THE EFFECT OF TRANSFORMATIONAL LEADERSHIP STYLE AND JOB MOTIVATION ON JOB PERFORMANCE TEACHERS OF UPPER SECONDARY SCHOOL AT JONGGGOL

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Abstract

This aim of this research was to study the influence transformational leadership style and job motivation on job performance. The method used drwas a survey method with the type of explanatory research.The method used is this research was quantitative approach. Data survey collected 80 teacher. Data analysis using path analysis. Based on hypothesis testing that has been done, it can be described as the following research findings: (1) there is a positive direct influence of transformational leadership style on job performance, (2) there is a positive direct influence of job motivation on job performance, (3) there is a positive direct influence between transformational leadership style on job motivation.

Keywords : transformational leadership style, job motivation and job performance.

Education becomes an important factor of the authority of a country, of course, good education and can give birth to the next generation of a smart, competent nation. This is instilled in students to realize a person who has a social attitude, the process of developing students' social attitudes, of course, cannot be done in a time, it takes time to continue so that the desired character of the attitude of students can be fostered well.

However, based on the facts in the field it was found that the granting of educator certificates was still far from expectations, khodijah in his disclosure, "the performance of most post-certification teachers is still below standard, because most teachers (more than 70%) still show moderate performance, even teachers who show low performance percentage is also quite significant, almost reaching 20%. While teachers who showed high performance of less than 10% "and also according to an analysis of the strategic issues of the Bogor Regency Regional Medium-Term Development Plan 2013-2018, were found; the low level of education is shown by: (1) the high illiteracy rate; (2) the low average length of schooling (RRLS) for the Bogor Regency community in 2013 only reached 8.04 years, or only reached the 2nd grade of junior high school which means it did not finish junior high school; (3) the low number of teachers who are professionally certified at all levels of education; (4) the quality and relevance and education governance are not yet compatible with the needs and demands of increasing competitiveness. Teacher performance has an important role in achieving school goals. Performance problems are the focus of various parties, government performance will be felt by the community and teacher performance will be felt by students or parents of students.

According to the synthesis of experts, a person's performance is shown in the form of behavior in carrying out the main tasks of work. Transformational leadership is a style of leadership that seeks to transform the values held by subordinates to support the vision and goals of the organization. Work motivation is the

urge / desire of someone who moves and directs the behavior to act to do something because there are goals, needs or desires that must be achieved.

The study was conducted at Private High School in Jonggol sub-district. This research uses survey method with path analysis approach. The results of each trial variable calculation of the validity of the kinera instrument with n = 30 out of 40 statement items, there are 2 (two) items that are not valid (drop) and a reliability coefficient of 0.959 is obtained. The validity of the transformational leadership style instrument with n = 20 out of 40 statements, there were 4 (four) invalid (drop) and obtained a reliability coefficient of 0.952. The validity of the work motivation instrument with n = 20 out of 40 statements, there were 4 (four) invalid (drop) and obtained a reliability coefficient of 0.957.

METHOD

This research uses a quantitative approach with survey methods and path analysis techniques. The variables in the path analysis technique consist of two types, namely endogenous variables and exogenous variables. The research constellation is as follows:
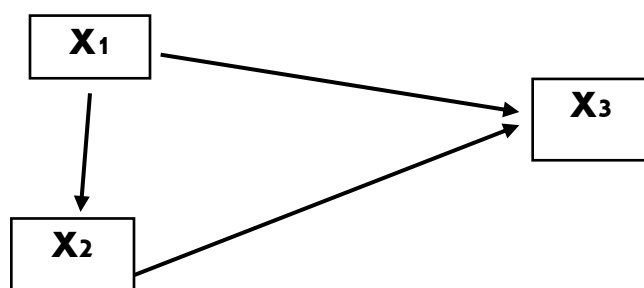
Information :
X1: Transformational leadership, X2: Work motivation, X3: Performance

The target population in this study were private high school teachers in the Jonggol District area. While the outreach population is a Private High School in the Jonggol District area which consists of 8 Private High Schools with a total of 90 teachers. The size of the sample is 80. The data collection technique in this study was to use a questionnaire that contained several questionnaires.

RESULT

From the results of normality test calculations (complete calculations in appendix 5) the following results are obtained:

Test for Normality of Estimated Regression X3 over X1

a. From the calculation results obtained L_{Count} value = 0.0805 this value is smaller than the value of L_{Table} (n = 80; α = 0.05) of 0.0991. Considering the value of L_{Count} is smaller than L_{Table}, the distribution of teacher performance data on transformational leadership style tends to form a normal curve.

b. Test for Normality of Estimated Regression X3 over X2
From the calculation results obtained L_{count} = 0.0754 this value is smaller than the L_{table} value (n = 80; α = 0.05) of 0.0991. Considering that the L_{count} value is smaller than the L_{table}, the distribution of teacher performance data on work motivation tends to form a normal curve.

c. Test for Normality of Estimated Regression X2 over X1
From the calculation results obtained L_{count} value = 0.0930 this value is smaller than the value of L_{table} (n = 80; α = 0.05) of 0.0991. Considering the value of L_{count} is smaller than L_{table}, the

distribution of work motivation data on transformational leadership style tends to form a normal curve.

Based on this, it can be concluded that all the null hypotheses (H0) that read the sample come from normally distributed populations cannot be rejected, in other words that all selected samples come from populations that are normally distributed. The recapitulation of the normality test results is listed in the following table:

Table .4 Test Results for Regression Estimation Normality Errors

Regression Estimation Error	n	L_{count}	L_{table} $\alpha = 0,05$	$\alpha = 0,01$	adverb
X_3 atas X_1	80	0,0805	0,0991	0,1153	Normal
X_3 atas X_2	80	0,0754	0,0991	0,1153	Normal
X_2 atas X_1	80	0,0930	0,0991	0,1153	Normal

Based on the prices of L_{count} and L_{table} above, it can be concluded that all data pair both teacher performance on transformational leadership style, teacher performance on work motivation, and work motivation on transformational leadership style come from a sample that is normally distributed.

1. Test the Significance and Linearity of Regression

Research hypothesis testing is carried out using regression and correlation analysis techniques. Regression analysis is used to predict the relationship model while correlation analysis is used to determine the degree of influence between research variables.

At the initial stage of testing the hypothesis is to state the effect of each exogenous variable on endogenous variables in the form of a simple regression equation. The equation is determined by using measurement data in the form of exogenous variable pairs with endogenous variables such that the regression equation model is the most suitable form of relationship. Before using

Regression equation in order to draw conclusions in hypothesis testing, the regression model obtained was tested for significance and continuity by using the F test in the ANAVA table. The criteria for testing the significance and linearity of the regression model are set as follows:

Regresi signifikan : $F_{count} \geq F_{table}$ in the regression line

Regresi linear : $F_{count} < F_{table}$ on the tuna line it fits

The next step is to conduct a correlational analysis by reviewing the level and significance of the relationship between pairs of exogenous variables and endogenous variables.

Test the Significance and Linearity of Teacher Performance Regression Equations for Transformational Leadership Styles

From the calculation data for the preparation of the regression equation model between teacher performance with transformational leadership style in appendix 5 obtained a regression constant a = 97.22 and a regression coefficient b = 0.40. Thus the relationship of the simple regression equation model is $\hat{X}_3$ = 97,22 + 0,40X₁.

Before the regression equation model is further analyzed and used in drawing conclusions, first the significance and linearity of the regression equation is tested. The results of calculations of significance and linearity are arranged in the ANAVA table as in table 5.

Table 5 ANAVA for Test the Significance and Linearity of Regression Equations $\hat{X}_3 = 97{,}22 + 0{,}40X_1$

Source of Variance	dk	JK	RJK	F_{count}	F_{table} $\alpha = 0{,}05$	$\alpha = 0{,}01$
Total	80	1988361				
Regression a	1	1969095.01				
Regression b/a	1	3922.630	3922.6304	19.94 **	3.96	6.97
Residue	78	15343.36	196.71			
Tuna Cocok	43	6748.69	156.95	0.64 ns	1.72	2.17
Error	35	8594.67	245.56			

Information :

**	: Very significant regression (19,94 > 6,97 pada $\alpha = 0{,}01$)
ns	: Regression is linear (0,64 < 1,72 pada $\alpha = 0{,}05$)
dk	: Degree of freedom
JK	: Number of squares
RJK	: Average number of squares

Regression equation $\hat{X}_3 = 97{,}22 + 0{,}40X_1$, for the significance test, the F-count of 19.94 was greater than that of $F_{table\ (0,01;1:78)}$ 6,97 at $\alpha = 0{,}01$. Because $F_{count} > F_{table}$ then the regression equation is stated to be very significant. For the linearity test obtained F_{count} of 0,64 smaller than $F_{table\ (0,05;43:35)}$ of 0,64 at$\alpha = 0{,}05$. Because $F_{count} < F_{table}$ then the estimated point distribution forming a linear line is acceptable. Visually can be seen in the picture 4.
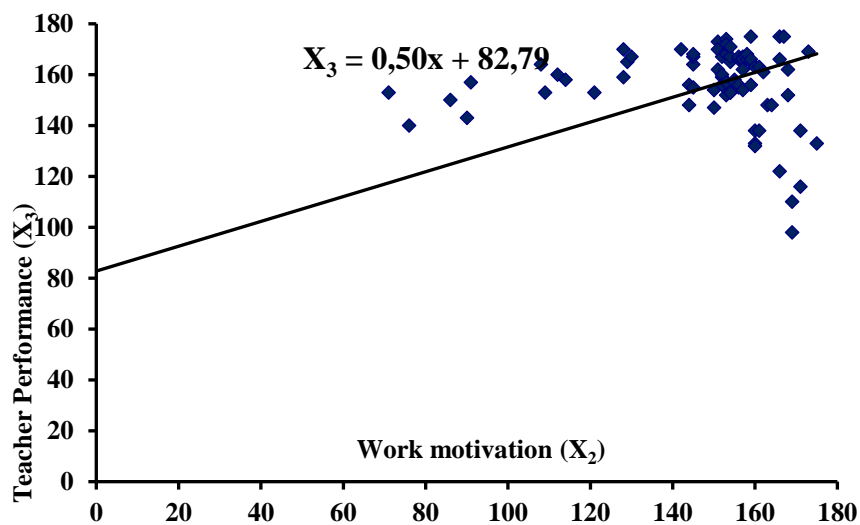

Figure 4.4 Graph of Equation of Regression $\hat{X}_3 = 97{,}22 + 0{,}40X_1$

a. Test the Significance and Linearity of Teacher Performance Regression Equations for Work Motivation

From the calculation data for the preparation of the regression equation model between teacher performance and work motivation in appendix 5, the regression constant a = 82.79 and the regression coefficient b = 0.50 are obtained. Thus the relationship of the simple regression equation model is $\hat{X}_3 = 82,79 + 0,50X_2$. Before the regression equation model is further analyzed and used in drawing conclusions, first the significance and linearity of the regression equation is tested. The results of the calculation of significance and linearity tests are arranged in the ANAVA table as in table 4.6.

Table 4.6 ANAVA for Test of Significance and Linearity of Regression Equations $\hat{X}_3 = 82,79 + 0,50X_2$

Source of Variance	dk	JK	RJK	F_{count}	F_{table} $\alpha = 0,05$	$\alpha = 0,01$
Total	80	1988361				
Regression a	1	1969095.01				
Regression b/a	1	9693.575	9693.575	78.99**	3.96	6.97
Residue	78	9572.41	122.72			
Tuna Cocok	36	5206.03	144.61	1.39 ns	1.70	2.12
Error	42	4366.38	103.96			

Information :

**	: Very significant regression (78,99 > 6,97 pada α = 0,01)
ns	: Regression is linear (1,39 < 1,70 pada α = 0,05)
dk	: Degree of freedom
JK	: Number of squares
RJK	: Average number of squares

Regression equation $\hat{X}_3 = 82,79 + 0,50X_2$, for the significance test obtained F_{count} 78.99 bigger than $F_{table\ (0,01;1:78)}$ 6,97 at α = 0,01. Because $F_{count} > F_{table}$ then the regression equation is stated to be very significant. For the linearity test obtained F_{count} of 1,39 smaller than $F_{table\ (0,05;36:42)}$ of 1,39at α = 0,05. Because $F_{count} < F_{table}$ then the estimated point distribution forming a linear line is acceptable. Visually it can be seen in figure 4.5.
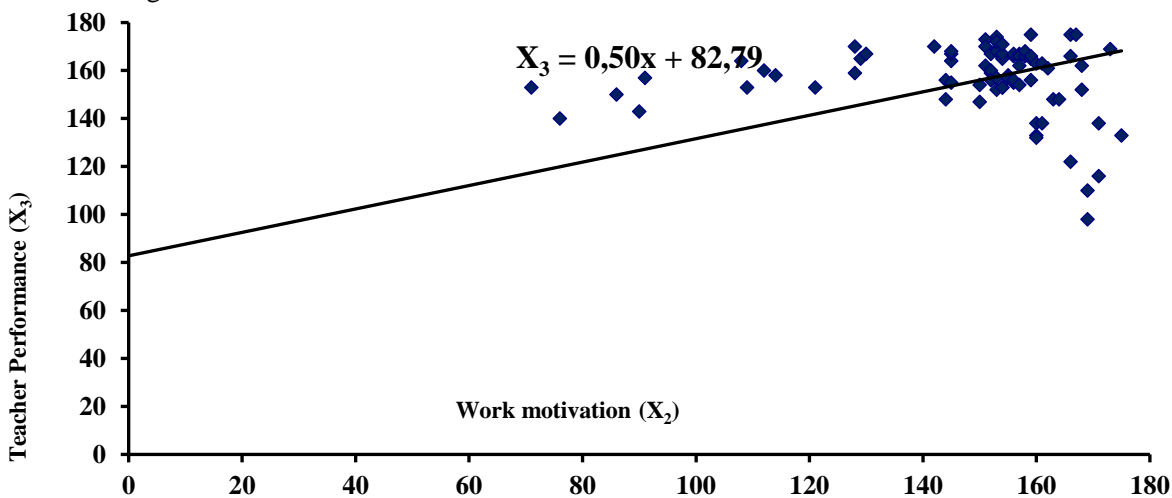

Figure 4.5 Graph of Equation of Regression $\hat{X}_3 = 82,79 + 0,50X_2$

a. Test of Significance and Linearity of Regression Equations in Work motivation for transformational leadership styles

From the calculation data for the preparation of the regression equation model between work motivation and transformational leadership style in appendix 5, the regression constant a = 67.79 and the regression coefficient b = 0.54 are obtained. Thus the relationship of the simple regression equation model is $\hat{X}_2 = 67,79 + 0,54X_1$. Before the regression equation model is further analyzed and used in drawing conclusions, first the significance and linearity of the regression equation is tested. The results of calculations of significance and linearity are arranged in the ANAVA table as in table 4.7.

Table 4.7 ANAVA for Test Significance and Linearity of Regression Equations $\hat{x}_2 = 67,79 + 0,54X_1$

Source of Variance	dk	JK	RJK	F_{count}	F_{table} $\alpha = 0,05$	$\alpha = 0,01$
Total	80	1813121				
Regression a	1	1760617.80				
Regression b/a	1	7244.154	7244.154	12.48**	3.96	6.97
Residue	78	45259.05	580.24			
Tuna Cocok	42	31533.47	750.80	1.97^{ns}	2,16	2.56
Error	36	13725.58	381.27			

Information :

**	: Very significant regression (12,48 > 6,97 pada $\alpha = 0,01$)
ns	: Regression is linear (1,97 < 2,16 pada $\alpha = 0,05$)
dk	: Degree of freedom
JK	: Number of squares
RJK	: Average number of squares

Regression equation $\hat{X}_2 = 67,79 + 0,54X_1$, for the significance test obtained F_{count} 12,48 bigger than $F_{table\ (0,01;1:78)}$ 6,97   at $\alpha = 0,01$. Because a $F_{count} > F_{table}$ then the regression equation is stated to be very significant. For the linearity test obtained F_{count} of 1.97 smaller than $F_{table\ (0,05;42:36)}$ of 2,16 pada $\alpha = 0,05$. Because $F_{count} < F_{table}$ then the estimated point distribution forming a linear line is acceptable. Visually it can be seen in Figure 4.6
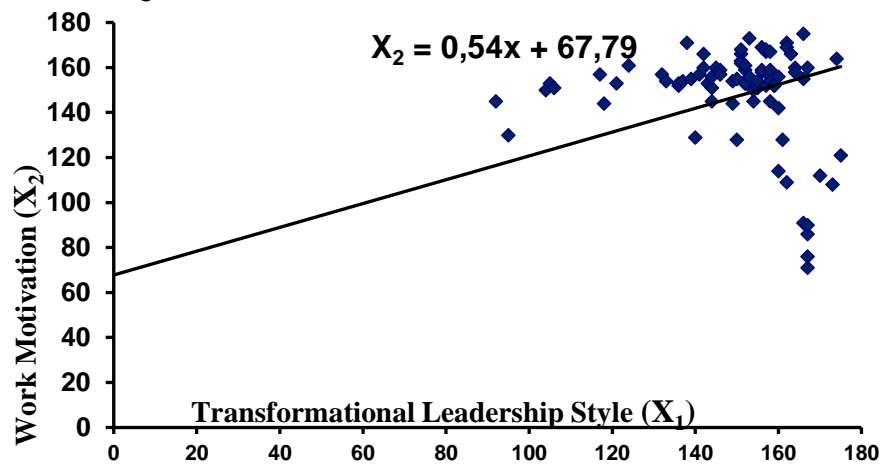

Figure 4.6 Graph of Equation of Regression $\hat{X}_2 = 67,79 + 0,54X_1$

The overall results of the significance and linearity regression tests are summarized in the following table.

Table 4.8 Test Results Significance and Test Linearity Regression

Reg	Equation	Regression Test		Linearity Test		Conclusion
		F_{count}	F_{table} $\alpha = 0,01$	F_{count}	F_{table} $\alpha = 0,05$	
X_3 over X_1	$\hat{X}_3 = 97,22 + 0,40X_1$	19,94 **	6,97	0,64 ns	1,72	Very significant regression / Linear regression
X_3 over X_2	$\hat{X}_3 = 82,79 + 0,50X_2$	78,99 **	6,97	1,39 ns	1,70	Very significant regression / Linear regression
X_2 over X_1	$\hat{X}_2 = 67,79 + 0,54X_1$	12,48 **	6,97	1,97 ns	2,12	Very significant regression / Linear regression

Infomation :

** : Very significant

ns : Non significant (linear regression)

From the results of the analysis in the previous section and the calculation process carried out in annex 6, it can be summarized as follows.

Table 4.9 Simple Correlation Coefficient Matrices between Variables

Matrix	Correlation coefficient		
	X_1	X_2	X_3
X_1	1,00	0.435	0.470
X_2		1	0.742
X_3			1,00

From table 4.9 it can be seen that the correlation between transformational leadership styles with work motivation is 0.435. The correlation between transformational leadership styles and teacher performance is 0.470. The correlation between work motivation and teacher performance is 0.742.

The results of hypothesis testing indicate that there is a positive direct effect between transformational leadership style on performance with the correlation coefficient r13 = 0.470 and the path coefficient value p31 = 0.182. Demonstrating the power of the principal's transformational leadership style will have a direct positive effect on teacher performance. The results of the second hypothesis testing indicate that there is a positive direct effect between work motivation on teacher performance with a correlation coefficient r23 = 0.742 and a path coefficient value of p32 = 0.663. Showing the high level of work motivation of teachers will have a direct positive effect on improving teacher performance. The results of testing the third hypothesis indicate that there is a positive direct effect between transformational leadership style on work motivation with the correlation coefficient r12 = 0.435 and the path coefficient value p21 = 0.435. Demonstrating the power of transformational leadership styles will have a direct positive effect on work motivation. It can be concluded: (1) there is a positive direct effect of transformational leadership style on performance, (2) there is a positive direct effect of work motivation on performance, (3) there is a positive direct effect of transformational leadership style on work motivation. The implication of this study, in improving teacher performance is a benchmark assessment

of the duties and responsibilities of a teacher, in other words a performance that is shown in the form of behavior through tasks and responsibilities in carrying out the main tasks and functions of work in school. These tasks and responsibilities become an indicator of the productivity of a teacher in a school to achieve existing targets. One of them is an indicator of career assessment in the development of a teacher's position.

As important as teacher performance is, the Head of Private High Schools in Jonggol sub-district has the goal of developing managerial management and leadership systems in schools to create work motivation for teachers in carrying out tasks and responsibilities in schools, to improve teacher performance in these institutions.

DISCUSSION

1. Effect of Transformational Leadership Styles on Teacher Performance

From the results of testing the first hypothesis it can be concluded that there is a positive direct effect of transformational leadership style on teacher performance with a correlation coefficient of 0.470 and a path coefficient of 0.182. This means giving meaning to the transformational leadership style has a direct positive effect on teacher performance. The previous explanation also explained that the transformational leadership style had a direct positive effect on teacher performance. Transformational leadership style is one of the variables that affects the performance of teachers, especially the Private High Schools in Jonggol District. Furthermore, the researcher wants the teachers of Jonggol District Private High School to improve performance in terms of duties and responsibilities within their school institutions, the conclusion of this research is that the strength of the transformational leadership style will directly positively affect the performance of teachers in Jonggol District Private High School .

2. Effect of Work Motivation on Teacher Performance

Based on the results of the second hypothesis testing it can be concluded that there is a positive direct effect of work motivation on teacher performance with a correlation coefficient of 0.742 and a path coefficient of 0.663. This means giving meaning that work motivation has a direct positive effect on teacher performance.

The results of the deployment of field research test instruments were developed into a conclusion, the high work motivation of private high school teachers, can improve the performance of teachers in their institutions. The results are then explained that work motivation directly positively affects the performance of teachers. Work motivation is one of the variables that affects the level of performance of the teachers of Jonggol District Private High School. The researcher concluded that the high work motivation of teachers directly positively affected the high performance of teachers.

3. Effect of Transformational Leadership Style on Work Motivation

Based on the results of testing the third hypothesis it can be concluded that there is a positive direct effect of transformational leadership style on work motivation with a correlation coefficient of 0.435 and a path coefficient of 0.435. This means that the transformational leadership style has a direct positive effect on work motivation.

The conclusion from the above explanation can be synthesized that the transformational leadership style directly influences positively on work motivation in the Jonggol District Private High School agencies. Transformational leadership style is a variable that affects the work motivation of private high school teachers in Jonggol District. The researcher concludes that the power of the transformational leadership style will have a direct positive effect on the work motivation of Private High School teachers in Jonggol District.

CONCLUSION

Based on the results of testing the hypothesis and the discussion that has been presented in the previous chapter by the researcher is as follows:

1. The transformational leadership style has a direct positive effect on teacher performance. That is, the strength of the leader's transformational leadership style will improve teacher performance in the Jonggol District Private High School.
2. Work motivation has a direct positive effect on teacher performance. That is, the more motivated a teacher will improve the performance of teachers in Jonggol District Private High School.
3. The Transformational Leadership Style has a direct positive effect on work motivation. That is, the strength of a leader's transformational leadership style will involve a teacher's work motivation to increase in the Jonggol District Private High School.

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