

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE AND WORK DISCIPLINE ON TEACHER PERFORMANCE: WORK MOTIVATION AS AN INTERVENING VARIABLE (CASE STUDY ON TK-SD MKD)

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ABSTRACT

Abstract: With work motivation as an intermediary variable, this study aims to investigate the impact of transformational leadership styles and work discipline on educator productivity. The aim of the mixed methods sequential explanatory design of the study was to provide a qualitative explanation for the findings of the initial (quantitative) study. To collect information, 36 educators in TK-SD MKD were given questionnaires, and 3 (three) research subjects were interviewed. Structural Equation Model-Partial Least Square (SEM-PLS) and in-depth interviews of each subject were used for quantitative and qualitative data analysis. Transformational leadership style was found to have a positive effect and was significantly related to work motivation, work discipline was found to have a positive effect and was significantly related to work motivation, work discipline was found to have a positive effect and was significantly related to teacher performance, work motivation was found to have a positive effect and was significantly related to teacher performance, style transformational leadership was found to have a positive effect and was significantly related to teacher performance through work motivation, and work discipline was found to have a positive effect and was significantly related to teacher performance through work motivation. However, research has found that transformational leadership style has no effect on teacher performance

Keywords: Transformational Leadership Style; Work Discipline; Work Motivation; Teacher Performance

Introduction

The aim of education is to produce educators who are intellectually capable, socially acceptable, and moral (Santika, 2020). The process of planning and implementing learning, as well as the policies that underlie it, greatly determine the success of education. Educators, school buildings, and other components of the learning environment all work together to determine overall school effectiveness. Human potential and the skills needed to overcome challenges are at the heart of education. The purpose of education as stated in Law Number 20 of 2003 is to develop the inherent

abilities of students in developing devotion to God Almighty, having knowledge and skills, having noble character and being responsible.

Students, educators, parents and communities all have a stake in a successful learning environment. While educators as executors of educators are the main factor in the effectiveness of education. Educate, teach, guide, direct, train, assess and evaluate the educational outcomes of students, all of which are mandated by Law no. 14 of 2005. Thus, educators play an important role in shaping student achievement through classroom experiences. To fulfill their duties as educators' primary service, instructors must continuously refine their methods and hone their skills if they are to produce a generation of bright and respectable students.

One of the most important considerations in education is how well the teacher does his job; since teachers play a very important role in shaping the personality of their students, it makes sense that the teaching process should be based on carefully crafted lesson plans. Teacher performance is influenced by characteristics including personality, professional growth, communication, leadership style, discipline, work motivation, and work atmosphere (Pratiwi et al., 2021). The formation of student character is influenced by the learning environment created to develop the ethics and character of students, where teachers can see firsthand changes in student attitudes through direct interaction in the teaching and learning process, while online learning during a pandemic has limited the teacher's space for movement so that teachers cannot observe directly change the attitude and character of the students. Therefore, all school elements such as principals and teachers must be able to adapt to new innovations and creativities that adapt to online learning conditions so that the teaching and learning process can continue to run well.

According to (Zainal, 2016), the leadership quality of the principal is very important for school performance, and he is responsible for ensuring that school goals are achieved. Teacher effectiveness in both face-to-face learning that is currently being strengthened and the limited space and time that existed during the epidemic must be carefully considered. The quality of education offered to children should not be affected by factors that can lead to a decrease in teacher performance. Given this setting, this investigation will focus on the following factors: transformational leadership style, work discipline, teacher performance, and work motivation as independent, dependent, and intervening variables.

Research Method

Mixed methods research uses both quantitative and qualitative approaches. To obtain results that are more thorough, valid, reliable, and objective, researchers using a mixed methods approach combine qualitative and quantitative approaches (Sugiyono, 2017). In the first phase of the two phases of this mixed methods study design, the quantitative

approach functions as the main interpretive lens, followed by the second phase, namely the qualitative method which functions as a confirmatory. The following is the research flow using explanatory sequential design (Creswell & Creswell, 2017):

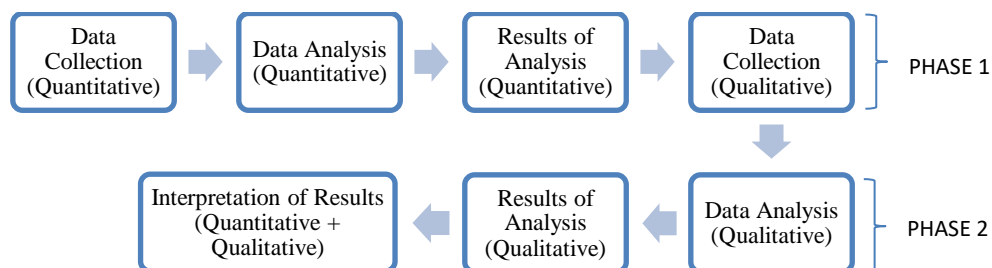


Figure 1. Explanatory Sequential Design Research Flow

Saturated sampling, that is, all members of the population are used as samples, was used in this study because it is suitable for small populations like the one we are studying (Ramadhani & Bina, 2021). This is a non-probability sampling method, meaning that not every member of the population has the same opportunity to be selected as the research sample. There were 36 MKD TK-SD educators who participated in this study.

Structural Equation Modeling (SEM) analysis with Partial Least Square (PLS) is used on the quantitative data in this study because it is suitable for predictive and theoretical purposes. Meanwhile, using the triangulation method, we collect qualitative research data analysis approaches from various sources to provide insight into our research questions and paradigms. Research data analysis method is descriptive. Since the beginning of data collection, the analyst has processed and analyzed the information collected in the field. The researcher used the Nvivo 12 plus software in the process of analyzing qualitative data, especially in the stages of data coding and the process of interpreting quantitative data as a result of follow-up explanations.

Result And Discussion

Measurement Model Test Results (Outer Model)

The indicators used in the operationalization of the research latent variables were tested using the measurement model test (outer model). The three types of validity and reliability tests that make up this broader model assessment are convergent validity, discriminant validity, and composite reliability.

Convergent Validity

Based on the results of data processing in Figure 2, convergent validity is fulfilled because all indicators of transformational leadership style, work discipline, work motivation, and teacher performance have an outer loading value of > 0.5 . According to the findings, all indicators are feasible or valid to be used in research, because their external loading value is more than 0.5 and allows for further investigation.

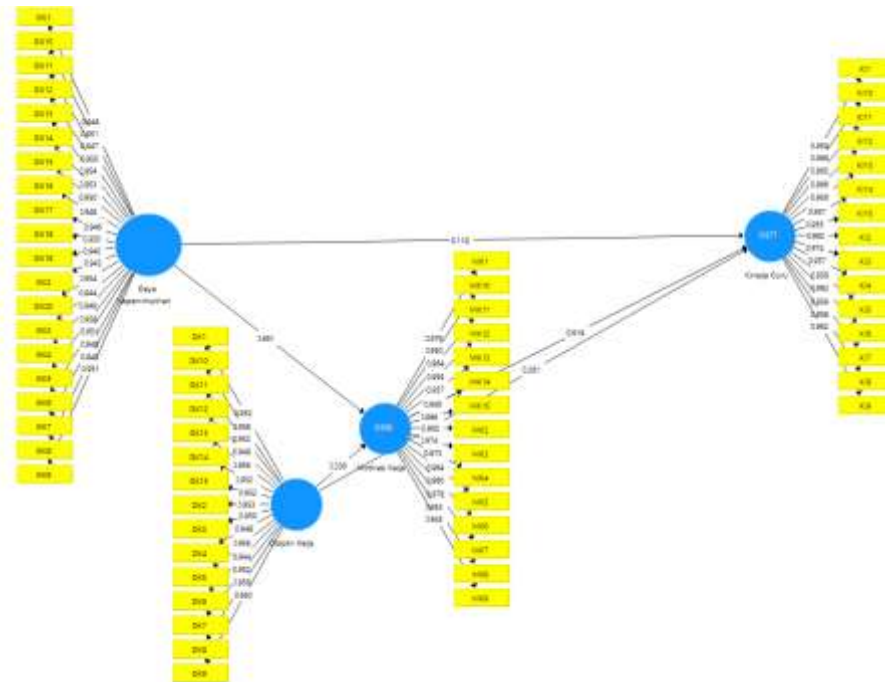


Figure 2. Outer Model Algorithm Results

Discriminant Validity

Transformational Leadership Style (X₁), Work Discipline (X₂), Work Motivation (Y₁), and Teacher Performance (Y₂) all have an AVE value greater than 0.5 as shown in Table 1. Research testing shows that all variables are able to distinguish between groups well.

Table 1. Average Variant Extracted (AVE) Value

Variable	AVE
Transformational Leadership Style (X ₁)	0,900
Work Discipline (X ₂)	0,907
Work Motivation (Y ₁)	0,927
Teacher Performance (Y ₂)	0,924

Composite Reliability

Table 2. Construct Reliability Testing Results based on Convergent Validity

Variable	Composite Reliability	Req	Cronbach's Alpha	Req	Info
Transformational Leadership Style (X ₁)	0,994	≥ 0,7	0,994	≥ 0,7	Reliabel
Work Discipline (X ₂)	0,993	≥ 0,7	0,993	≥ 0,7	Reliabel
Work Motivation (Y ₁)	0,995	≥ 0,7	0,994	≥ 0,7	Reliabel
Teacher Performance (Y ₂)	0,995	≥ 0,7	0,994	≥ 0,7	Reliabel

In Table 2 it can be seen that the composite reliability on teacher effectiveness, work discipline, motivation, and leadership style all have a value of 0.7. Educators' work motivation and performance both score 0.995 which is the highest of the four factors, followed by transformational leadership style (0.994) and work discipline (0.993). All research variables also have a Cronbach's Alpha value of 0.7 or more. Work discipline scores 0.993, the second highest after factors measuring transformational leadership, motivation, and teacher effectiveness (all scores 0.994). According to these findings, all variables are very reliable and accurate measurement tools, because they all exceed the composite reliability value.

Structural Model Test Results (Inner Model)

Causal linkages between latent variables (not directly measurable) are the best for this measurement approach. The use of exogenous and endogenous variables in the investigation will be determined by this measurement model which can explain the relationship between latent variables contained in the previous hypothesis.

Path Coefficient

One way to test for the interaction of factors is to calculate their path coefficients. Connection strengths and weaknesses are considered. The R-Square value shown here is an indication of the extent to which exogenous factors can affect the endogenous variables they have. If the value of R2 is more than 0.67, we can classify the effect of exogenous factors on endogenous variables as "good". The level of influence of exogenous factors on endogenous variables is classified as moderate if the R2 value is between 0.33 and 0.67. In the range between 0.19 and 0.33, the R2 statistic shows a fairly weak relationship between exogenous and endogenous variables.

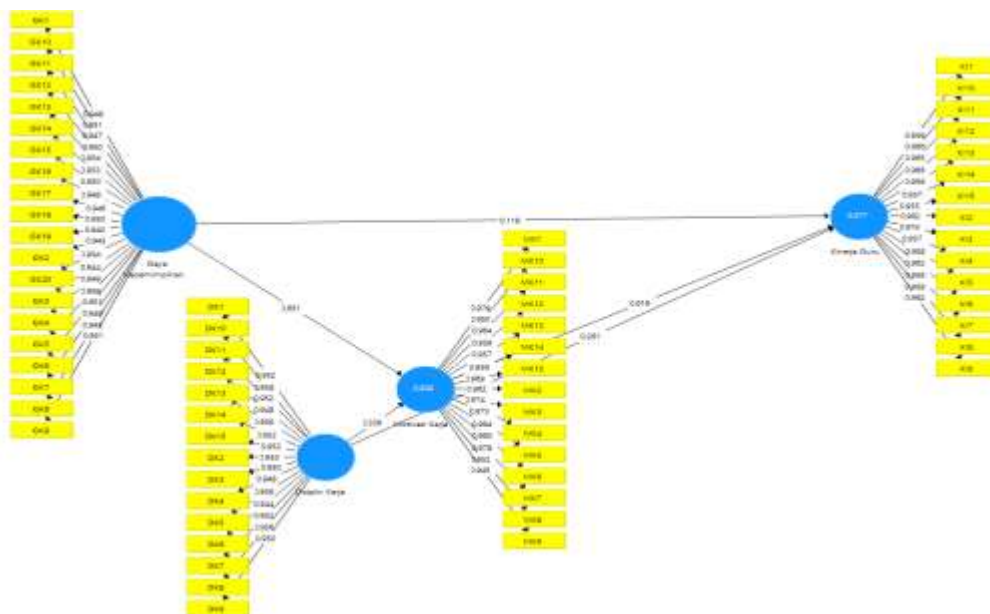


Figure 3. Inner Model Algorithm Results

The model schematic in the previous section explains why all model variables have positive path coefficients. The stronger the relationship between the independent and dependent variables, the greater the value of the route coefficient created between the two.

Goodness of Fit

The R-Square value of the dependent latent variable serves as a measure of fit, and has the same meaning as in regression. The effect of external latent factors on endogenous latent variables can be measured using the R-Square. If the value of R² is more than 0.67, we can classify the effect of exogenous factors on endogenous variables as "good". The level of influence of exogenous factors on endogenous variables is classified as moderate if the R² value is between 0.33 and 0.67. In the range between 0.19 and 0.33, the R² statistic shows a fairly weak relationship between exogenous and endogenous variables.

Table 3. R-Square Value

	R Square
Work Motivation	0,959
Teacher Performance	0,977

Work motivation (Y_1) has an R-Square value of 0.959, while teacher performance (Y_2) has an R-Square value of 0.977 as shown in the table above. Obtaining these results explains how the combination of Transformational Leadership Style (X_1) and Work Discipline (X_2) accounts for 95.9% of the variance in Employee Motivation (Y_1). A correlation of 0.97 was found between teacher performance (Y_2) and transformational leadership (X_1), work discipline (X_2), and work motivation (Y_1).

Hypothesis Test

Examination of the data allows for conclusions to be drawn about the hypothesized research relationships. Table 4 displays the findings of testing the research hypothesis using T-Statistics and P-Values. If the P-Values is less than 0.05, then the research hypothesis is accepted. The inner model was used to test the following hypotheses, and the findings are presented below:

Table 4. Hypothesis Testing

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Work Discipline -> Teacher Performance	0,261	0,270	0,095	2,738	0,006
Work Discipline -> Work Motivation	0,336	0,331	0,124	2,719	0,007
Transformational Leadership Style -> Teacher Performance	0,118	0,120	0,144	0,821	0,412
Transformational Leadership Style -> Work Motivation	0,651	0,656	0,122	5,321	0,000
Work Motivation -> Teacher Performance	0,619	0,608	0,116	5,352	0,000
Work Discipline -> Work Motivation	0,208	0,202	0,085	2,432	0,015
Transformational Leadership Style -> Work Motivation -> Teacher Performance	0,403	0,398	0,106	3,805	0,000

Qualitative Analysis

This mixed methods study uses a sequential explanatory design, with Nvivo 12 plus software used to categorize quantitative data and determine which aspects require qualitative explanation. The results of data processing with Nvivo 12 were carried out by coding the results of interviews with the three research subjects. The questions in this semi-structured interview guide are arranged based on the dimensions of the research variables.

Transformational Leadership Style



Figure 4. Information Graph of Transformational Leadership Style

Based on the picture above, it can be concluded that the four dimensions of the variable transformational leadership style have a role related to teacher performance, but the motivational dimension is the theme that appears the least in the interview process with 1 piece of information. Meanwhile the dimension of influence on subordinates became

the theme that most often appeared in the interview process with a total of 9 pieces of information.

Work Discipline



Figure 5. Graph of Work Discipline Information

Based on the picture above, it can be concluded that the three dimensions of the work discipline variable have a role related to teacher performance, with the dimensions of working according to procedures and attendance having the same amount of information, namely 5 information. Meanwhile the dimension of obedience to regulations became the theme that most often appeared in the interview process with a total of 7 pieces of information.

Work Motivation

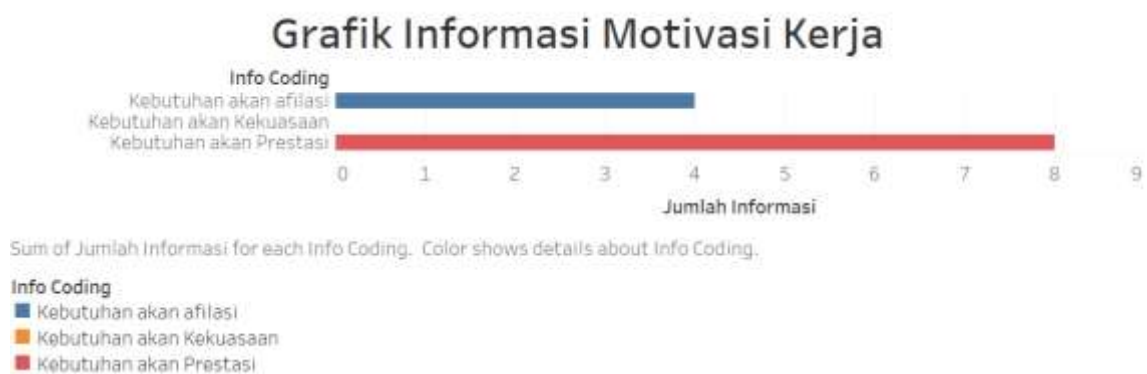


Figure 6. Graph of Work Motivation Information

From this diagram, we can conclude that only the need for affiliation and need for achievement components of the work motivation variable contribute to teacher effectiveness in the classroom. The dimension of the need for power is a dimension that does not appear at all in the interview process with zero information. Meanwhile, the dimension of the need for achievement was the theme that most often appeared in the interview process with a total of 8 pieces of information.

Teacher Performance



Figure 7. Graph of Teacher Performance Information

Clearly, the only themes that emerged from the interviews were those related to evaluating learning outcomes and incorporating lessons learned from teacher performance indicators (see figure above). The learning planning dimension is a dimension that does not appear at all in the interview process with 0 information. Meanwhile the dimensions of evaluation of learning outcomes became the theme that most often appeared in the interview process with a total of 12 pieces of information.

The Effect of Transformational Leadership Style on Work Motivation

The positive and statistically significant effect of transformational leadership style on the work motivation of TK-SD MKD employees is found in the research findings. The more effectively the principal applies the transformational leadership style, the more motivated the MKD teachers will be in carrying out their duties. The results of qualitative data analysis derived from in-depth interviews with 3 (three) subjects stated that the dimension of influence on subordinates is the dimension that becomes the major preference in reflecting the concept of the principal's transformational leadership style, so that it can be said that the influence of the principal on subordinates makes the most important contribution to increasing teacher work motivation.

This is consistent with the research findings of (Djazilan & Darmawan, 2022) who found that the ability of school principals to communicate and exert positive influence on teacher morale. (Abubakar et al., 2018) came to the same conclusion: the principal's leadership style is the principal's behavior in the work process, and this affects the performance of the entire school. Teacher motivation can be interpreted as the teacher's

affective attitude towards his role, derived from evaluating the characteristics of the work itself.

The Effect of Transformational Leadership Style on Teacher Performance

The results of the study found that there was no visible difference in performance between transformational and transactional leadership styles among MKD Kindergarten-Elementary School educators. Teacher effectiveness in MKD TK-SD is not influenced by the transformative leadership style of the principal. The study of (Kõiv et al., 2019) supports this notion, finding that the leadership style of school principals indirectly influences teacher performance (through psychological empowerment) and engagement in the workplace. While it is true that transformational leadership does little by itself to increase teacher effectiveness, it can help when combined with other proven strategies to increase educator productivity.

The results of qualitative data analysis derived from in-depth interviews with 3 (three) subjects stated that the dimension of influence over subordinates is the dimension that becomes the major preference in reflecting the concept of leadership which makes a difference from principles. Although the quantitative data indicate that transformational leadership has no appreciable impact on teacher outcomes, analysis of the qualitative data reveals that the motivational dimension offers the least amount of insight. Considering that teachers are already highly motivated to do their jobs well, this finding suggests that the lack of enthusiasm of principals will not have much effect on their productivity in class.

The Effect of Work Discipline on Work Motivation

Work discipline significantly increases the enthusiasm of MKD TK-SD workers towards their work. In MKD TK-SD, teacher discipline is positively correlated with the teacher's desire to carry out their duties. Mutual understanding of each other's obligations can result from a culture of discipline towards collective agreements which has an impact on increasing work motivation which results in work performance. The higher the level of a person's discipline, the better employee performance will also be. Discipline increases a person's sense of responsibility towards the tasks carried out. Discipline can encourage work passion, work enthusiasm which will have an impact on the realization of organizational goals.

The results of qualitative data analysis derived from in-depth interviews with 3 (three) subjects stated that the dimension of obedience to regulations is the dimension that becomes the major preference in reflecting the concept of teacher work discipline, so that it can be said that the work discipline of teachers makes the most important contribution to increasing motivation teacher work.

This is supported by research conducted by Supriyanto, Suriyansyah, & Mahrita (2022) that there is a direct relationship between teacher commitment and discipline on work motivation. (Haryadi & Safinah, 2021) also said that teacher discipline through formulated rules and regulations can create work motivation for teachers. (Sya'roni et al., 2018) also said that there is a positive influence between the motivation, discipline, and leadership style of the school principal on teacher performance.

The Effect of Work Discipline on Teacher Performance

It found a positive and substantial effect of work discipline on teacher performance in MKD Kindergarten-SD. When teachers have more self-control, their MKD Kindergarten-SD students do better. The results of qualitative data analysis derived from in-depth interviews with 3 (three) subjects stated that the dimension of obedience to regulations is the dimension that becomes the major preference in reflecting the concept of teacher work discipline, so that it can be said that the work discipline of teachers makes the most important contribution to improving performance Teacher.

This is consistent with the research findings of (Sancoko & Sugiarti, 2022), who found that teacher discipline is an important predictor of effectiveness. According to (Wachidah, 2019), there is a positive and substantial relationship between creative attitudes, self-control, and professional efficacy among educators. In addition, teacher discipline has been proven to be able to encourage student learning by (Fatihah et al., 2019).

The Effect of Work Motivation on Teacher Performance

The research findings show that teachers' job satisfaction influences their effectiveness in TK-SD MKD in a beneficial and statistically significant way. The more enthusiastic a teacher is about his work, the better his performance in MKD Kindergarten. The ability to strictly comply with every relevant and applicable class rule is essential to produce professional results. Without knowing and obeying the norms that apply to their profession, a teacher will not function properly. Discipline in the classroom can improve student achievement by making teachers more efficient.

The results of qualitative data analysis derived from in-depth interviews with 3 (three) subjects stated that the dimension of need for achievement is the dimension that becomes the major preference in reflecting the concept of teacher work motivation, so that it can be said that the work motivation of teachers makes the most important contribution to improving performance. Teacher.

This is supported by research conducted by (Nwokeocha, 2017) that there is a need for policies regarding teacher motivation, such as teacher professional development to

reduce waste of resources and create standardization of professional development programs. (Ashlan et al., n.d.) teacher effectiveness was also shown to be directly influenced by teacher organizational style and work motivation. Therefore, performance teachers can benefit from their inherent passion and work drive, as such instructors are more likely to enjoy their work while they are doing it.

The Effect of Transformational Leadership Style on Teacher Performance through Work Motivation

The results showed that the transformational leadership style had a positive and significant effect on teacher performance through work motivation in TK-SD MKD. The better the principal's transformational leadership style, the better the teacher's performance through teacher work motivation in MKD Kindergarten-SD. Leaders must know the needs and expectations of their subordinates in order to know how to increase the potential of their subordinates. The motivation given by the leader can encourage his subordinates to achieve better achievements and performance. Motivation can affect transformational leadership style on teacher performance, where guarantees given by school principals such as awards and promotions can increase teacher enthusiasm and productivity due to a growing sense of belonging in the organization.

The Effect of Work Discipline on Teacher Performance through Work Motivation

According to research findings, work discipline improves the performance of MKD TK-SD teachers by increasing their intrinsic motivation to do their job well. The proficiency of a teacher in MKD TK-SD increases in proportion to his or her commitment to a career in education. The impact of work discipline on a teacher's performance can vary depending on the level of motivation. Leaders who are able to set a good and strong example when discussing assignments can boost teacher morale and get more work done. The level of discipline at work correlates directly with how committed employees are to their work.

Conclusion

The conclusions in this study are based on the definition of the problem, research objectives, and the hypotheses tested here. The following findings stem from the research problem as stated by the authors:

In MKD TK-SD, employee engagement is increased by using a transformational leadership style. This suggests that principals' ability to inspire their staff through transformational leadership is directly correlated with teachers' commitment to their work.

Teachers in MKD Kindergarten do not respond differently to transformative leaders. This suggests that the success or failure of teachers' performance is not related to the extent to which their principals use a transformational leadership style.

In TK-SD MKD, work discipline significantly increases one's work motivation. This shows that the level of discipline of a teacher is directly correlated with how committed they are to their profession.

In TK-SD MKD, teacher performance is positively and significantly influenced by work discipline. This shows that the effectiveness of a teacher increases as their level of discipline increases.

In TK-SD MKD, teacher performance is positively and significantly influenced by the level of work motivation. This suggests that if a teacher is highly motivated to do their job, they will do a better job.

In MKD TK-SD, teacher performance is positively and significantly influenced by the transformational leadership style through work motivation. This suggests that enthusiasm for one's work can serve as an intermediary for transformative leadership and educator effectiveness. The more administrators use the transformational leadership style, the greater the effect on teacher performance.

In TK-SD MKD work discipline has a positive and significant effect on teacher performance through work motivation. This suggests that intrinsic motivation at work can play a mediating role between work discipline and teacher effectiveness. The greater the teacher's motivation and discipline in the classroom, the greater the influence on student learning.

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