

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND STUDENT MOTIVATION ON THE PERFORMANCE OF JUNIOR HIGH SCHOOL TEACHERS IN BIMA CITY

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Abstract: This research is motivated by the crucial role of teachers in enhancing the quality of education, where teacher performance is influenced by various factors, including the transformational leadership of school principals and student motivation. The objective of this study is to analyze the simultaneous and partial effects of transformational leadership and student motivation on the performance of junior high school teachers in Bima City. The research method employed is quantitative with a survey approach. Data were collected through questionnaires distributed to a sample of junior high school teachers in Bima City. Data analysis was conducted using multiple linear regression techniques. The results of the study indicate that transformational leadership and student motivation simultaneously have a significant effect on teacher performance. Partially, transformational leadership has a positive and significant influence on teacher performance, as does student motivation, which also demonstrates a positive and significant influence on teacher performance. The conclusion of this research is that effective transformational leadership of school principals and high student motivation contribute positively to the improvement of junior high school teacher performance in Bima City. Therefore, efforts to enhance transformational leadership and student motivation need to be a concern in educational policies to improve teacher quality.

Keywords: *Transformational Leadership; Student Motivation; Teacher Performance*

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INTRODUCTION

Education is the main pillar in the development of superior and competitive human resources. As a key element in the learning process, teachers have a central role in

determining the quality of education and student learning outcomes (Abu Nasra & Arar, 2020) . Therefore, improving teacher performance is a top priority in efforts to improve the quality of education, especially at the junior high school (SMP) level (Purwanto, Fahmi, & Sulaiman, 2020)

In this context, principal leadership and student learning motivation are two factors that have a significant influence on teacher performance (Arifuddin et al., 2023) . Transformational leadership, which emphasizes inspiration and empowerment, has been proven to increase teachers' motivation and commitment in carrying out their duties (Khan, 2023) . Principals who implement transformational leadership not only act as administrative managers, but also as visionary leaders who create a conducive work environment, encourage innovation, and facilitate teachers' professional development (Ahmed Waham et al., 2020)

In addition, student learning motivation is also a supporting factor in improving teaching effectiveness (Kao et al., 2023) . Highly motivated students tend to be more active in the learning process, thus spurring teachers to develop more effective and innovative teaching strategies (Tamimi & Sopiah, 2022) . In this case, the interaction between principal leadership and student learning motivation contributes to improving teacher performance and overall education quality (Novitasari et al., 2021)

This study aims to examine the influence of transformational leadership and student learning motivation on teacher performance, particularly in the context of education in areas with geographical challenges and limited resources, such as Bima City. By understanding the relationship between these two variables, it is hoped that more effective strategies can be found to improve the quality of education and optimally support teachers' professional development.

METHOD

This study used a quantitative method with a correlational approach to analyze the effect of transformational leadership and student learning motivation on junior high school teacher performance in Bima City (Musriadi et al., 2022) . This method was chosen because it is able to examine the relationship between the independent variables, namely transformational leadership and student motivation, with the dependent variable, namely teacher performance, through statistical analysis (Wilson Heenan et al., 2023) The population in this study included all public and private junior high school teachers in Bima City, with stratified random sampling techniques used to ensure proportional representation based on school status and geographic location (Bastari, Ali, & Hamidah, 2020) . The sample was determined using the Slovin formula or the Krejcie & Morgan table so that the research results could be accurately generalized (Sousa & Sintaasih, 2021) . Data collection was conducted through a closed questionnaire with a Likert scale, which was designed to measure aspects of transformational leadership based on Bass & Avolio's (1994) theory, student learning motivation according to Deci & Ryan's (1985) theory, and teacher performance which includes planning, implementing, and evaluating learning according to indicators from the Ministry of Education and Culture and Gibson et al.'s (2012) theory. Before use, the research instrument was tested for validity and reliability through a limited pilot test. (Hyseni Duraku & Hoxha, 2021) Data analysis was carried out using multiple regression methods to determine the simultaneous and partial

effects of transformational leadership and student learning motivation on teacher performance (Mamo, 2019) .

RESULT AND DISCUSSION

A. The Effect of Transformational Leadership on Teacher Performance

The results of the analysis show that transformational leadership has a positive and significant effect on teacher performance (Wijaya et al., 2023) . The data shows that 73,8% of the variability in teacher performance can be explained by transformational leadership ($R^2 = 0.73,8$). (Kotamena et al., 2020) This is in line with research conducted by Leithwood and Jantzi (2000) who found that transformational leadership increases teacher motivation and commitment. A concrete example in Bima City is when the principal implemented a clear vision and mission, teachers felt more inspired to improve their teaching quality (Brazer et al., 2019)

Transformational leadership is a leadership style characterized by vision, inspiration, and the empowerment of organizational members (Saifullah et al., 2025). In the school context, principals who apply transformational leadership are able to create a positive work environment by providing motivation, clear direction, and support for teachers' professional development. This leadership approach not only emphasizes the attainment of institutional goals but also fosters the growth of individuals within the organization. Consequently, teachers perceive greater meaning in their work, which in turn enhances their commitment and engagement in teaching.

The four core dimensions of transformational leadership idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration directly or indirectly contribute to improving teacher performance (Bashori et al., 2022). Principals who demonstrate idealized influence cultivate respect and trust, encouraging teachers to perform better. (Alhaija, 2025) explains that inspirational motivation drives teachers to pursue higher goals and to strive toward optimal professional standards. Furthermore, intellectual stimulation encourages teachers to think creatively, be innovative, and remain open to change, including the adoption of more effective instructional strategies.

Individualized consideration offered by transformational leaders significantly influences teacher performance because it fosters a sense of being valued and supported in professional development. Teachers who receive personalized guidance, opportunities for capacity building, and appreciation for their achievements tend to exhibit stronger work motivation. Leaders who establish a supportive work climate generally promote improvements in lesson planning (Luyten & Bazo, 2019), classroom management, and other pedagogical competencies. As a result, teachers do not merely fulfill administrative obligations but are genuinely motivated to provide high-quality learning experiences for students.

Overall, transformational leadership has been shown to positively affect teacher performance through motivational, emotional, and professional mechanisms. This leadership model helps cultivate a collaborative, innovative, and quality-oriented school culture. With adequate support and inspiration from leaders, teachers are better prepared to address instructional challenges and adapt to curricular changes. Therefore, the implementation of transformational leadership in schools serves as a

critical strategy for enhancing teaching effectiveness and achieving sustainable educational outcomes.

B. The Effect of Student Motivation on Teacher Performance

Furthermore, student motivation is also proven to have a significant influence on teacher performance. The results showed that student motivation contributed 76,4% to teacher performance ($R^2 = 0.764$). When students have high motivation, they tend to be more active in the teaching and learning process, which in turn motivates teachers to provide better teaching (Harahsheh et al., 2021). Research by Deci and Ryan (2000) shows that students' intrinsic motivation is positively related to their academic performance, which also affects the way teachers teach.

Students' learning motivation constitutes a critical factor that indirectly shapes the quality of teachers' performance within educational settings (Saifullah & Muchlis, 2019). When students demonstrate high levels of interest, enthusiasm, and engagement in learning activities, teachers tend to respond with more creative, varied, and student-centered instructional strategies. Such a positive classroom climate fosters reciprocal reinforcement, encouraging teachers to optimize their instructional practices. Consequently, students' learning motivation serves as an external stimulus that enhances teachers' professional performance.

Furthermore, (Brandmiller et al., 2023) the extent of students' motivation significantly influences teachers' perceptions of instructional success. Teachers who work with highly motivated learners often find it easier to achieve lesson objectives, as students actively participate, ask questions, and complete tasks with greater responsibility. This situation generates professional satisfaction for teachers, which subsequently strengthens their commitment to planning, delivering, and evaluating instruction. The sense of achievement experienced by teachers often translates directly into improved instructional performance.

Conversely, low levels of student motivation may pose substantial challenges to effective teaching. When students show passivity, limited participation, or lack of initiative in learning, teachers must exert additional effort to stimulate engagement. These additional demands often require adjustments in instructional design, differentiation of learning tasks, and more intensive pedagogical interventions. When not adequately managed, such challenges may diminish teachers' work motivation and impede the optimization of their performance.

The interaction between students' learning motivation and teachers' performance can also be interpreted through educational psychology frameworks, particularly motivation theories and feedback mechanisms. High student motivation functions as a form of positive feedback that reinforces teachers' professional behaviors. This reinforcement encourages teachers to continuously refine their pedagogical competence, adopt innovative instructional media, and enhance assessment practices. Thus, students' learning motivation acts as an important external determinant of teachers' ongoing professional development.

Overall, students' learning motivation exerts a substantial influence on the quality of teachers' performance. Motivated learners not only facilitate the attainment of instructional goals but also inspire teachers to deliver their best professional

practices. Conversely, unmotivated students create instructional challenges that require adaptive strategies and sustained pedagogical effort. Therefore, enhancing student motivation should be considered a strategic priority for schools, as it yields dual benefits: improved student learning outcomes and strengthened teacher performance

C. The Effect of Transformational Leadership and Student Motivation on Teacher Performance

Multiple regression analysis shows that the combination of transformational leadership and student motivation has a greater impact on teacher performance (Azizah et al., 2020). The regression model shows that the two variables together explain 85,2% of the variability in teacher performance ($R^2 = 0.852$). This suggests that good leadership can create a supportive environment for students to be motivated, which in turn will improve teacher performance (Tanjung et al., 2020). Research by Hattie (2009) supports these findings, stating that positive teacher-student interactions are critical to improving learning outcomes(Firdaus et al., 2023)

Transformational leadership plays a strategic role in enhancing teacher performance by fostering a shared vision, providing inspiration, and cultivating professional commitment. Transformational leaders typically school principals encourage teachers to exceed expected standards through humanistic approaches, empowerment, and continuous professional support. Their exemplary behavior, visionary communication, and emotional encouragement enable teachers to feel valued and motivated to improve the quality of their instructional practices. Within the school context, transformational leadership also promotes a positive organizational climate that stimulates pedagogical innovation.

On the other hand, student learning motivation contributes indirectly yet significantly to teacher performance. When students demonstrate enthusiasm, engagement, and persistence in the learning process, teachers receive positive feedback that strengthens their teaching morale and effectiveness. Highly motivated students tend to be active, responsive, and achieve meaningful learning outcomes, which in turn provide intrinsic job satisfaction for teachers (Burić & Moë, 2020). This favorable learning environment encourages teachers to continually refine their instructional strategies to enhance relevance, engagement, and impact.

The synergy between transformational leadership and student motivation creates a supportive environment for optimal teacher performance. Transformational leaders cultivate a collaborative culture, ensure adequate resources, and provide ongoing professional guidance, enabling teachers to concentrate on instructional improvement. A well-managed school climate makes it easier for teachers to promote learning experiences that enhance student motivation (Verner-Filion et al., 2023). Consequently, both factors mutually reinforce each other in establishing a cycle of continuous improvement in teaching quality.

Teacher performance increases most effectively when internal factors such as commitment, competence, and job satisfaction intersect with external factors, including leadership support and positive student responses. Transformational leadership elevates teachers' professional capacity through coaching, constructive

evaluation, and professional development opportunities. Meanwhile, students' motivation serves not only as an indicator of teaching success but also as a psychological driver that encourages teachers to sustain high performance standards.

Overall, transformational leadership and student motivation function as two critical determinants of teacher performance. Transformational leadership offers structural and emotional support, while student motivation provides psychological energy that reinforces teachers' instructional engagement. Their interaction forms a dynamic educational ecosystem conducive to improved teaching effectiveness, enhanced professionalism, and sustained school quality.

CONCLUSION

Based on the results of this study, it can be concluded that transformational leadership and student motivation have a significant influence on teacher performance in Bima City. Therefore, it is important for principals to apply a transformational leadership style and create a learning environment that motivates students. This research provides implications for the development of education policy in Bima City and can be the basis for further research in this area.

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