

## Principal Transformational Leadership in Increasing Teacher Motivation in Schools

\*Yoga Amarta, Nabila Zakiya, Nurhizrah Gistituati

Master Program of Education Administration, Faculty of Education – Universitas Negeri Padang  
\*E-mail: amartayoga@gmail.com

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### ABSTRACT

Currently, the teaching and learning process is still becoming an issue that is faced in Indonesian education. The teaching and learning process is still centered on the teacher, and there is a lack of innovation and creativity from the teacher to involve students in building their knowledge. For the teachers to be encouraged to innovate in the learning process, work motivation is needed. The work motivation of the teacher will certainly affect the teacher's performance in learning outcomes and the quality of learning. One effort to increase teacher motivation is through support from the principal. The principal must know and understand the factors that cause the low motivation of each teacher. The principal must start by establishing communication with each teacher to identify the source of the problem of low motivation. As one of the solutions to increase teacher work motivation is the implementation of transformational leadership. Transformational leadership is a leadership theory that has the goal of changing into a leadership theory that can be implemented by school principals in solving problems related to teacher work motivation in schools.

*Keywords: Transformational Leadership, Principal, Teacher Motivation.*



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## INTRODUCTION

Currently, the teaching and learning process is still a problem faced in Indonesian education. The teaching and learning process is still centered on the teacher, and there is a lack of innovation and creativity from the teacher to involve students in building their knowledge. The change in curriculum and the development of various new learning models and methods did not have much effect because teachers kept returning to conventional teaching styles. This is inseparable from the motivation of the teacher to create a pleasant classroom atmosphere to create a meaningful learning process.

Work motivation is the encouragement that causes teachers to have the desire to innovate in the learning process. The work motivation of the teacher will certainly affect the teacher's performance in learning outcomes and the quality of learning. Based on research conducted by Ardiana (2017) shows that teacher work motivation affects teacher performance. Research conducted by Badrus (2018) also shows that teacher work motivation affects student learning outcomes (Simarmata, 2014). There are several indications of low teacher motivation at school including lack of passion and enthusiasm in teaching, lack of discipline, lack of commitment and diligence in educating students, lack of responsibility towards the profession, and lack of desire to try new things. Hartawan (2020), one of the efforts to increase teacher motivation is through support from the school principal. The principal must know and understand the factors that cause the low motivation of each teacher. The principal must start by establishing communication with each teacher to identify the source of the problem of low motivation. One of the leadership models that school principals can implement to increase teacher motivation is

transformational leadership. A school principal is said to be a transformational leader if the leader can lead the school towards change, can be a role model, and motivates teachers to work optimally.

Based on previous research conducted by Kuswaeri (2016); Kriswanto (2023) shows that transformational leadership makes a positive contribution to teacher work motivation. Principals who apply transformational leadership will always motivate school members toward changes in the vision, mission, and goals of the school. However, in the research conducted by Kuswaeri (2016); Kriswanto (2023), it has not been explained in detail how a transformational leader can become inspirational motivation for teachers. In this study, the real form of efforts that must be made by the principal to build teacher motivation has not been explained.

## **METHODS**

The method used in this research is the literature study method. The literature used was obtained through books and research journals. Research journals were obtained through searching on Google Scholar with the keywords transformational leadership and teacher motivation. The research journals used are limited to journals published in the range of 2015 – 2023. The stages of this research are carried out through 1) reviewing the source of the discussion; 2) analyzing the topics discussed; 3) summarizing the results of the review; and 4) describing/presenting the results of the review.

## **RESULTS**

### **3.1 Transformational leadership**

Transformational comes from the word transform, which means changing something. For example, changing something minimal to optimal. The term transformational emphasizes that within the organization there is a change in form, function, nature, and others. (Pestalozi et al., 2019).

Transformational leadership is the ability of a leader who provide change in the organization that he leads by optimally changing existing resources in realizing the vision, mission, and goals to be achieved (Liriwati, 2017). Transformational leaders are leaders who focus on achieving changes in values, beliefs, attitudes, behaviors, and emotions. Transformational leaders can direct their subordinates to have the same vision and have an understanding of the needs of their subordinates towards better changes in the future (Fadhilah et al., 2020).

According to Nadur (2017) in becoming a transformational leader the principal must become an agent driving change in schools. The first school principal must be a good role model for all school members. Principals must have a high level of performance and not easily give up in the face of challenges. The principal must also establish non-formal communication with all school members and be involved in the decision-making process (Suhaimi & Khalik, 2018). According to Al Faruq & Supriyanto (2020), several roles must be carried out by the principal in implementing transformational leadership. First communicator. As a communicator, the principal must establish communication with all school members so that a good working relationship is established. Second, counselor. As

a school counselor, the principal must foster the confidence of the school community so that they can work well. Third as a consultant. As a consultant, the principal must be able to create change in achieving the school's vision and mission.

In implementing transformational leadership, Bass & Riggio (2006) state that there are four dimensions or components that must be considered by school principals, namely Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration.

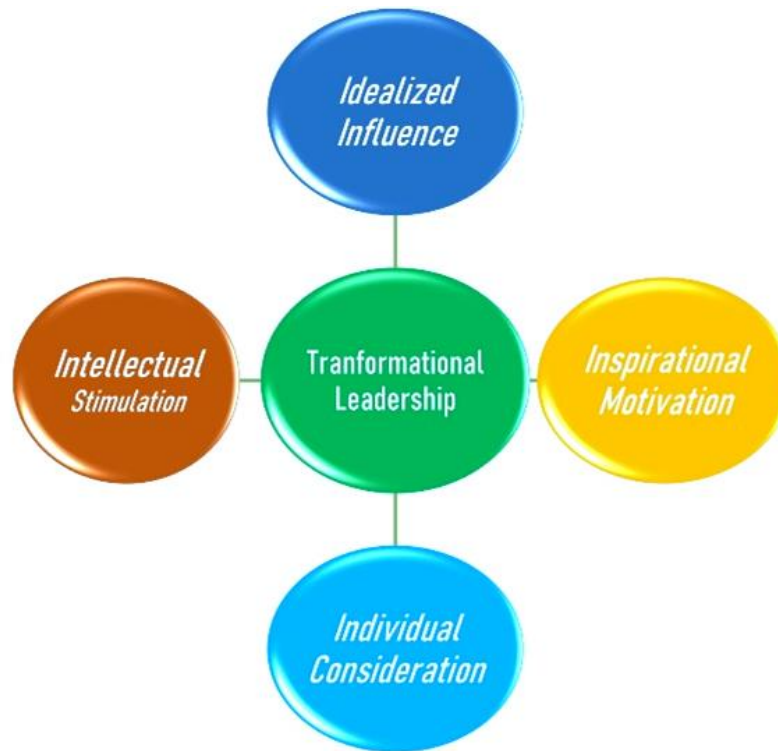


Figure 1. Components of transformational leadership (Processed from various sources)

- Idealized Influence: It is the ability or behavior of a leader who plays himself as an ideal figure and role model for his subordinates. The purpose of this Idealized Influence is to build trust and respect from subordinates (Gistituati, 2021). Here the leader shows great trust and commitment, provides ideas and positive ideas, shows high ethics and morals, pays attention to the needs of others above personal interests, and can motivate subordinates to achieve the vision and mission of the organization (Musdalifah et al., 2020).
- Inspirational Motivation: A leader can motivate individuals so that they can work beyond expectations (Reza, 2019). This inspirational motivation appears by providing inspiration, providing challenges, and increasing group enthusiasm and enthusiasm (Taufik, 2019). A leader must also display an attractive vision, provide support for the efforts of subordinates, and make mistakes an experience (Rahayu, 2018). In addition, leaders must also always show an optimistic attitude and provide and realize together the expectations of members (Korejan & Shahbazi, 2016).
- Intellectual Stimulation: It is a leadership behavior that is used to increase the creativity and innovation of subordinates by questioning their old habits, formulating problems they face, and changing old situations in new ways (Gistituati, 2021). In this dimension, the leader seeks to develop creative ideas from subordinates so that innovation and creative solutions are born to the problems faced (Taufik, 2019).

- Individualized Consideration: It is the behavior of leaders who pay special attention to the needs of each individual. The purpose of this attention is to find out the needs and strengths of each individual (Gistituati, 2021). In giving attention to subordinates, a leader must make all individuals feel valued, and give personal attention to all individuals (Taufik, 2019). In addition, leaders must assign tasks and authority and empower subordinates (Rahayu, 2018).

Table 1. Dimensions of Transformational Leadership

Dimensions of Transformational Leadership	Target	Leader Behavior Indicators
Idealized Influence	Trust and Appreciation	<ol style="list-style-type: none"> <li>1. Show great trust and commitment</li> <li>2. Show respect to members</li> <li>3. Provide ideas and positive ideas</li> <li>4. Demonstrate high ethics and morals</li> <li>5. Pay attention to the needs of others above personal interests</li> <li>6. Motivating subordinates to achieve the vision and mission of the organization</li> </ol>
Inspirational Motivation	Motivation and Hope	<ol style="list-style-type: none"> <li>1. Maintain good communication with members</li> <li>2. Give members inspiration and challenge</li> <li>3. Increase enthusiasm and team spirit</li> <li>4. Displays an interesting vision</li> <li>5. Provide support for the efforts of subordinates</li> <li>6. Make mistakes as experiences</li> <li>7. Shows an optimistic attitude</li> <li>8. Realizing the expectations of members together</li> </ol>
Intellectual Stimulation	Creativity and Innovation	<ol style="list-style-type: none"> <li>1. Increase creativity and innovation from subordinates</li> <li>2. Communicating old habits that become traditions for subordinates</li> <li>3. Formulate the problems encountered</li> <li>4. Changing old situations in new ways</li> <li>5. Developing creative ideas from subordinates in producing creative solutions to the problems faced</li> </ol>
Individualized Consideration	Individual Needs and Strengths	<ol style="list-style-type: none"> <li>1. Pay special attention to the needs of each individual</li> <li>2. Know the needs and strengths of each individual</li> <li>3. Making all individuals feel valued</li> <li>4. Empowering subordinates</li> </ol>

In general, Reza (2019) states that there are seven abilities that transformational leaders must have. First, Creativeness, namely a leader must be concerned with creativity and innovation among followers. Second Visionary, namely giving followers a clear vision and mission. The third is Team Concerned, namely the leader must be able to raise awareness among all subordinates regarding teamwork. The fourth is Educating, namely influencing, directing, and correcting each subordinate in the change process. Fifth, Care for Followers, namely giving special attention to the needs of each follower. Sixth Motivator, namely motivating followers to do more than expected. Seventh Appreciation, namely giving awards to followers.

### 3.2 Principal Transformational Leadership in Increasing Teacher Motivation in Schools

The behavior shown by the teacher is influenced by their desires and needs. The desires and needs that drive a person to behave are called motivation. Motivation in a person can change. Someone who has high motivation will always show a strong will, while someone weak will show the opposite. To motivate teachers and school members, a transformational school principal must master the theory of motivation. This is because the behavior shown by a person is determined by aspects that are within him (intrinsic motivation) and aspects that come from outside himself (extrinsic motivation). Intrinsic motivation includes needs, interests, curiosity, and pleasure. Extrinsic motivation includes incentives, rewards, pressures, and punishments. In general, motivational theories are grouped into three namely needs theory, goal theory, and belief theory. Needs theory explains that a person will be motivated when he wants to fulfill his needs. Goal theory explains that a person will be motivated if he has a goal to achieve. Meanwhile, the belief theory states that a person will be motivated if he has a strong belief in something (Gistituati, 2021).

In increasing teacher motivation in schools, first, the transformational school principal must understand the behavior of each teacher to identify the source of encouragement/motivation from each individual. The principal must establish good relationships and communication to understand the condition of each individual. This is important because each individual has different needs and desires.

These different desires and needs will cause each individual to have a different source of encouragement/motivation so the behavior of transformational school principals in increasing teacher motivation will also be different.

- **Increasing teacher motivation based on the theory of needs:** Based on the theory of needs, someone will work harder to meet his needs. For example, a teacher who needs appreciation will try his best to get it. So in this condition, the principal must show and give appreciation and reward for the efforts that the teacher has made. If the teacher has needs at the self-actualization stage, then the principal can provide space and challenge for the teacher to develop his or her potential to the fullest. To increase teacher motivation based on needs, transformational school principals must pay attention to Individualized Consideration factors. The principal must pay attention to each teacher so that the principal can motivate teachers according to what they need.
- **Increasing teacher motivation based on goal theory:** Based on goal theory, an individual will work more actively if he has realistic, specific, and challenging goals to achieve. An individual will be more motivated if he gets feedback on the goals he has achieved. For example, a teacher was asked to guide students to take part in the Olympics. The teacher has hopes and goals for these students to become champions so that they can make the name of the school proud. With challenging goals, teachers and students will try their best to realize these goals. In this condition, transformational school principals must pay attention to Intellectual Stimulation and Inspirational Motivation factors. Principals must develop visions and goals that are attractive, realistic, and challenging. Principals must challenge teachers to think creatively in designing and developing new things. More importantly than that, school principals must show high commitment, support, and optimism in helping teachers achieve goals.
- **Increasing teacher motivation based on belief theory:** According to belief theory, individuals will work harder if they believe they can succeed. For example, when a teacher believes that student achievement can be improved by increasing his efforts in the teaching and learning process, then this belief will encourage the teacher to create innovations so that learning becomes effective. To build motivation based on this belief theory, the Idealized Influence factor of transformational leaders is needed. The

principal must show his belief in the teacher that he can be better than the current conditions, and use this belief to encourage and move teachers to achieve the vision and mission of the school.

## CONCLUSIONS

Transformational leadership is the ability of a leader who provide change in the organization that he leads by changing existing resources optimally in realizing the vision, mission, and goals to be achieved. Meanwhile, transformational leaders are leaders who prioritize achieving changes in values, beliefs, attitudes, behaviors, and emotions. Transformational leaders have expertise in directing their subordinates to have the same vision and have an understanding of the needs of subordinates towards better changes in the future. The principal as a transformational leader must be an agent encouraging change in the school. The principal must be a good role model for all school members. In addition, the principal must have a high level of performance and not easily give up in facing challenges. The principal must also establish non-formal communication with all school members and be involved in the decision-making process. In implementing transformational leadership, the principal pays attention to four dimensions or components, namely 1) Idealized Influence; 2) Inspirational Motivation; 3) Intellectual Stimulation; and 4) Individual Consideration. The four factors above are related to the theory of motivation.

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