cannot be separated from continuous professional development. Teachers need access to applicable training, opportunities for pedagogical reflection and a work environment that supports innovation. In this case, principals play a central role as facilitators of change, especially in identifying teachers' needs and providing space for purposeful development. Visionary and responsive Leadership can shape an adaptive and quality-oriented school culture.

4.1.3. Teacher Motivation

Teacher motivation at SDN Segugus 1 is generally moderately high, with an overall average score of 3.84 on a five-point Likert scale. The internal motivation dimension was highest, with an average score of 4.15, while external motivation was lower, with an average score of 3.52. These results indicate that intrinsic motivation, such as a sense of responsibility, a desire for self-development, and inner satisfaction in teaching, are the main factors that encourage teachers to carry out their professional roles.

The highest motivation indicator was found in the aspect of commitment to duty and sense of responsibility, with a score of 4.24, while the lowest indicator was in institutional incentives and rewards, with a score of 3.38. This finding reflects that while many teachers have a strong professional awareness and moral commitment to education, the external rewards aspect has not

fully served as a motivational reinforcement. This suggests that it is important for schools and policymakers to not only strengthen internal motivation but also develop a reward system that is relevant and addresses teachers' real needs. The combination of intrinsic and extrinsic support is believed to improve morale and performance sustainably.

In addition, high teacher motivation is also strengthened by a positive work environment, supportive peer relationships, and principal Leadership that can appreciate teachers' efforts and achievements fairly. When teachers feel valued, involved and facilitated to develop, their sense of belonging to the school will increase. Therefore, managing teacher motivation needs to be supported by school policies that favour strengthening the participatory work climate and continuous professional development.

4.1.4. Relationship and Influence Between Variables

The following relationship between the variables of Transformation Leadership Style, Teacher Performance, and Teacher Motivation is shown in [Table 1](#).

Table.1. Relationship and Influence Between Variables

Intervariable Relationship	Path Coefficient (β)	Significance level
Transformational Leadership Style→ Teacher Performance	0.562	0.000 (essential)
Transformational Leadership Style→ Teacher Motivation	0.604	0.000 (essential)
Teacher Motivation→ Teacher Performance	0.289	0.007 (essential)
Transformational Leadership Style→ Teacher Performance (through Motivation)	Indirect Effect is Positive	Significant simultaneously

Based on [Table.1](#), a graphical representation of a path model can be used to describe the interaction of direct and indirect effects between factor X and factors Y1 and Y2. [Table.1](#) shows the results of path analysis that examines the relationship between the three main variables in this study, namely the principal's transformational leadership style, teacher motivation, and teacher performance. The results show that transformational leadership style has a significant direct effect on teacher performance with a path coefficient of 0.562 and a significance value of 0.000, which indicates that the relationship is essential. This means that the stronger the application of the transformational leadership style, the higher the teachers' performance in carrying out their professional duties.

In addition, transformational Leadership was also shown to have a strong direct influence on teacher motivation, with a coefficient of 0.604 and a significance of 0.000. This finding suggests that the principal's role in inspiring, individualized attention, and innovative encouragement greatly increases teachers' motivation to carry out their roles. Meanwhile, teacher motivation has a significant positive relationship with performance, with a path coefficient of 0.289 and a significance value of 0.007. Although the path coefficient value of motivation to teacher performance is smaller than the other paths, the motivation variable still makes a relevant contribution in explaining variations in teacher performance. The analysis shows that this model has an R^2 value of 0.612, which means

that 61.2% of the variation in teacher performance can be explained by transformational leadership style and motivation simultaneously.

In addition, there is an indirect effect of leadership style on teacher performance through the mediation of motivation, which shows the significant role of motivation as an intermediary variable in the relationship model between variables. The analysis results show that this relationship is positive and simultaneously significant. This means that teacher motivation strengthens the effect of transformational Leadership on performance improvement. Overall, the results of this table emphasize that the combination of effective Leadership and managing teachers' internal motivation is a crucial factor in promoting optimal performance in the primary school environment.

The principal's transformational leadership style has a very significant role in improving teacher motivation and performance. The findings suggest that principals' efforts to inspire, model and understand teachers' individual needs contribute directly to achieving more optimal performance. In addition to the direct effect, teacher motivation is proven to act as a mediating variable that strengthens the relationship between transformational leadership style and teacher performance. The mediation test results using the Sobel test show a significance value of $p = 0.007 (<0.05)$, which indicates that the mediation effect is significant. In addition, the indirect effect value of 0.148 indicates that increasing motivation is a strategic pathway in optimizing the influence of Leadership on teacher performance. Overall, these findings support the importance of strengthening principals' leadership capacity as an integral part of human resource development in the basic education sector.

4.2. Discussion

4.2.1. Contribution of Transformational Leadership to Improving Teacher Performance

Principals who apply a transformational leadership style are able to encourage teachers to exceed the predetermined performance targets. Through idealized influence and inspirational motivation, principals strengthen teachers' responsibility, initiative and professionalism in designing and implementing learning. Improved teacher performance, especially in the aspects of planning, classroom management and learning evaluation, is concrete evidence of the effectiveness of this approach in developing technical and pedagogical skills. This finding is in line with Bass & Riggio's (2006) view that transformational leaders improve performance by building trust and respect from their subordinates, as well as with Gafur's (2020) study showing that transformation-based coaching has a direct impact on improving the quality of teachers' work.

Furthermore, Bush (2018) and Trisnia (2025) emphasize that transformational Leadership not only functions managerially, but is also able to foster positive changes in the values, organizational culture, and effectiveness of educational institutions. Through individual empowerment, long-term vision and strengthening collaboration, principals can create a work climate that encourages innovation and collective responsibility. This kind of Leadership is very relevant in facing today's educational challenges, including curriculum changes and developments in learning technology.

As such, transformational Leadership has proven to be an effective approach to improving overall teacher performance. Through a combination of personal influence, motivation and

professional support, principals act as the prime movers in shaping teachers who are adaptive, innovative and committed to learning quality.

4.2.2. The Effect of Leadership Style on Teacher Motivation

Teacher motivation shows a significant increase along with the implementation of the transformational leadership style by principals. Elements such as individualized consideration provide space for teachers to feel cared for, supported, and valued in their professional capacity. This form of personalized attention promotes stronger intrinsic motivation, as teachers feel included and valued within the school community. The emphasis on psychological needs and recognition is also in line with Herzberg's two factor theory [Kompri \(2021\)](#), which states that work motivation will increase if individuals get attention to motivational aspects such as achievement, rewards, and development opportunities. Leaders who are able to establish positive interpersonal relationships are proven to foster a sense of responsibility, job satisfaction, and teacher commitment in carrying out their duties.

This finding is reinforced by [Yunanto \(2022\)](#), which states that transformational Leadership is effective in increasing teacher work motivation at various levels of education. Exemplary leaders, individual empowerment, and encouragement to develop become the main triggers for the growth of sustainable work enthusiasm. Thus, transformational leadership style not only has an impact on teachers' technical performance but also plays an important role in building a solid foundation of motivation. Leadership that emphasizes emotional connection, individual recognition, and active participation has proven effective in creating a work climate that supports teachers' passion and sustained professionalism.

4.2.3. The Role of Motivation in Performance Factors

Teachers' high morale is not only directly influenced by the principal's leadership style, but also reinforced through the role of motivation as a mediating variable. Teacher motivation serves as a significant link between transformational leadership style and teacher performance achievement. The path analysis results show that the indirect effect coefficient is 0.148 with a significance value of $p = 0.007$, indicating that motivation plays a significant role in strengthening the relationship (see Table 4.1). This confirms that increasing work motivation is a strategic pathway in optimizing the influence of Leadership on teacher performance.

Improving teachers' work motivation is essential in creating a disciplined and quality school environment. Principals can encourage this through strategies such as appreciating teachers' performance, providing facilities and professional support, opening access to training, and building open communication and solid work teams ([Aruan, 2025](#)). The findings of this study show that highly motivated teachers show increased productivity, discipline, and a sense of responsibility in completing tasks, in line with [Hasbullah & Ramli S, \(2021\)](#) that motivation is directly proportional to individual performance.

Thus, a leadership style that provides inspiration, appreciation, and psychological support is proven to increase teachers' internal drive, which in turn has a positive impact on work productivity. This condition confirms that an effective leadership approach does not only focus on technical aspects but must also consider the emotional and psychological dimensions of teachers as professionals in the school ecosystem.

4.2.4. Theoretical and Practical Contributions

From a theoretical perspective, this study strengthens the validity of the Full Range Leadership Theory (FRLT) model developed by Bass and Avolio (1994), especially in the context of primary school leadership in non-urban areas. The findings show that the dimensions of transformational Leadership, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, play a significant role in improving teacher motivation and performance. This enriches the theoretical study of educational Leadership, which has been mostly focused on secondary education units or urban areas.

From a practical perspective, the results of this study emphasize the importance of the principal's role as a leader of change who not only manages administrative aspects but also inspires teachers as agents of educational transformation. Transformational Leadership is proven to foster teachers' intrinsic motivation, encourage collaboration and strengthen innovation in learning practices. This finding is relevant to support the implementation of Merdeka Curriculum, which requires teachers to be more reflective, adaptive, and learner-centred. In addition, this research is also in line with the direction of the Movers Principal program, which encourages vision-based Leadership, values, and empowerment of learning communities.

As an operational implication, the results of this study can be used as a basis for developing a transformational leadership-based principal training module, which emphasizes the dimensions of teacher empowerment, building a positive school climate, and strengthening a collaborative culture. In addition, the results of this study can serve as a reference in the formulation of principal coaching policies by education offices and professional training institutions to emphasize aspects of humanist and transformational Leadership in promoting the quality of basic education.

5. Conclusion

Based on the results of the study, the transformational leadership style of school principals has a significant effect on teacher motivation and performance in primary schools. This effect occurs both directly and through mediation. The most prominent dimension of transformational Leadership is inspirational motivation, which is able to arouse teachers' enthusiasm and commitment to common goals. Meanwhile, teacher motivation is dominated by internal factors such as the drive for achievement and personal responsibility. In terms of performance, teachers show strengths in aspects of lesson planning and classroom management, but are still weak in variations in learning methods and creative use of media.

These findings reinforce the Full-Range Leadership Theory in the context of basic education, especially in non-urban areas that often face facilities and resource challenges. Transformational leadership style is proven to be relevant in promoting positive change, increasing intrinsic motivation, and facilitating overall improvement in teacher performance.

Practically, the results of this study can be used as a basis for the development of principal training that focuses on strengthening transformational dimensions, especially in building inspirational vision and healthy interpersonal relationships. Principals are advised to pay more

attention to teacher empowerment, building a supportive work environment, and strengthening teamwork as strategies to improve school quality.

As a policy recommendation, education offices are expected to integrate the concept of transformational Leadership into principals' coaching and evaluation programs and provide systematic support for collaborative culture-based managerial capacity building.

For further research, it is suggested that the study be conducted in a wider area and use a qualitative or mixed-methods approach to gain a deeper understanding of the dynamics of principal Leadership, motivation, and teacher performance in a more diverse context.

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