



# The Influence Of Transformational Leadership Style And Work Motivation On Teacher Performance Mediated By Work Discipline On Teachers Of MTs Al-Fathimiyah Karawang

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## ABSTRACT

*This study aims to determine The Influence Of Transformational Leadership Style And Work Motivation On Teacher Performance Mediated By Work Discipline On Teachers Of Mts Al-Fathimiyah Karawang. Respondents of this study were 30 respondents and this study used a quantitative approach with the SmartPLS 3.0 data processing application. The results of this study found that 1. Transformational Leadership Style has no effect on Teacher Performance, 2. Work Motivation has a positive and significant effect on Teacher Performance, 3. Discipline has a positive and significant effect on Teacher Performance, 4. Transformational Leadership style has a positive and significant effect on Discipline, 5. Work Motivation has no effect on Discipline, 6. Transformational Leadership Style has a positive and significant effect on Work Performance mediated by Discipline, 7. Work Motivation has no effect on Work Performance mediated by Discipline.*

## INTRODUCTION

Improving the quality of education is a big agenda of education in Indonesia in order to realize quality education certainly cannot be separated from the role of various parties, one of which is the role of education personnel. Teachers as a key element in the education system have a strategic role in shaping the future of the younger generation. Several problems related to teacher performance arise as a result of dynamic changes in the context of education, technological developments, changes in the education paradigm, changes in curriculum and learning approaches, and aspects of teacher welfare. Technological developments and changes in the education paradigm require teachers to continuously improve their skills and knowledge. These challenges can create gaps in competencies that can affect overall teacher performance. Badan Pusat Statistik (BPS) shows that each year the number of teachers eligible to teach has increased. Teachers eligible to teach according to Minister of National Education Regulation No.

16/2007 are defined as teachers who have met the requirements for academic qualifications equivalent to Diploma IV (D4) or Strata I (S1) or higher.

**Figure 1 Number Of Teachers Eligible To Teach In The Academic Year 2017/2018 - 2020/2021**



Source: Badan Pusat Statistik, 2022

Looking at the graph above, it can be concluded that in the 2020/2021 school year the number of teachers eligible to teach in Indonesia reached 2,910,955 people with a percentage of 95.78 percent. This number increased by 9.6 percent when compared year-on-year from the previous school year, which amounted to 2,654,945 people. This significant increase in teacher eligibility is a sign that the quality of teachers in Indonesia is growing, although it cannot be said to be sufficient to indicate an increase in the quality of teachers in Indonesia, where one of the points of teacher quality is by looking at teacher performance in schools.

According to Addin *et al.*, (2020), teacher performance problems that often occur in various schools are caused by a mismatch between the discipline and the field taught so that many teachers switch to fill the study, teacher qualifications that are not equivalent to a bachelor's degree so that it has an impact on the decline in applicable scientific standards, low teacher continuous professional development programs, there are still teachers who are lazy to develop their talents, and an ineffective teacher recruitment system.

**Table 1 Teacher Performance At MTs Al-Fathimiyah Karawang**

No	Teacher Performance's Indicators	Good	Enough	Less
1	Program planning of learning activities			•
2	Implementation of learning activities			•
3	Class management		•	
4	Using media and learning resources			•
5	Using learning methods		•	
6	Learning assessment evaluation			•

Sumber : Data MTs Al-Fathimiyah Karawang, 2024

From the table above, it can be concluded that the performance of teachers at MTs Al-Fathimiyah Karawang is still relatively low, it requires several strategies that must be implemented by the principal to be able to improve teacher performance at MTs Al-Fathimiyah Karawang. Improvements need to be made in an effort to improve teacher performance in

schools by examining various factors that affect teacher performance in schools. (Daulay et al., 2019) explains that the factors that influence teacher performance in schools are work motivation, trust, justice, ethics, personality, cultural values, abilities, and leadership styles.

Transformational Leadership Style can create a leader who can easily communicate their expectations to employees through inspirational motivation of leaders who can really carry out their functions appropriately (Fachrurazi et al., 2022). Research conducted by (Handini et al., 2020) states that the Transformational leadership style has a positive and significant effect on teacher performance, which means that if the principal applies the Transformational leadership style to encourage teachers to reach their potential, it will be able to improve teacher performance. However, research conducted by (Nurhuda, Sardjono, & Purnamasari, 2020) concluded that Transformational leadership style has no effect on performance.

In addition, (Siahaan et al., 2019) stated that work motivation has no effect on performance. Although the object of research conducted is not in educational institutions, because the variables used and measured are the same. The author adds the mediating variable of work discipline to measure the influence between Transformational Leadership Style and work motivation on teacher performance at MTs Al-Fathimiyah Karawang.

## **LITERATURE REVIEW**

### **Transformational Leadership**

Transformational Leadership Style is the leader's ability to work to optimally transform organizational resources, which inspires and motivates its employees as well as develops employees to be able to innovate in dealing with problems to achieve goals in accordance with the set targets (Amelia, Cahyono, Nurchayati, & Suparjo, 2024). Transformational Leadership Style shows a leader's actions in influencing his subordinates so that they have the willingness to work in an effort to achieve organizational goals which consists of three components, namely charisma, individual consideration, and intellectual stimulation (Wulandari & Miyono, 2023). Transformational leadership's indicators according to (Handini et al., 2020) are confident, charismatic, empathetic, inspiring, and intellectually stimulating.

### **Work Motivation**

Work Motivation is interpreted as a change in energy within a person that is seen through the emergence of feelings and responses in order to optimize the performance of better educators, passionate and caring attitude to protect the environment in the workplace. Work motivation in educational institutions plays a crucial role in creating a productive and quality learning environment. Highly motivated educators tend to be more enthusiastic in delivering learning materials, providing support to students, and being actively involved in curriculum development (Elazhari, Tampubolon, Barham, & Parinduri, 2022). Motivated teachers will have a strong drive to realize and actualize their plans in learning and maximize their existence at school (Selvia, 2021). Work motivation's indicators according to (Anjani, 2019) are physical need, safety need), social need, esteem need, and self actualization need.

### **Work Discipline**

Discipline is defined as an attitude or behavior that is in accordance with the rules of an organization, whether in writing or not (Rosmawati et al., 2020). Work discipline in educational institutions creates a framework that supports teaching efficiency and quality. Teachers who carry out tasks with discipline are able to manage time well, plan teaching in a structured manner, and overcome challenges that may arise during the teaching-learning process. Good discipline reflects a person's sense of responsibility for the tasks assigned to them. This encourages passion and enthusiasm for work and the realization of the goals of government institutions, employees and society (Aprileoni, Rulina, & Seftiawan, 2020). Work discipline's

indicators according to (Nurjaya, 2021) are attendance frequency, alertness level, adherence to work standards, adherence to work rules and work ethics.

### Teacher Performance

Performance according to (Amelia *et al.*, 2024) is the result of work in quantity and quality achieved by a person in completing his duties during a certain period by doing or producing something both physical and non-physical in accordance with authority and responsibility in achieving goals illegally, not violating the law, and not against morals and ethics. Teacher Performance according to (Fitriana & Siagian, 2020) can be interpreted as the ability achieved based on a person's knowledge, attitudes and skills as a result of achievement in accordance with personal will as a whole in a certain period by following established laws. The value of performance achievement can be seen from the attitude of educators in achieving predetermined targets. Teacher performance's indicators according to (Tarmizi & Hutasuhut, 2021) (Nurjaya, 2021) are quality, quantity, timeliness, effectiveness, independence.

### METHODS

The type of research conducted by the author is a type of research with a quantitative approach whose conclusions focus on hypothesis submission, where to test the hypothesis variables are used with measurable data and will produce conclusions that can be generalized. This approach will start with theory and hypothesis, the next step is to create an analysis model, identify variables, make operational definitions, collect population and sample data and conduct analysis. The population in this study were all teacher of MTs Al-Fathimiyah Karawang with totaling 30 people and the sample in this study amounted to 30 samples with sample calculations using saturated samples.

### RESULTS

#### Validity Test

**Table 2 Outer Loading 1**

Variable	Indicator	Outer Loading	Validity
<b>TRANSFORMATIONAL LEADERSHIP STYLE</b>	TL1	0.810	Valid
	TL2	0.867	Valid
	TL3	0.806	Valid
	TL4	0.891	Valid
	TL5	0.724	Valid
<b>WORK MOTIVATION</b>	WM1	0.384	<b>Invalid</b>
	WM2	0.738	Valid
	WM3	0.939	Valid
	WM4	0.861	Valid
	WM5	0.855	Valid
<b>WORK DISCIPLINE</b>	D1	0.730	Valid
	D2	0.824	Valid
	D3	0.912	Valid
	D4	0.929	Valid
	D5	0.917	Valid
<b>TEACHER PERFORMANCE</b>	TP1	0.825	Valid
	TP2	0.886	Valid
	TP3	0.879	Valid
	TP4	0.801	Valid
	TP5	0.860	Valid

Source: Primary data processed, 2024

From the table above, it can be seen that there are indicators that have an outer loading value smaller than 0.7, therefore they must be eliminated and retested.

**Table 3 Outer Loading 2**

Variable	Indicator	Outer Loading	Validity
<b>TRANSFORMATIONAL LEADERSHIP STYLE</b>	TL1	0.810	Valid
	TL2	0.867	Valid
	TL3	0.806	Valid
	TL4	0.891	Valid
	TL5	0.724	Valid
<b>WORK MOTIVATION</b>	WM2	0.750	Valid
	WM3	0.944	Valid
	WM4	0.857	Valid
	WM5	0.847	Valid
<b>WORK DISCIPLINE</b>	D1	0.730	Valid
	D2	0.824	Valid
	D3	0.912	Valid
	D4	0.929	Valid
	D5	0.917	Valid
<b>TEACHER PERFORMANCE</b>	TP1	0.825	Valid
	TP2	0.885	Valid
	TP3	0.879	Valid
	TP4	0.801	Valid
	TP5	0.861	Valid

Source: Primary data processed, 2024

Based on the table above, it can be seen that all indicators that measure the variables of transformational leadership, work motivation, work discipline and teacher performance have a loading factor value greater than 0.7. Thus the indicator is declared valid in measuring the variables of transformational leadership, work motivation, work discipline and teacher performance.

### Reliability Test

**Table 4 Reliability Test Results**

Variabel	Cronbach's Alpha	rho_A	Composite Reliability	Description
<b>TRANSFORMATIONAL LEADERSHIP STYLE</b>	0.878	0.887	0.912	<b>Reliable</b>
<b>WORK MOTIVATION</b>	0.871	0.877	0.913	<b>Reliable</b>
<b>WORK DISCIPLINE</b>	0.914	0.914	0.937	<b>Reliable</b>
<b>TEACHER PERFORMANCE</b>	0.904	0.908	0.929	<b>Reliable</b>

Source: Primary data processed, 2024

Based on the table above, it can be seen that the composite reliability value on the variables of transformational leadership, work motivation, work discipline and teacher performance is greater than 0.7. Furthermore, the Cronbach Alpha value on the variables of transformational leadership, work motivation, work discipline and teacher performance is greater than 0.6. Thus, based on the calculation of two tests, all indicators that measure the variables are declared highly reliable.

### Path Coefficient Results

Testing the hypothesis can be seen from the t-statistic value and the probability value. To test the hypothesis using a statistical value, for alpha 5%, the t-statistic value used is 1.96.

**Table 5 Hypothesis Test Results**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
<b>DISCIPLINE -&gt; TEACHER PERFORMANCE</b>	0.719	0.702	0.130	5.528	<b>0.000</b>
<b>TRANSFORMATIONAL LEADERSHIP -&gt; DISCIPLINE</b>	0.828	0.807	0.217	3.817	<b>0.000</b>
<b>TRANSFORMATIONAL LEADERSHIP -&gt; TEACHER PERFORMANCE</b>	-0.107	-0.096	0.189	0.566	<b>0.572</b>
<b>WORK MOTIVATION -&gt; DISCIPLINE</b>	0.051	0.077	0.225	0.228	<b>0.820</b>
<b>WORK MOTIVATION -&gt; TEACHER PERFORMANCE</b>	0.374	0.382	0.184	2.028	<b>0.043</b>
<b>TRANSFORMATIONAL LEADERSHIP -&gt; DISCIPLINE -&gt; TEACHER PERFORMANCE</b>	0.595	0.571	0.192	3.103	<b>0.002</b>
<b>WORK MOTIVATION -&gt; DISCIPLINE -&gt; TEACHER PERFORMANCE</b>	0.037	0.050	0.153	0.240	<b>0.810</b>

Source: Primary data processed, 2024

### DISCUSSION

1. The effect of transformational leadership (X1) on teacher Performance (Y), produces an original sample value of -0.107 with a statistical T value of 0.566 and P Values of 0.572 or greater than the  $\alpha$  value ( $0.572 > 0.05$ ). It can be concluded that  $H_0$  is accepted and  $H_a$  is rejected, meaning that there is no effect of transformational leadership on teacher performance. This is in line with (Amalia, Swasto, & Susilo, 2016), the results showed Transformational leadership is perceived well by employees, such as confident, charismatic, empathic, inspiring, and intellectually stimulating, but apparently it has no real impact on employee performance.
2. The effect of work motivation (X2) on teacher performance (Y), produces an original sample value of 0.374 with a statistical T value of 2.028 and P Values of 0.043 or smaller than the  $\alpha$  value ( $0.043 < 0.05$ ). It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is an effect of work motivation on teacher performance. This is in line with (Elazhari et al., 2022), the results showed that work motivation has a positive influence on teacher performance with a contribution of 74.8%.
3. The effect of discipline (Z) on teacher performance (Y), produces an original sample value of 0.719 with a statistical T value of 5.528 and P Values of 0.000 or smaller than the  $\alpha$  value ( $0.000 < 0.05$ ). It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is an effect of discipline on teacher performance. This is in line with (Erni, FoEh, & Silalahi, 2022)

- , the results showed that work motivation has a positive influence on teacher performance with a contribution of 74.8%.
4. The effect of transformational leadership (X1) on discipline (Z), produces an original sample value of 0.595 with a statistical T value of 3.817 and P Values of 0.000 or smaller than the  $\alpha$  value ( $0.000 < 0.05$ ). It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is an effect of transformational leadership on discipline. This is in line with (Rasyid, Arifin, & Subadi, 2020) , the results showed that transformational leadership style has a positive influence on work discipline.
  5. The effect of work motivation (X1) on discipline (Z), produces an original sample value of 0.051 with a statistical T value of 0.228 and P Values of 0.820 or greater than the  $\alpha$  value ( $0.820 > 0.05$ ). It can be concluded that  $H_0$  is accepted and  $H_a$  is rejected, meaning that there is no effect of work motivation on discipline. This is in line with (Amalia et al., 2016), the results showed that work motivation does not affect employee work discipline.
  6. The effect of transformational leadership (X1) on teacher Performance (Y) mediated by discipline (Z), produces an original sample value of 0.828 with a statistical T value of 3.103 and P Values of 0.002 or smaller than the  $\alpha$  value ( $0.002 < 0.05$ ). It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is an effect transformational leadership on teacher Performance mediated by discipline. This is in line with (Selviani & Adnyana, 2023) , the results showed that work discipline can mediate the effect of transformational leadership style on teacher performance with a coefficient value of 0.190 and a t value of 2.510.
  7. The effect of work motivation (X2) on teacher Performance (Y) mediated by discipline (Z), produces an original sample value of 0.037 with a statistical T value of 0.240 and P Values of 0.810 or greater than the  $\alpha$  value ( $0.810 > 0.05$ ). It can be concluded that  $H_0$  is accepted and  $H_a$  is rejected, meaning that there is no effect work motivation on teacher Performance mediated by discipline. This is in line with (Amalia et al., 2016), the results showed that work motivation does not affect employee work discipline.

## CONCLUSION

Based on the description and discussion of the research results on Transformational Leadership Style And Work Motivation On Teacher Performance Mediated By Work Discipline On Teachers Of MTs Al-Fathimiyah Karawang, the researcher can conclude as follows :

1. Transformational Leadership Style has no effect on Teacher Performance at MTs Al-Fathimiyah Karawang.
2. Work Motivation has a positive and significant effect on Teacher Performance at MTs Al-Fathimiyah Karawang.
3. Discipline has a positive and significant effect on Teacher Performance at MTs Al-Fathimiyah Karawang.
4. Transformational Leadership style has a positive and significant effect on Discipline at MTs Al-Fathimiyah Karawang.
5. Work Motivation has no effect on Discipline at MTs Al-Fathimiyah Karawang at MTs Al-Fathimiyah Karawang.
6. Transformational Leadership Style has a positive and significant effect on Work Performance mediated by Discipline at MTs Al-Fathimiyah Karawang.

7. Work Motivation has no effect on Work Performance mediated by Discipline at MTs Al-Fathimiyah Karawang.

## SUGGESTION

1. Principals and leaders at MTs Al-Fathimiyah Karawang need to focus on developing leadership style skills that are suitable for the conditions and characteristics of HR at MTs Al-Fathimiyah Karawang. In addition, regular training on leadership forms for principals and leaders is needed to better understand the appropriate leadership style at MTs Al-Fathimiyah Karawang.
2. Schools need to create a supportive environment to increase teachers' work motivation. This can be achieved by providing rewards and recognition, providing career development opportunities, and creating a positive and collaborative working atmosphere such as implementing a reward and recognition system for outstanding teachers, providing career development programs such as advanced training and certification and improving communication and collaboration between teachers through joint activities such as team building.
3. Work discipline is an important mediating factor affecting teacher performance. Therefore, schools should establish and enforce clear discipline standards such as formulating clear and fair discipline policies and procedures, conducting training and socialization sessions on the importance of work discipline and monitoring and evaluating compliance with work discipline on a regular basis.
4. Schools can integrate appropriate leadership styles, work motivation and work discipline into school policies. A possible action is to form a team tasked with monitoring the implementation of the teacher performance improvement policy and conducting periodic evaluations, as well as creating a long-term plan for improving teacher performance that includes appropriate leadership styles, motivational programs and effective work discipline.

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