Contribution of Transformational Leadership, Teacher Satisfaction and Work Motivation on Teacher Performance in State Middle Schools Muaro Jambi District

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Abstract

Good teacher performance greatly influences the achievement of educational goals. One of the factors that influences teacher performance is transformational leadership. Based on the results of interviews with the Secretary of the Muaro Jambi Regency Education Service, it is known that the performance of teachers in State Middle Schools throughout Muaro Jambi Regency still requires development. Factors such as transformational leadership, job satisfaction, and work motivation play an important role in this. This encourages researchers to examine the influence of these three factors on teacher performance. This research aims to analyze the influence of transformational leadership, job satisfaction, and work motivation on teacher performance in State Middle Schools throughout Muaro Jambi Regency. Transformational leadership is measured through four indicators: charisma, intellectual stimulation, inspiration, and individual attention. Meanwhile, teacher performance is seen from the indicators, namely (1) Mastering the material to be taught (2) Managing the teaching and learning program (3) Managing the Class (4) Using media/learning resources (5) Mastering the basics of education (6) Managing learning interactions teaching (7) Assessing student achievement (8) Getting to know the functions and guidance programs and counseling (9) Getting to know and administering school administration (10) Understanding the principles and interpreting research results. Meanwhile, teacher job satisfaction is measured based on five aspects, namely work, wages/salaries, promotions, supervisors, and colleagues. Several indicators of teacher work motivation are seen as indicators for internal motivation, namely (1) responsibility for work, (2) having an interest in work, (3) satisfaction at work, (4) the existence of needs that must be met and (5) enthusiasm for work. Meanwhile, for external motivation, the indicators are (1) getting praise or attention from other people, (2) wanting to get money/incentives/rewards, (3) the desire to get awards or achievements, (4) encouragement from superiors, interpersonal relationships, and (5) working conditions. It is hoped that the research results can make a significant contribution to improving teacher performance through understanding the influencing factors.The research used a quantitative approach with data collected through questionnaires distributed to teachers at State Middle Schools. Data were analyzed using descriptive and inferential statistical methods to determine the relationship between the variables studied. It is hoped that the findings from this research can be used as a basis for policy making by the Muaro Jambi District Education Office to

improve the quality of teacher performance and the education system.

Keywords: *Transformational leadership, job satisfaction, work motivation, teacher performance.*

Abstrak

Kinerja guru yang baik sangat berpengaruh terhadap tercapainya tujuan pendidikan. Salah satu faktor yang mempengaruhi kinerja guru adalah kepemimpinan transformasional.. Berdasarkan hasil wawancara dengan Sekretaris Dinas Pendidikan Kabupaten Muaro Jambi, diketahui bahwa kinerja guru di SMP Negeri Se-Kabupaten Muaro Jambi masih memerlukan pengembangan. Faktor-faktor seperti kepemimpinan transformasional, kepuasan kerja, dan motivasi kerja berperan penting dalam hal ini. Hal tersebut mendorong peneliti untuk meneliti pengaruh ketiga faktor tersebut terhadap kinerja guru. Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan transformasional, kepuasan kerja, dan motivasi kerja terhadap kinerja guru di SMP Negeri Se-Kabupaten Muaro Jambi. Kepemimpinan transformasional diukur melalui empat indikator: kharisma, rangsangan intelektual, inspirasi, dan perhatian individual. Sedangkan kinerja guru dilihat dari indikarornya, yaitu (1) Menguasai bahan yang akan diajarkan (2) Mengelola Program belajar mengajar (3) Menge1ola Kelas (4) Menggunakan Media/sumber pelajaran (5) Menguasai landasan-landasan kependidikan (6) Mengelo1a interaksi belajar mengajar (7) Menilai prestasi siswa (8) Mengenal fungsi dan program bimbingan dan penyuluhan (9) Mengenal dan menyelenggarakan administrasi sekolah (10) Memahami prinsip-prinsip dan menafsirkan hasil-hasil penelitian. Sementara itu, kepuasan kerja guru diukur berdasarkan lima aspek, yakni pekerjaan, upah/gaji, promosi, pengawas, dan rekan kerja. Motivasi kerja guru dilihat beberapa inidikator untuk motivasi internal adalah (1) tanggung jawab terhadap pekerjaan, (2) memiliki minat terhadap pekerjaan, (3) kepuasan dalam bekerja, (4) adanya kebutuhan yang harus dipenuhi dan (5) semangat dalam bekerja. Sedangkan untuk motivasi eksternal, indikatornya adalah (1) memperoleh pujian atau perhatian dari orang lain, (2) ingin mendaatkan uang/intensif/imbalan, (3) keinginan untuk mendapatkan penghargaan atau prestasi, (4) dorongan dari atasan, hubungan antar pribadi, dan (5) kondisi kerja. Hasil penelitian diharapkan dapat memberikan kontribusi signifikan terhadap peningkatan kinerja guru melalui pemahaman faktor-faktor yang memengaruhi.Penelitian menggunakan pendekatan kuantitatif dengan data yang dikumpulkan melalui kuesioner yang disebarkan kepada guru-guru di SMP Negeri. Data dianalisis menggunakan metode statistik deskriptif dan inferensial untuk mengetahui hubungan antara variabel-variabel yang diteliti. Temuan dari penelitian ini diharapkan dapat digunakan sebagai dasar dalam pengambilan kebijakan oleh Dinas Pendidikan Kabupaten Muaro Jambi untuk meningkatkan kualitas kinerja guru dan sistem pendidikan..

Kata Kunci: Kepemimpinan transformasional, kepuasan kerja, motivasi kerja, kinerja guru..

Introduction

Education is an important element in the nation's progress. The quality of education really depends on the important role of teachers as the spearhead in the teaching and learning process. Good teacher performance significantly impacts educational goals.

Teacher performance can be influenced by various factors, one of which is transformational leadership. Transformation and adaptation of educational institutions is a necessity in the current era of technology and knowledge where there are various changes and complex challenges.

Globalization has brought its own challenges to education in managing teacher performance to achieve organizational goals (Gorondutse & Hilman, 2019). Optimal teacher performance can only occur if leaders in the education unit are able to manage their human resources to become reliable human resources. (Mosadeghrad, 2003).

In relation to the human resource management that is to be developed, the education unit must have a reliable management strategy to be able to adapt to ongoing global competition by paying attention to supporting factors to realize good teacher performance. The concept of independent learning launched by the government is a facilitator for increasing institutional capacity and teacher performance (Hamalik, 2007).

Teachers are an important element in education. However, what the Indonesian nation looks like and how it will be in the future really depends on the quality of teachers. Because the role and responsibilities of teachers are so important, Law no. 14 of 2005 concerning Teachers and Lecturers states that teachers are learning agents who must be facilitators, motivators, drivers, engineers of learning and providers of learning inspiration for students.

In every study about the quality of education in Indonesia, the issue of teacher performance is one of the subjects that has its own place in the midst of the vast and complex science of education and education. The quality of education and teacher competency in Indonesia is still poor

is below the expected standard. Based on the survey results, the Head of the Agency for Human Resources Development and Education Quality Improvement reported that over the last three years, the results of teacher competency tests have not shown significant improvement. Apart from that, low student exam results in several provinces are also a main indicator reflecting the lack of quality of teaching provided by teachers in schools. For example, in several regions, there are still complaints from teachers regarding the lack of support from school principals in teacher professional development, resulting in a lack of motivation in carrying out their duties (Murwaningsih, 2022). Conceptually, the relationship between transformational leadership, job satisfaction, and work motivation on teacher performance still needs further research. Transformational leadership involves leaders who are able to inspire and motivate their subordinates to achieve higher goals by developing a shared vision, providing emotional support, and encouraging innovation. However, there is not much research in Indonesia that discusses in depth the direct contribution of transformational leadership to teacher performance, especially in the context of primary and secondary education. Furthermore, teacher job satisfaction is often considered to be the result of positive work environment conditions, but it is necessary to examine how this satisfaction directly influences performance. Work motivation is also seen as an important variable that can improve performance, but is often given little attention by school management.

In addition, a survey conducted by the Ministry of Education and Culture revealed that only around 50% of teachers were satisfied with their work system and work environment, which ultimately had an impact on their performance in teaching. The problem is that teachers in Indonesia work hard and excel, which in the end can have an impact on teacher performance and the quality of education in education units.

Teacher performance, which is influenced by factors such as

transformational leadership, discipline, and motivation, is a key indicator in evaluating the effectiveness of the education system. Leadership is one of the determining elements in the sustainability and development of organizations, including educational organizations. In this era of continuous change and development, leadership that is sensitive to change and development will be needed to empower all the potential that the organization has. Such leadership is needed to encourage organizations to continue to learn and be responsive to changes and developments that occur and increasingly strive to improve organizational performance. Thus, the development of science and technology increasingly requires leadership that can respond to challenges, renewal and aspirations for the changes that occur (Komariyah, 2006). Leadership, discipline and motivation are key factors in improving teacher performance and the effectiveness of the education system as a whole. Leadership that is responsive to change not only ensures organizational sustainability, but also encourages innovation and adaptation, which is especially important in the era of technology and globalization. This illustrates how crucial the role of leaders is who is able to inspire and mobilize all elements of the organization to achieve common goals amidst dynamic change.

Human resource performance is a term that comes from the words Job Performance or Actual Performance (work performance or actual achievements achieved by someone). Employee performance is the quality and quantity of results achieved by an employee in carrying out the tasks for which he is responsible. Performance is influenced by two main factors, namely motivation and ability, which play an important role in a person's success in carrying out their work (Silas et al., 2019).

According to Hamzah in (Azis & Suwatno, 2017) teacher performance is a description of the results of the work carried out by the teacher in relation to the tasks they carry out and are their responsibilities.

Therefore, to be able to assess teacher performance, it can be done through indicators and performance aspects which include: (1) Quality of work, the indicators are making fast teaching program plans, mastering learning materials and assessing teaching and learning abilities. (2) Speed/accuracy of work, the indicator is completing the teaching program according to the academic calendar. And (3) Initiative in work, the indicators are using media in learning and using varied methods in learning.

The background of this research is based on observations that show an important correlation between three main factors: transformational leadership, teacher work satisfaction and motivation on teacher performance in State Middle Schools throughout Muaro Jambi Regency, where teacher performance is one of the important factors that influence success. the learning process and achieving educational goals amidst the current educational changes such as the implementation of the new curriculum. This may affect teacher performance and requires further research to evaluate its impact. Based on the results of a preliminary study through an initial interview with Mr. Sudirman, S.Pd as Secretary of the Muaro Jambi Regency Education and Culture Service on August 12 2024, information was obtained that the performance of State Middle School teachers throughout Muaro Jambi Regency still needs to be developed, the cause is thought to be transformational leadership. , teacher work satisfaction and motivation varies and sometimes changes according to the conditions of each individual.

In this context, this research aims to identify and analyze how transformational leadership, teacher work satisfaction and motivation mutually influence teacher performance in State Middle Schools throughout Muaro Jambi Regency. By understanding the complex dynamics between these four variables, it is hoped that this research can provide valuable insight for the development of more effective and sustainable school management strategies. Apart from that, this research also aims to identify the strengths and weaknesses in the education system in State Middle Schools throughout Muaro Jambi Regency, especially related to teacher performance.

Thus, this sustainable effort needs to be maintained in State Middle Schools throughout Muaro Jambi Regency. Interim achievements through this approach, schools can become centers of excellence that prepare future generations with the skills, knowledge and enthusiasm needed to face the challenges of the future. Teacher performance has certain criteria. Teacher performance can be measured and seen based on competency criteria that every teacher must have (Setiyati, 2014).

Based on the description of the problems that have been presented and the phenomena that occurred above, researchers are encouraged to make observations in schools and the results of previous research are supporting objects in the research because there are still many problems that researchers need to observe regarding the Contribution of Transformational Leadership, Job Satisfaction and Motivation. on Teacher Performance. This is also the background for researchers interested in raising the research title "Contribution of Transformational Leadership, Teacher Work Satisfaction and Motivation to Teacher Performance in Public Middle Schools throughout Muaro Jambi Regency"

Method

Research Objects and Subjects

The research object is something that is the focus or target of the research. The objects of this research include transformational leadership, teacher job satisfaction, teacher work motivation and teacher performance and their characteristics. Research subjects are the parties sampled in a study. The subjects in this research included all teachers in State Middle Schools in Muaro Jambi Regency, totaling 957 people.

Research Methods and Approaches

This research will be conducted using a quantitative approach. According to (Suharsimi, 2010) quantitative research adopts a main approach that focuses on cause-effect relationships, relationships between variables, hypotheses and more detailed questions. This approach involves measurement, observation, and theory testing. Research with this approach requires experiments and surveys, with the results analyzed using statistical methods to achieve the desired results.

The steps in quantitative research are selecting a research problem, conducting a preliminary study, formulating the problem and research design, formulating basic assumptions and hypotheses, choosing a research approach, determining variables and data sources, determining and compiling research instruments, collecting data, analyzing the data. obtained, draw conclusions, and prepare research reports.

Research Design

This research is quantitative research which aims to test certain theories through analyzing the relationship between variables. In quantitative research, variables are measured using research instruments, so that the data obtained in the form of numbers can be analyzed using statistical methods.

The quantitative approach focuses on measuring the variables in research (such as variables X1, X2, Y and variable Z) to then evaluate the relationship between these variables.

This research uses quantitative methods with a correlational research type, which aims to analyze the relationship between one variable and other variables (Syafrida, 2021).

The research instruments that have been prepared are tested first to ensure their validity and reliability. A total of 957 teachers in all State Middle Schools throughout Muaro Jambi Regency, who were not included in the main population and sample, were used as test respondents. This number is considered sufficient for the testing process. The steps for testing the instrument include: (a) distributing questionnaires to teachers, (b) providing an explanation of how to fill out the questionnaire, (c) teachers filling out the questionnaire, and (d) collecting the questionnaires immediately after completing the questionnaire.

Technical Data Analysis

Descriptive Data Analysis. Descriptive statistics are used to analyze data by describing existing data as it is, without aiming to draw conclusions. Technically, descriptive statistics does not involve significance tests or error rates because the researcher does not intend to make generalizations, so there is no risk of generalization errors. Descriptive statistical analysis presents research data in the form of average scores. In this research, the PLS-SEM (Partial Least Square - Structural Equation Modeling) analysis technique was used with the help of SmartPLS 3.0 software.

PLS-SEM analysis. This research uses the Partial Least Square (PLS) approach to analyze data and test the two proposed hypotheses.

Each hypothesis will be analyzed using SmartPLS 3 software to test the relationship between variables. PLS is a component or variant-based Structural Equation Modeling (SEM) model. PLS functions as an alternative that shifts the SEM approach from previously covariance-based to variance-based. One of its advantages is the ability to use randomization methods to overcome the problem of assuming normality, thereby providing flexibility in data analysis. In addition, PLS does not require a certain minimum sample size, making it easier to apply in various types of research.

Hypothesis Testing.

After evaluating the outer model and inner model, the next step is to test the hypothesis. Hypothesis testing aims to explain the direction of the relationship between endogenous variables and exogenous variables. Hypothesis testing aims to determine whether there is an influence of the exogenous variables Transformational Leadership Style (X1), Job Satisfaction (X2), and the intervening variable Work Motivation (Z) on the endogenous variable Teacher Job Satisfaction (Y).

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