



Influence of School Principal Transformational Leadership and Work Motivation on the Performance of Banjarbaru Private Junior High School Teacher

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Abstract. Internal and external factors influence the low performance of junior high school teachers. Private junior high school (SMP) teachers in Banjarbaru are strongly influenced by transformational leadership, work motivation, and job satisfaction, so improving teacher performance by identifying the problems they face and finding alternative solutions is necessary. The research was conducted to analyze the direct and indirect influence of the principal's transformational leadership and work motivation on performance through job satisfaction of private junior high school teachers in Banjarbaru City. The research design used in this research is descriptive, using a path analysis model (part analysis) to analyze the pattern of influence between variables. The research population was 266 teachers from 14 private junior high schools in Banjarbaru City. Moreover, 160 respondents were taken as research samples using the Probability Simple Random Sampling technique. Data collection uses questionnaire instruments, and data analysis uses descriptive analysis, classical assumption testing, hypothesis testing, and path analysis. The results of the data analysis obtained show that the regression coefficient value of the transformational leadership variable of the principal and teacher performance is 0.396, the variable job satisfaction and teacher performance is 0.365, the variable work motivation and teacher performance is 0.226, the variable principal transformational leadership and job satisfaction is 0.605, the variable work motivation and job satisfaction is 0.290, the variable transformational leadership with performance through job satisfaction is 0.137 and the variable work motivation and performance through job satisfaction is 0.073. The research results show that the level of transformational leadership of school principals, the level of job satisfaction, and the level of teacher performance in junior high schools in the city of Banjarbaru are in the medium category, while the level of work motivation is in the high category. There is a partial direct relationship between the transformational leadership of school principals, work motivation, job satisfaction, and teacher performance in private junior high schools in Banjarbaru. There is an indirect relationship between transformational leadership, work motivation, and performance through job satisfaction in private junior high schools throughout Banjarbaru City, so there is a need to increase the variables of transformational leadership, work motivation, job satisfaction, and teacher performance.

Keywords. Job Satisfaction, Performance, Transformational Leadership, Work Motivation.

1. Introduction

Indonesia's primary and secondary education levels are grouped into elementary, junior, and senior high school. Junior high school is a transitional period from elementary to senior high school. The elementary school education level is perceived to be lower than the junior high school level, and the junior high school level is lower than the high school level. Lower levels of education do not show a positive relationship with teacher quality at higher levels. Teachers' competency at each level has distinctive characteristics and abilities to deal with the conditions of each of their students.

Learning while playing is an atmosphere that elementary school-age children always expect. They will be bored if they sit for hours listening to the teacher teaching in front of the class, especially if the teaching creativity does not align with supporting children's learning. In general, elementary school-age children have a character that likes to play, move around, work together in a group, and conduct various practical practices directly from all the theories that have been studied previously. On average, elementary school students follow their teacher's directions because, at that time, students are just getting to know conditions outside their home and the outside environment. The condition of elementary school children is that they mostly follow their teacher's directions so that their teachers do not face any problems, and the teachers are happy to see these conditions.

In other conditions, when senior high school teachers are in a condition where their students, on average, already have independence and have a direction in which they should walk toward their future. The way of thinking of children at high school age has experienced increasingly quick progress. In determining choices, what is right and wrong, of course, there is still a need for guidance from more mature people such as parents and teachers at school. Currently, their character is increasingly formed, and they begin to be able to take responsibility for decisions about their future life journey. So, it will be easier for high school teachers to follow their students' thinking to direct their students.

Moving on to junior high school, children at this age are, on average, between 12-15 years old and experiencing a transition toward adulthood. Children at this age do not want to be treated like young children, even though their thinking is still developing. As they age, those still in junior high school are starting an adventure to find their identity. They also experience significant changes and developments from a physical and psychological perspective. Usually, junior high school-age children show various character changes in physical aspects, way of thinking, unstable emotions, social, moral, and personality development. Most junior high school teachers face the condition of children entering a transition period, so patience and accuracy are needed. The role of the school principal is expected to be more in developing junior high school teachers.

An educational institution's success depends on the school principal's leadership. As a leader in the school, the principal must bring his institution towards achieving his goals, and the principal must also be able to move teachers to achieve maximum performance. To move teachers to achieve maximum performance, school principals need to apply transformational leadership. Transformational leadership can influence teacher performance; this is reinforced by Pradana et al. (2013), who state that transformational leadership influences teacher performance because indicators such as charisma, inspiration, individual attention, and intellectual stimulus make it more comfortable to achieve the desired performance.

Work motivation is vital in achieving national education goals because, considering high work motivation, teachers can complete work and conduct learning according to predetermined standards. According to Mulyasa (2013), teachers, as one of the components in teaching and learning activities, have a role that determines learning success because the teacher's primary function is to design, manage, implement, and evaluate learning. Therefore, growing teacher work motivation is essential. One way to increase teacher work motivation is to provide rewards and welfare through salary increases. The meaning of the opinion above emphasizes that

financial incentives will encourage people to do more of what they do. So, for teachers, it is hoped that providing various allowances and welfare guarantees provided by the government will also increase teacher motivation and performance. With the awards given by the government, which aim to improve the performance of teachers, teachers who are PNS in state schools are expected to show better performance and motivation compared to non-PNS teachers because the awards given to PNS teachers are much higher compared to non-PNS teachers who teach in private schools (Uthami et al., 2024).

2. Methods

This study describes the direct influence of the principal's transformational leadership, teacher work motivation, and teacher job satisfaction on teacher performance. Specifically, this study aims to determine and obtain information about the effect of transformational leadership of principals on teacher performance, the effect of work motivation on performance, the effect of job satisfaction on performance, the effect of transformational leadership on job satisfaction, the effect of work motivation on job satisfaction, the indirect effect between transformational leadership on teacher performance through job satisfaction, the indirect effect between work motivation on performance through job satisfaction.

The population in this study consisted of all private junior high school teachers in Banjarbaru City, with a total correspondence of 266 and a sample of 160 people. Sampling using probability simple random sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a research sample (Prasetyo & Jannah, 2015). The number of samples was determined based on the proportional allocation formula from Sugiyono (2015). Data were collected through a questionnaire using a Likert scale with four answer options, namely (1) strongly agree, (2) agree, (3) disagree, and (4) disagree. The instrument was evaluated for validity and reliability using product moment correlation. Answers were then analyzed through path analysis. Rejection and acceptance of the hypothesis are based on a significance level of 0.05, the media used to calculate the analysis with the SPSS Window Version 25 application. The questionnaire used in this study is a principal transformational leadership questionnaire with a total of 24 items, work motivation with a total of 43 items, job satisfaction with a total of 21 items, and teacher performance with a total of 24 items. This study uses a descriptive quantitative approach intended to determine the effect of transformational leadership of principals (X1) and work motivation (X2) on performance (Y) through job satisfaction (Z) of private junior high school teachers in Banjarbaru City. The data was collected to see the direct and indirect effects by conducting a normality test, linearity test, multicollinearity test, hypothesis testing, path analysis, and mediation/intervening test (Sobel test).

3. Results and Discussion

3.1. Direct Effect of Transformational Leadership on Teacher Performance

According to Robbins (2016), transformational leaders are leaders who can motivate followers to conduct and manage their interests for the organization's benefit. Individual friendliness, intellectual stimulation, and ideal influence will all result in extra efforts from workers for better organizational effectiveness. This transformational leadership can move subordinates or teachers to perform beyond the status quo and inspire followers or teachers to put aside personal affairs for the good of the organization or school; charismatic leadership, inspirational, and intellectual stimulus make employees more comfortable with achieving the performance desired by the leader. Umam (2010) states that leadership is the ability to influence someone to do or not do something, which requires active use of the ability to influence others and realize predetermined organizational goals. Bass and Avolio, in their theory, state that a leader can transform his subordinates through four ways called the Four I: 1) Idealized influence (charisma), 2) Intellectual stimulation, 3) Individualized consideration, and 4) Inspiration motivation. (Aslamiah, 2012; Suriansyah and Aslamiah, 2012).

According to Moehariono (2012), principals who are transformational leaders have the following characteristics: (1) having a clear vision, mission, and goals and having the spirit to share ideas and

experiences; (2) creating a learning environment in schools that is fun; (3) being a positive example for all school members; (4) recognizing the abilities, potential, and individual values of school members; (5) being able to foster self-confidence and independence of all school members; (6) supporting and defending teachers, students, and education personnel, (7) eliminating fears or concerns in all school members; (8) encouraging self-expression and participation of school members; (9) developing continuous school improvement; and (10) developing initiative and personal and group responsibility.

Based on the results of the study, based on descriptive data calculations, the level of transformational leadership of school principals in private junior high schools in Banjarbaru City can be known with the results of the answers that the total average value of the transformational leadership variable of school principals is 2.55 and is included in the moderate category. Based on the acquisition of the average value of the indicators of the highest sub-variable, the highest sub-variable is seen from inspirational motivation with an average value score of 2.65; this means that the principal of private junior high schools in Banjarbaru City has had inspirational motivation in implementing transformational leadership to his subordinates as a figure who can foster my confidence in doing work, provide confidence that school goals will be achieved, generate enthusiasm for doing work and provide inspiration in ways of seeing problems that are initially very difficult.

Based on the interpretation of the regression analysis test and the results of the path analysis test in this study, there is a significant favorable influence between the transformational leadership variable and the performance of teachers in private junior high schools in Banjarbaru City. This is evidenced by the coefficient value of the regression results, namely 0.396, which means that if the principal's transformational leadership variable increases by 1 point, the teacher's performance will increase by 0.396 points. So, the better the principal's transformational leadership will increase or improve teacher performance. This is also by the interpretation of the -t-test; the sig. Value of $0.000 < 0.05$ and the calculated T value of $6.334 > 1.654$, T table meaning that the principal's transformational leadership directly influences teacher performance in Banjarbaru City Junior High School (SMP). Based on the results of the analysis, it is interpreted that high transformational leadership can affect the higher level of teacher performance. Otherwise, low transformational leadership affects the low performance of teachers in private junior high schools in Banjarbaru City.

3.2. The Direct Effect of Work Motivation on Teacher Performance.

Work motivation is a driving force for someone to make the most significant contribution to the organization's success in achieving its goals, with the understanding that achieving organizational goals means achieving the personal goals of the members concerned. By the opinion of Robbins (2016), work motivation is a willingness to expend elevated levels of effort towards organizational goals, which are conditioned by the ability of these efforts to meet individual needs. According to Hasibuan (2014), "Motivation is the provision of the driving force that creates a person's work enthusiasm so that they want to work together, work effectively, and be integrated with all their efforts to achieve satisfaction." Motivation questions how to direct the power and potential of subordinates to want to work together productively to achieve and realize predetermined goals successfully. According to Danim (2015), work motivation is the driving force that creates a person's enthusiasm so that they want to work together, work effectively, and be integrated with all their efforts to achieve goals. According to Uno (2014), motivation is a psychological characteristic in human activities that contributes to a person's level of commitment, including factors that cause, channel, and maintain human behavior in the direction of specific determination to achieve desires. The activities conducted aim to fulfill individual desires (Suriansyah, 2013).

Based on the results of the frequency description of the level of teacher work motivation in schools, the majority is in the high category with a percentage of 3.24. This figure shows a high category. Based on the acquisition of the average value of the highest indicator seen in the recognition sub-variable with an average value score of 3.30, this illustrates that the motivation of teachers in private junior high schools in Banjarbaru city is high in terms of appreciation or recognition of schools for their work then the following highest sub variable is salary (Wages or salaries) this means that the salary is considered capable of encouraging improvement in work and the income received is a motivation in working. Based on the interpretation of hypothesis testing, there is a positive influence between work motivation variables and teacher performance in private junior high schools in Banjarbaru city. This can be seen from the regression structure equation, which shows the coefficient value of work motivation of 0.365, which means that if work motivation increases by 1 point, teacher job satisfaction will increase by 0.365 points.



The coefficient value is positive, meaning that the regression effect of work motivation with performance has a positive effect. This means that excellent work motivation variables will be able to improve teacher performance variables in private junior high schools in Banjarbaru city. So, the better the state of teacher work motivation, the better the level of teacher performance in private junior high schools in Banjarbaru city. This is also by the interpretation of the t-test, the sig. The value is $0.000 < 0.05$, and the t value is $6.924 > 1.654$ (T-table). Work motivation directly influences teacher performance in Banjarbaru City Junior High School (SMP). Based on the results of the analysis, it is interpreted that high work motivation can affect teachers' higher performance levels. Otherwise, low work motivation affects teachers' performance in private junior high schools in Banjarbaru City.

3.3. Direct Effect of Job Satisfaction on Performance.

Danim (2015) defines job satisfaction as a state of happy or positive emotions from assessing one's work or work experience. The more aspects of his job that match the desires and value system of the individual, the higher the level of satisfaction obtained. On the other hand, the more aspects of his job that are not based on the desires and value system of the individual, the lower the level of satisfaction obtained. A person with an elevated level of job satisfaction has positive feelings about the job, while someone dissatisfied has negative feelings about the job. According to Handoko (Setiawan & Khurosani, 2018), job satisfaction is a pleasant or unpleasant emotional state in which employees view work. Job satisfaction reflects a person's feelings towards his job (Werang, 2014), which suggests that job satisfaction is a working condition that can create an elevated level of motivation and increase workers' morale to conduct tasks optimally so that the results continue to increase.

Based on descriptive data calculations, the level of job satisfaction of teachers in private junior high schools in Banjarbaru City with the answers shows that the total average value of job satisfaction variables is 2.13 and is in the moderate category. Based on the acquisition of the average value, the highest indicator occurs in the sub-variable of Compensation / Salary (Payment) and Promotion Opportunities (Promotion Chance) with an average of 2.67. This illustrates that teachers have job satisfaction in terms of receiving salaries to current job demands, satisfied with the salaries earned from work, deserving certification benefits, receiving certification benefits which are an appreciation of the profession, the current position from the results of performance awards, participating in training and career development and getting opportunities obtained to obtain higher positions.

Job satisfaction is determined by factors such as mentally challenging work, supportive working conditions, supportive coworkers, and personality compatibility with work. A person's perception may not be a complete concrete reflection of the job, and everyone in the same situation may have a different view. Job satisfaction is also negatively associated with turnover intention. However, other factors, such as labor market conditions, alternative employment opportunities, and length of service, are essential barriers to leaving an existing job (Robbins, 2016).

Based on the interpretation of hypothesis testing, there is a positive influence between job satisfaction variables and teacher performance in private junior high schools in Banjarbaru city. This can be seen from the regression structure equation, which shows the coefficient value of work motivation of 0.226, which means that if job satisfaction increases by 1 point, teacher performance will increase by 0.226 points. The coefficient value is positive, meaning that the regression effect of job satisfaction with performance has a positive effect. This means that excellent job satisfaction variables will improve the performance variables of Teachers in Private Junior High Schools in Banjarbaru City. So, the better the teacher job satisfaction, the better the teacher performance in private junior high schools in Banjarbaru city. This is also by the interpretation of the t-test, the sig. The value is $0.000 < 0.05$, and the t-test is $3.573 > 1.654$ (t-table). This means that job satisfaction directly affects teacher performance in Banjarbaru City Junior High School (SMP). Based on the analysis results, it is interpreted that high job satisfaction can affect teachers' higher performance levels. Otherwise, low job satisfaction affects teachers' performance in private junior high schools in Banjarbaru City.

3.4. Direct Effect of Transformational Leadership on Job Satisfaction

This study proves that there are: (1) There is an influence of transformational leadership variables idealized influence, inspirational motivation, intellectual stimulation, and individual consideration on the influence of teacher job satisfaction. The calculation in the t-test obtained that the value of the t count is greater than the t table; it shows that there is an influence of transformational leadership on the effect of teacher job satisfaction. (2) There is an influence of transformational leadership idealized influence, inspirational motivation, intellectual stimulation, and individual consideration on the influence of teacher

performance (Nurainy, 2020).

The calculation in the t-test obtained the value of t count is more excellent than the t table; this shows that there is an influence of transformational leadership on the performance of teachers at Public Elementary Schools Teachers in Pondok Ranji Village, East Ciputat District, South Tangerang City (Hasibuan, 2014; Warni, 2019) states that job satisfaction is an emotional attitude that is pleasant and loves his job. Job satisfaction is enjoyed in work, outside work, and a combination of inside and outside work. Work satisfaction is enjoyed by praise for work results, placement, treatment, equipment, and a decent work environment. Satisfaction outside of work is employee job satisfaction that is enjoyed outside of work with the amount of compensation that will be received from the results of their work. Combined job satisfaction in and out of work is reflected by a professional attitude balanced between compensation and the implementation of his work. Transformational leadership emphasizes the need for a leader to support his subordinates in fulfilling more responsibilities than expected. Transformational leaders must be able to define, communicate, and articulate the organization's vision, and subordinates must accept and recognize the credibility of their leaders.

The study's results significantly influence transformational leadership variables and job satisfaction. This illustrates that the transformational leadership that has been conducted positively affects teacher satisfaction at work. This can be seen from the regression structure equation, which shows the transformational coefficient value with job satisfaction of 0.605, which means that if transformational leadership increases by 1 point, teacher satisfaction will increase by 0.605 points. The coefficient value is positive, meaning that the regression effect of transformational leadership with job satisfaction has a positive effect. This means that suitable transformational leadership variables will be able to increase teacher job satisfaction variables in private junior high schools in Banjarbaru city. So, the better the teachers' transformational leadership, the better the job satisfaction of teachers in private junior high schools in Banjarbaru city.

3.5. Direct Effect of Work Motivation on Job Satisfaction

Five factors that Herzberg (Thoha, 2013) referred to as motivators that bring satisfaction in teaching are successful implementation, recognition, teaching itself, responsibility, and development. Conversely, good climate factors (hygiene factors) are company policies and administration, salary supervision, personal relationships with supervisors, and working conditions. According to Herzberg's theory (Thoha, 2013), the factors that act as motivators for employees that can satisfy and encourage people to work well consist of a) achievement (successful implementation), b) recognition (recognition), c) the work itself; and d) according to responsibilities (responsibility); e) advancement (development). Suwatno (2014), motivation is important because motivation can be a cause, channel, and supporter of a person's behavior so that the person is willing to work hard and enthusiastically to achieve optimal results.

Motivating teachers in an educational organization makes educational organizations think about properly motivating teachers. Motivation can be interpreted as a motive to conduct an activity. So, it can be said that all teachers at work have a purpose or motive in doing anything. Work motivation is also considered particularly important and influential on teacher job satisfaction. When a teacher takes the initiative to achieve an organizational goal, he can increase job satisfaction. This is in line with the opinion of Robbins and Judge (2017) that "motivation is a process that explains the strength, direction, and perseverance of a person to achieve goals" and the opinion of Singh & Tiwari (2011) in their research states that motivation is a function of job satisfaction. Changes influence its value in satisfaction values; namely, motivation increases with increasing job satisfaction values and vice versa.

The data analysis results show a significant influence between work motivation and job satisfaction variables. This shows the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_o). This means that work motivation influences teacher job satisfaction in private junior high schools in Banjarbaru city. This can be seen from the regression structure equation, which shows the transformational coefficient value with job satisfaction of 0.209, which means that if work motivation increases by 1 point, teacher satisfaction will increase by 0.209 points. The coefficient value is positive, meaning that the regression effect of work motivation with job satisfaction has a positive effect. This means that an excellent work motivation variable will be able to increase the variable job satisfaction of teachers in private junior high schools in Banjarbaru city. So, the better the state of teacher work motivation, the better the level of teacher job satisfaction in private junior high schools in Banjarbaru city.

3.6. Indirect Effect of Transformational Leadership on Performance Through Job Satisfaction

Hartiti (2013) explains that the leadership of transformational model principals can be seen from their



ability to mobilize and encourage teacher performance to improve the achievement of learning goals. The principal is responsible for directing what suits his employees and must do well and wisely. According to Aslamiah (2018), transformational leadership is a leadership model for a leader who tends to motivate subordinates to work better and emphasizes behavior to help transformations between individuals and organizations. This model is also helpful for organizations, from leaders to subordinates, to achieve organizational goals and continue to make improvements (Wahjosumidjo, 2013).

Robbins and Judge's (2017) transformational leadership style is a leader who inspires his followers to put aside personal interests for the organization's good. In transformational leadership, the wise principal has exemplary behavior, and treats teachers as individuals who have different needs, abilities, and aspirations, is willing to listen to the difficulties experienced by teachers; this will make teachers feel they have reasonable job satisfaction because teachers will feel the work atmosphere and relationship with the principal is like a family, with job satisfaction arising from good transformational leadership, of course, will affect job satisfaction.

The calculation of the Sobel test states that there is an indirect effect between the transformational leadership variable and teacher performance through teacher job satisfaction in private junior high schools in Banjarbaru City, with the calculation of the Sobel test showing that job satisfaction can function as a mediating/intervening influence of the transformational leadership variable and teacher performance in private junior high schools in Banjarbaru City.

3.7. Indirect Effect of Work Motivation on Performance Through Job Satisfaction

According to Setiawan (2013), teacher performance is conducting the learning process both in and outside the classroom and working on other activities, such as working on school administration and learning administration, conducting guidance and services to students, and conducting assessments. Teachers who are not satisfied with the results of their work may be teachers who do not have high or low performance. Teachers will continue to tend to increase their work performance, which creates satisfaction for them by motivating themselves to work more optimally so that high motivation will produce a satisfactory performance. Supardi (2013) explains that teacher performance is the ability of a teacher to conduct learning tasks at school and is responsible for the students under his guidance by improving student achievement. Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher to perform his duties at school and describes an action that the teacher displays in conducting learning activities (Rizky et al, 2023; Supardi, 2013)

The calculation of the Sobel test states that there is an indirect effect between work motivation variables and teacher performance through teacher job satisfaction in private junior high schools in Banjarbaru City, with the calculation of the Sobel test showing that job satisfaction can function as a mediator / intervening from the influence of work motivation variables and performance in private junior high schools in Banjarbaru City. The mediating effect of job satisfaction can be seen from how work motivation can improve teacher performance through job satisfaction because when teachers get recognition from the awards given by the school, this makes a teacher's motivation at work so that teachers will feel happy with their work, This will undoubtedly affect the performance of teachers who will increase because teachers already have job satisfaction due to good motivation felt by teachers.

4. Conclusion and Suggestion

4.1. Conclusion

Based on the results of the research and discussion that has been stated in the previous chapter, the conclusions in this study are as follows:

1. The description of the level of transformational leadership of the principal, the level of job satisfaction, and the level of teacher performance in private junior high schools in Banjarbaru city is in the medium category, while the level of work motivation of junior high school teachers in Banjarbaru city is in the high category.
2. Transformational leadership of principals directly affects the performance of private junior high school teachers in Banjarbaru City.
3. Work motivation directly affects the performance of private junior high school teachers in Banjarbaru City.
4. Job satisfaction directly affects the performance of private junior high school teachers in Banjarbaru City.
5. There is a direct effect of transformational leadership of school principals on the job satisfaction of



- private junior high school teachers in Banjarbaru City.
6. Work motivation directly affects the job satisfaction of private junior high school teachers in Banjarbaru City.
 7. There is an indirect effect of principals' transformational leadership on teacher performance through job satisfaction of private junior high school teachers in Banjarbaru City.
 8. Work motivation indirectly influences teacher performance through job satisfaction of private junior high school teachers in Banjarbaru City.

4.2. Suggestion

Based on the research findings, it can be suggested to principals, teachers, and future researchers as follows:

1. *For the Principal:* Transformational leadership is still necessary to improve in encouraging teachers to use creativity in completing work, to always be innovative in completing work, and to solve work problems rationally/logically. To improve this, transformational leadership can be done by making a sharp vision and mission, providing support, and coaching to teachers, increasing team involvement, providing constructive feedback, and increasing openness and communication.
2. *For Teachers:* It is expected to increase work motivation in terms of responsibility and development, such as the suitability of tasks that spur performance to be better so that it is expected that it will not make sense of burden at work, evaluate deficiencies in carrying out work so that they feel responsible for the success of students, take part in all activities that support expertise such as training to develop skills, take part in training organized by schools and often and actively participate in MGMP are:
 - a. Improving work motivation can be done by appreciating achievements and rewards, listening to complaints and feedback from teachers, asking what they want, giving trust, creating a pleasant workplace, and working conditions, involving teachers, and giving feedback.
 - b. Improving performance can be done by attending training that supports actively conducting research, increasing literature, and participating in scientific meetings.
3. *For Researchers*

For further researchers, they can add more variables affecting performance to make the research results on teacher performance more accurate.

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