



## Implementation Of Principal's Transformational Leadership in Improving Teacher Performance Motivation at SMA Negeri 11 Palembang City

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**Abstract.** *This study aims to find out the Implementation of Transformational Leadership of School Principals in Improving Teacher Motivation and Performance at SMA Negeri 11 Palembang City. The research was conducted at SMA Negeri 11 Palembang City in November 2024, the research method used is descriptive qualitative research, namely by conducting interviews and observations on research objects for teachers and education staff. The results of the study stated that the transformational leadership applied succeeded in increasing the motivation and performance of teachers and education staff at SMA Negeri 11 Palembang.*

**Keywords:** *Transformational leadership, Motivation, Performance*

### 1. INTRODUCTION

The world of education is currently experiencing very rapid development from time to time. Currently, there are many educational institutions that have emerged, so the competition between educational institutions has become very fierce. Education plays a crucial role in making a country developed, so that it can compete with educational institutions in other countries. In addition, education is also a major factor to improve the quality of people's lives, which in turn will produce quality graduates. Therefore, there needs to be an effort to improve the quality of a school so that it can be well organized, regulated, and empowered.

Education is not just a process of transferring knowledge from teachers to students, but also an effort to improve the quality of individual students. Education plays an important role in shaping character, improving intelligence, and honing students' skills. Therefore, every individual deserves education to improve their quality of life. Schools, as educational institutions designed to improve the quality of human life, need to be appropriately regulated, managed, and empowered. The arrangement, regulation, management, and empowerment in a school are greatly influenced by the way the principal leads. Success in achieving the vision, mission, and goals of education depends on the performance of the principal.

The leadership of the principal is a determinant for the sustainability of the educational institution. The progress of a school lies in the leadership style used by the school in leading the school community. Principals who are able to transform all elements of the school will be able to improve the quality of the school and provide a way to improve the quality of graduates.

Leadership is one of the important components in an organization. The success or failure of an organization is greatly influenced by the figure of the leader. Leadership refers to the way used by a leader to influence members to work together and improve work results, so that organizational goals can be achieved. The role of school leaders is crucial in the development of education quality management. As the main leader in the school, the principal is responsible for leading, organizing, and improving the quality of education.

Motivation in work is one of the elements that affect teacher performance. The magnitude of the impact of motivation on teacher performance is influenced by internal and external factors. A teacher enters the world of education because of the drive to teach; Without motivation, they will not succeed in educating or teaching. Similarly, work motivation is essential for improving the quality of learning and can support the improvement of the education system as a whole. Therefore, teachers' work motivation is believed to have a great influence on their performance and is the main focus in this study.

The success of education at the national level can be measured through teacher performance. Performance here is interpreted as the achievement of an employee in carrying out duties according to the responsibilities imposed on him, as stated by Mangkunegara in 2018. Basically, teacher performance is the performance shown by teachers in carrying out their duties as educators. The quality of teachers' human resources greatly affects educational outcomes, because teachers are the parties who interact most directly with students in the teaching and learning process in educational institutions. Therefore, it is hoped that teachers can manage their performance to achieve their goals effectively and efficiently.

## **2. LITERATURE REVIEW**

### **Transformational Leadership**

Transformational leadership is the ability of individuals to use their influence in the process of motivating, influencing, and supporting efforts that allow others to contribute to achieving organizational goals (Wibowo, 2016). Danim and Suparno (2014) describe leadership as the ability to build trust and enthusiasm among team members so that organizational goals can be achieved. In other words, a leader's responsibility is to facilitate cooperation between individuals working in the organization. Leadership means the ability to influence the attitudes of people or groups to achieve predetermined goals.

According to Rahardjo et al. (2021), leadership is a process that involves directing, guiding, and influencing the thoughts, emotions, actions, and behaviors of others to be directed towards a specific goal.

Khan et al in Marliyani et al. (2023) state that in transformational leadership, followers are given more freedom, a sense of belonging, and a sense of responsibility, which allows them to develop leadership abilities and ultimately achieve higher goals.

Meanwhile, according to Judge and Robbins (2018), transformational leadership is a leader who is able to inspire his followers to put aside personal interests and have extraordinary power of influence. This means that a leader needs to pay attention to and understand the development needs of their followers or subordinates.

### **Teacher Performance**

Performance is an action taken to carry out and complete tasks and responsibilities in accordance with predetermined expectations and goals. The term performance comes from the word performance which has three meanings; namely 1) achievements; 2) performance; 3) the implementation of duties, according to Supardi (2014). In the Great Dictionary of the Indonesian Language published by the Ministry of Education and Culture (2011), performance is defined as something that has been successfully achieved, an achievement shown or an ability to work.

According to Prawirosentono et al. (2015), performance is the result of work that can be achieved by individuals or groups in an organization, in line with their respective authorities and responsibilities in order to achieve organizational goals legally, without violating the law, and in accordance with norms and ethics.

Performance is the appearance and actions of a person in carrying out a task or work (Fathurrahman, 2015). The level of success of teachers in completing their work is referred to as the level of performance or level of performance. Performance is not an individual characteristic such as a talent or ability, but rather a representation of that talent or ability. Performance is reflected in the form of real work. This is the result of the work that teachers get in schools to achieve educational goals.

### **Motivasi Guru**

The term motivation comes from the Latin word *movere*, which means "to move". According to McDonald quoted by (Hamalik, 2018) "motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction". "Motivation is a change in energy in a person (person) that is characterized by the onset of feelings and reactions to achieve goals".

According to Hilgard quoted by (Sanjaya, 2015), namely "Motivation is a state contained in a person that causes a person to do certain activities to achieve certain goals". So work motivation is an encouragement that can cause a person to do activities or work to achieve goals.

According to researchers, motivation is a crucial element in every activity, without motivation, an activity cannot be carried out in real life. Employees tend to try harder if they have high morale. When employees are well motivated, they will show interest, attention, and a sense of responsibility for their work, so their work results will increase.

### **3. METHODS**

The research carried out in this study adopts a qualitative approach. Literally, as the name implies, qualitative research is a type of research that does not get results through numerical calculations, statistical analysis, or other methods involving numbers. Qualitative refers to things related to aspects of quality, value, or meaning stored behind facts, where those aspects can only be explained through language, terms, or words.

### **4. RESULTS**

#### **Research Results**

Based on the data obtained by the author, the results of this research include the implementation of transformational leadership of school principals at SMA Negeri 11 Palembang City. In the research on the implementation of transformational leadership of school principals, the researcher will divide into five main points of discussion, namely: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and creating major change. To support this study, the researcher used several techniques in data collection, namely observation, interviews, and documentation studies. The results of the research that have been carried out are as follows

#### **The Ideal Influence of the Idealized Influence of the Principal of SMA Negeri 11 on the motivation and performance of teachers and employees at SMA Negeri 11 Palembang**

Principals who have an ideal influence show high integrity and consistency between words and actions, being role models for teachers and students through dedicated attendance and active participation in every school activity. The Principal inspires the entire school community with a clear and inspiring vision and mission, and shows genuine concern for the well-being of all school members.

In their decision-making, they always consider the fairness and best interests of the entire community, and are committed to supporting the professional and personal development of teachers and students. Through this attitude and behavior, the principal is able to build a positive, innovative, and inclusive school culture, in line with the effective implementation of the Independent Curriculum.

The implementation of transformational leadership is inseparable from the idealized influence that involves teachers and other employees in structuring the school's vision, mission, goals, strategic plan, and annual school work program as well as leadership that always prioritizes quality in a directed, systematic, and sustainable manner.

The component of idealized influence in transformational leadership is a leader who has firm trust, great commitment, clear, hardworking, consistent, able to show positive ideas, and able to transmit them to his subordinates, able to influence and generate strong emotions of employees towards the organization's targets, provide knowledge and understanding of the mission, generate pride, and increase confidence in their subordinates

### **The Influence of Motivation from the Inspirational Motivation of the Principal of SMA Negeri 11 Palembang on the Motivation and Performance of Teachers and Employees**

One of the important attributes that a leader must have is his ability to encourage others to achieve the goals or vision of the organization. A qualified leader needs to be able to change the attitude of his staff into individuals who feel capable and highly motivated, so that organizational goals can be achieved well.

Research conducted at SMA Negeri 11 Palembang City shows that school principals motivate teachers by providing opportunities to develop their ideas and creativity, as well as increasing teachers' awareness of the importance of carrying out their tasks. The principal also sets an example through good attitudes and behaviors as the main manager, as well as providing training for flexible self-development motivation.

Based on the results of interviews with teachers, it is argued that school principals as motivators have enthusiasm and enthusiasm for improving their abilities to achieve the goals of educational institutions. In this component, the principal also creates a culture that there is nothing wrong in doing learning, all things that are considered inappropriate become learning for teachers and school principals to improve education in Teaching and Learning Activities (KBM).

In addition, the Principal can raise the spirit of the school community through morning speeches. The Principal also pays attention to his staff through direct advice. The Principal is

always involved in every activity held in the school; if unable to attend, the Principal will continue to monitor the event through WhatsApp groups or school phones. The Principal gives trust to the staff to carry out their duties both at school and in the office.

In this way, the Principal manages to change the attitude of his subordinates from an initially unmotivated person to a highly motivated individual. This is in line with the concept of motivational inspiration, which is one of the characteristics of transformative leaders, who can inspire, motivate, and change the way their subordinates view challenges, making it an opportunity to learn and innovate. A leader also creates an organizational system that inspires, challenges its members to achieve higher standards, and introduces the teaching that being wrong is part of a bold learning process.

### **The effect of intellectual stimulation from the transformational leadership (Intellectual Stimulation) of the principal of SMA Negeri 11 Palembang on the motivation and performance of teachers and employees**

That intellectual stimulation is an aspect of transformational leadership that is able to awaken subordinates' awareness of personal or group issues and influence the perspective of the problem with a new perspective to achieve organizational goals, as well as increase knowledge, thinking, and collaboration in solving problems.

Research conducted at SMA Negeri 11 Palembang shows that intellectual stimulation applied by school principals leads to the development of an active work culture, professional ethics, independence, and openness in building harmonious relationships. In this way, individuals will be more aware of the importance of tackling problems carefully and understanding the school's goals, vision, and mission.

The principal gives trust to staff and teachers in carrying out the tasks given by the agency and the school. He also appreciates teachers who show innovation and creativity in the learning process. The principal provides an opportunity for staff or teachers who make mistakes to solve them on their own, but if the problem cannot be resolved, he or she will deal with it through discussions or meetings.

Transformational leadership shows that a leader gives personal attention to his members by assigning work according to their abilities. In addition, leaders are also able to encourage critical thinking in their members, including how to analyze situations and ways to get them actively involved in the development.

Research conducted in the field supports this, which shows that the principal assigns responsibility to each staff based on their abilities. Thus, there is attention from the principal

to each individual under him. Furthermore, it is necessary to think about how to encourage the development of existing potential.

**The influence of individual considerations from the transformational leadership (Individual Consideration) of the principal of SMA Negeri 11 Palembang on the motivation and performance of teachers and employees**

A component of individual consideration in transformational leadership is a leader's ability to see each person as a unique individual. Individual considerations can also be expressed through support for members' needs and ideas in front of others, as long as they remain in line with the organization's goals and mission.

Leaders with transformational leadership styles have a sensitivity to unity and differences among individuals. Therefore, they tend to direct, guide, and support their members in different ways according to each person's needs. This is due to the leader's understanding that each individual is unique and requires a varied approach. Thus, a relationship of mutual respect is created between leaders and staff.

The results of the study show that individual considerations at SMA Negeri 11 Palembang in the transformational leadership of the principal are characterized by responsiveness and attention to the needs of teachers and staff, which include physiological needs, welfare, and a sense of security. This shows that the principal has a transformational nature because he is able to understand and respond to the needs of each individual under him.

According to students, individual considerations in transformational leadership are stated

"I in the leadership of the principal, of course, has a positive outlook, the first is with the high level of student participation in school activities, then there are us academics according to the quote and in the school that is positive and appropriate to feel a sense of mutual ownership towards the school, then students who see the principal as a leader who inspires supporters and also have a clear vision tend to be more motivated in learning to nurseries continue to be professional, creating an environment that supports students' personal development, increasing their self-confidence, and also motivating them to be more active and passionate in learning.



**Image: Always keep together with the teacher**

The Principal supervises the class every morning after giving a lecture, then based on the results of the supervision, the Principal takes the next step. The Principal asks questions about the teaching materials prepared by the teacher when supervising. This aims to assess the extent to which teachers can prepare their teaching materials and if there is a problem, the Principal immediately takes action. The Principal also involves teachers and staff in training, seminars, and assignments from the service in turn, in the hope of providing valuable experience for them.

Based on the findings in the field, the researcher noted that the principal at SMA Negeri 11 Palembang in his leadership on the aspect of individual attention, showed concern to teachers and staff by giving advice or reprimands in a gentle, friendly way, not embarrassing in front of others at school, but giving warnings personally and not appearing patronizing. In addition, the principal also provides encouragement and motivation to carry out the task, so that the teachers are willing to follow the instructions from the principal. This illustrates that the implementation of transformational leadership by the principal of SMA Negeri 11 Palembang is increasingly positive.

## **5. DISCUSSION**

In this second discovery, the author found several shortcomings of the principals of SMA Negeri 11 Palembang City in implementing transformational leadership so that the implementation of transformational leadership was categorized as not optimal. The shortcomings faced by school principals in implementing transformational leadership are as follows:



Component of idealized influence: The principal is still not optimal in internalizing/instilling the values contained in the vision and mission, the principal has not fully become a role model because the principal has not been able to provide limits as a leader to teachers and employees, then the determination of the school's vision and goals is still a formality

Inspirational Motivation: The principal has not been maximized in providing motivation in the form of actions such as supporting facilities, the motivation that has been carried out so far is only in the form of moral messages, then the principal has also not been maximized in realizing the values contained in the vision, mission and goals of the school such as not being maximized in the procurement of adequate facilities and infrastructure,

Intellectual Stimulation: The principal has not been maximized in implementing the android-based learning system, because there are still students who have not been able to follow the learning process effectively, the principal has not been maximized in seeking facilities that support the ICT (Information Communication Technology) learning system, such as the internet network and other learning media,

Individualized consideration: The principal has not been maximized in providing a forum for the development of knowledge and insight to teachers and employees such as training, seminars and workshops, although the principal has provided motivation to teachers and employees, but this motivation has not been accompanied by the provision of adequate supporting facilities. Then the principal has also not shown maximum commitment to the vision, mission and goals of the school such as the provision of facilities and infrastructure, in addition to not being maximized in providing training, seminars and workshops The principal also still does not pay attention to individual problems of teachers and employees such as the lack of attention of the principal to their welfare.

Transformational leadership style is a form of genuine leadership, where leaders motivate their subordinates to work harder to achieve business goals, as well as collaborate to provide inspiration and innovation for the company. Judge and Robbins argue that transformational leadership involves leaders who can encourage people to believe that their personal interests are in line with the well-being of the organization, and also create a positive effect in gaining the trust of others.

Meanwhile, if it is associated with the motivation of teachers and employees, several definitions can be elaborated by several experts such as According to Hilgard quoted by (Sanjaya, 2015), namely "Motivation is a state contained in a person that causes a person to do

certain activities to achieve certain goals". So work motivation is an encouragement that can cause a person to do activities or work to achieve goals.

According to (Uno & Lamatenggo, 2015) defines motivation as a force, both from within and from outside that encourages a person to achieve certain goals that have been set predetermined. Meanwhile, Hasibuan (2015) stated that "Motivation is the provision of driving force that creates a person's enthusiasm for work, so that they want to cooperate, work effectively and be integrated with all their efforts to achieve satisfaction." So motivation is the thing that drives a person to do something to achieve a goal.

The transformational leadership of the principal of SMA Negeri 11 Palembang City has tried to be an example by having an ideal influence showing high integrity and consistency between words and actions, becoming an example for teachers and students through dedicated presence and active participation in every school activity. The Principal inspires the entire school community with a clear and inspiring vision and mission, and shows genuine concern for the well-being of all school members.

## **6. CONCLUSION**

Based on the results of data obtained by the researcher through the results of observations, interviews and documentation regarding the transformational leadership of school principals in improving teacher motivation and performance at SMA Negeri 11 Palembang City, there are several conclusions from the research results, namely:

1. Transformational leadership at SMA Negeri 11 Palembang City can be said to be a wise and responsible principal in motivating teachers to be able to work together, foster a high sense of family, and foster teachers' motivational attitudes. The principal at SMA Negeri 11 Palembang City in not positioning himself as a leader means that there are no limits between a leader and all colleagues, be it educators, educators or school guardians The principal can create a sense of kinship that is so close that they work together to achieve the vision and mission that has been determined together contained in the operational curriculum of the Education unit. The principal is able to change the behavior of his subordinates from an unmotivated person to a highly motivated person. This is in accordance with the understanding of the inspirational motivation component which is the attitude of transformational leaders who inspire, motivate and change the attitude of subordinates in seeing threats as opportunities to learn and create. Then the Principal was able to raise the enthusiasm of the school community through morning lectures.

2. The principal has tried to improve the performance of teachers and education staff, namely fast and caring about the needs of teachers and staff, both physiological needs, welfare, and the need for a sense of security. This shows that the principal is transformational because he can understand and be sensitive to the needs of each individual subordinate. Then with the principal to maintain the feelings of teachers and staff by giving advice or reprimands in a subtle, friendly manner, not reprimanding in front of other school residents, but making a personal summons and not effectively patronizing. Then it also provides inspiration and motivation in doing work so that teachers follow the direction of the principal
3. The solution is that the principal should increase firm trust, great commitment, clear, hardworking, consistent, able to show positive ideas, and be able to transmit them to his subordinates, be able to influence and generate strong emotions of employees towards the organization's targets, provide knowledge and understanding of the mission, generate pride, and increase confidence in their subordinates. In addition to school principals, they are also expected to provide various assistance to teachers and staff in various fields such as teaching tool assistance, assistance in the development of differentiated learning strategies, development of projects to strengthen the profile of Pancasila students and others

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