The Effects of Transformational Leadership of The Principal and Teacher's Work Motivation towards Teacher Work Productivity

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Abstract

This research aims to reveal the influence of principal transformational leadership and teacher work motivation on teacher work productivity of state elementary schools in Sambas Sub-district, both partially and jointly. The research method used is a quantitative approach with a type of causal-comparative research or correlational study. This research was conducted in 18 state elementary schools in Sambas Sub-district with the criteria of a minimum B accredited school. While the sample amounted to 100 people with criteria as civil servants and had teaching experience of more than five years. The instruments used are in the form of questionnaires. Data collection procedures and techniques used were questionnaires. While the data analysis technique is used inferential parametric statistics with the hypothesis testing technique is correlation analysis and multiple regression analysis with the help of IBM SPSS Statistics 20 (SPSS 20). The conclusions of this research are as follows: (1) Principal of transformational leadership of state elementary schools in Sambas Sub-district tends to be low (not good). (2) Work motivation of teachers in elementary schools in Sambas Sub-district tends to be good. (3) The work productivity of teachers in elementary schools in Sambas Sub-district tends to be moderate. (4) The principal of transformational leadership affects the work productivity of state elementary school teachers in Sambas Sub-district. (5) Work motivation of students influences the work productivity of the state elementary school teachers in Sambas Sub-district. (6) The principal of transformational leadership and teacher work motivation jointly affects the work productivity of state elementary school teachers in Sambas Sub-district.

Keywords: Motivation, Transformational Leadership, Work Productivity

INTRODUCTION

Productivity is a measure of the success of the performance of a person, team or organization. If productivity is high, then declared successful. Conversely, if productivity is low or decreases, it will be said to be unsuccessful. A belief that someone can do a better job than before. And to achieve success, everyone must increase work productivity.
Conceptually, productivity is the relationship between outputs or outcomes and the inputs (resources) needed. Wibowo (2007: 94) said "Productivity is the ratio of output of goods and services divided by input or resources used to produce these goods and services." Furthermore, Belcher (1987: 3) in Wibowo (2007: 93) explained that increasing productivity could be done by improving productivity ratios, by producing more outputs or better outputs with certain levels of resource input.

Productivity also reflects the level of efficiency and effectiveness of the use of elements or resources of productivity itself. Efficiency can be seen from how small the use of costs incurred, namely by avoiding any form of waste while effectiveness is the quality of the output produced in the form of goods and services. So it can be said to get good productivity, it must be able to manage resources effectively and efficiently. In other words, the use of minimal resources must be able to obtain the higher output. It is important because the goals of an organization are unlimited, while the resources (work equipment, facilities, infrastructure, people and costs) needed to run the organization are always limited. So efficiency and effectiveness must be achieved by every organization.

All agencies must pay more attention to work productivity issues, including educational institutions. Educational institutions must maintain the work productivity of educators and their education staff because schools can produce quality individuals with high integrity.

In carrying out their duties, a teacher is required to get maximum results, both in terms of student achievement and school achievement, good student attitudes and behaviour. Teacher work productivity related to tasks related to his profession does not always meet the demands of the job but has a work orientation that exceeds what should be done. With high work productivity, teachers can improve the quality of teaching and learning. If this has been done, the quality of education will also be high.

Based on the results of preliminary observations through interviews with UPT supervisors, the Sambas District Education and Culture Office, the Primary Schools in Sambas District have been very good. It can be seen by there are several schools that excel both in academic and non-academic fields. So the researchers concluded that one of the factors that caused the school's achievement was due to high teacher work productivity. Efforts to improve work productivity include the level of education, physical and spiritual health, skills, discipline, motivation, work environment, leadership factors, instruments or equipment used, technology, and others.

Factors affecting work productivity according to Hasibuan (1996) include: (a) education, (b) physical and spiritual health, (c) work environment, (d) managerial factors, (e) motivation and (f) equipment used. Another opinion was delivered by Sedarmayanti (2009: 72) regarding the factors that influence work productivity, namely: (1) mental attitude, (2) education, (3) skills, (4) management, (5) industrial relations of Pancasila, (6) income level, (7) nutrition and health, (8) social security, (9) environment and work climate, (10) production facilities, (11) technology, and (12) opportunity for achievement.

From some of the factors mentioned above, researchers only focus on managerial / leadership factors and motivation. Leadership is a person's ability to influence others to achieve certain goals. Leadership includes the process of influencing in setting organizational goals, motivating the behaviour of subordinates to achieve goals, influencing to improve the group and its culture. Ivancevich (2006: 194) describes leadership as a process of influencing others to support the achievement of relevant organizational goals. In this case, the ability of principals to influence teachers and other education personnel so that there is good cooperation in increasing work productivity to achieve educational goals.

There are various kinds of leaders and leadership situations. Some of these definitions are based on the characteristics of the leader himself. Transformational leadership is leadership with the characteristics of leaders who have the power to influence subordinates to do more positively or better than what is usually done that affects performance improvement. Avolio and Bass in John M. Ivancevich, Robert Konopaske and Michael T. Matteson (2006: 213) translated by Dharma Yuwono,
S, Psi said that transformational leaders are leaders who motivate their followers to work towards a goal, not for long-term personal interests short, and to achieve achievement and self-actualization is not for the sake of feeling safe.

Transformational leadership in principle motivates subordinates to do better than what can be done; in other words, can increase the subordinate's confidence or self-confidence that will affect performance improvement. In this case the motivation given by the principal will significantly help in increasing teacher work productivity so that the influence of the principal's transformational leadership is directly proportional to the increase in teacher work productivity.

Another opinion was expressed by Danang Sunyoto and Burhanuddin (2011: 109) who said that in transformational leadership the followers felt trust, admiration, loyalty, and respect for leaders, and were motivated to do something more than they had originally expected. The style of a transformational leader in changing and motivating followers can be done by (a) making them more aware of the importance of completing a task, (b) persuading them to prioritize the interests of the team or organization rather than personal interests, (c) activating their needs to higher level.

In addition to transformational leadership, motivation also provides an energy change that occurs in a person who appears the symptoms of feelings, psychiatric and emotions that encourage individuals to do or act something caused by needs, desires and goals. Robbins and Judge (2009: 222) define motivation as a process that explains the intensity, direction and perseverance of an individual to achieve his goals while general motivation is related to achieving any goal, and narrowing it down with organizational goals to reflect our interest in work-related behaviour. While Wibowo (2007: 322-323) concluded that motivation is an impetus for a series of human behaviour processes in achieving goals. The elements contained in motivation include elements of arousing, directing, maintaining, showing intensity, being continuous and its purpose.

Motivation is more directed towards individual behaviour. With motivation high morale will arise so that it will affect work productivity. Therefore, the principal as a leader needs to provide motivation to the teacher, so that the teacher has enthusiasm for work and get satisfaction in teaching and further improve work productivity.

From the description above, it can be concluded that to improve teacher work productivity including the leadership of the headmaster, in this case, is transformational leadership and teacher work motivation. Based on the explanation of the above problems, it is necessary to examine the effect of Principal Transformational Leadership and Motivation on Teacher Work Productivity.

Based on the background above, the general problem of this study is: How is the influence of the principal's transformational leadership and work motivation of teachers on teacher work productivity in Sambas District Primary School. From this formulation several specific problems are outlined in the form of the following questions: 1) Is there an influence of the principal's transformational leadership on the work productivity of teachers in Sambas District Primary School? 2) Is there an influence of teacher work motivation on teacher work productivity in the Sambas District Primary School? 3) Is there an effect of the principal's transformational leadership and teacher's work motivation together on teacher work productivity in Sambas District Primary School?

The purpose of this study is 1) Knowing the influence of transformational leadership of school principals on teacher work productivity in the Sambas District Public Elementary School, 2) Knowing the influence of teacher work motivation on teacher work productivity in Sambas District Elementary School, 3) Knowing the influence of principals' transformational leadership and teacher work motivation together towards teacher work productivity in Sambas District Primary School.

The scope of this study consisted of three research variables consisted of two independent variables and one dependent variable. The independent variables in this study were the principal's transformational leadership (X1) and teacher work motivation (X2) while the dependent variable in this study is teacher work productivity (Y).
The principal's transformational leadership (X1) includes aspects which are: (a) ideal influence, (b) intellectual stimulation, (c) individual considerations, (d) inspirational motivation. Teacher work motivation (X2) includes the following aspects (a) Salary, (b) job security, (c) working conditions, (d) status, (e) company procedures, (f) quality of technical supervision, (g) the quality of interpersonal relationships between coworkers and superiors, (h) achievement, (i) recognition, (j) responsibility, (k) progress, (l) work itself, (m) possibilities for growth (development). Whereas the teacher's work productivity variable (Y) includes aspects of (a) fulfilling job qualifications, (b) highly motivated, (c) having a positive work orientation, (d) maturity, and (e) being able to get along effectively.

**METHOD**

The design in this study uses a quantitative approach, the type of research is causal-comparative research (causation) or correlational studies, that is the type of research directed at solving problems by describing causal relationships or describing what the results of the research are.

Population, according to Suharsimi Arikunto (2014: 173), is the whole subject of research. Whereas Sugiono (2016: 90) said the population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. From this understanding, the population in this study are all elementary school teachers in Sambas District with sample criteria as Civil Servants and have teaching experience of more than five years with a total of 140 respondents.

Sugiyono (2016: 91) said the sample is part of the number and characteristics possessed by the population. Samples taken from the population must be truly representative (representative). In this research, the process of taking a sampling is done using Simple Random Sampling techniques. Namely taking sample members from the population is done randomly without regard to strata that exist in that population (Sugiyono, 2016: 93). So that every member of the population has the same opportunity to be elected as a sample member for simple random sampling, lottery methods are used. Determination of the size of the sample is done using the formula Isaac and Michael in Sugiono (2016: 98) with an error rate of 5% quoted in Sugiono (2016: 98), namely:

\[
S = \frac{\chi^2 NPQ}{d^2(N-1) + \chi^2 PQ}
\]

Information:
- \(S\) = sample size
- \(N\) = population size
- \(P = Q\) = proportion in population = 0.5
- \(d\) = accuracy (error) (0.05)
- \(\chi^2\) = Chi Square table price for a particular \(\alpha\) (1%, 5%, 10%)

Based on the results of the calculation of the formula above which is poured into the table determining the number of samples from a certain population with an error level of 5% (Sugiono, 2016: 99), the number of samples in this study was 100 respondents.

**RESULTS AND DISCUSSIONS**

Results
Based on the results of data analysis, it is described as follows:
a. Principal transformational leadership on teacher work productivity significantly influence the value of significance is 0.006 (<0.05), and Beta (b1) is 0.362 = 36.2%. It means that the effect of the principal's transformational leadership on teacher work productivity is 36.2%.
b. Teacher's work motivation to teacher work productivity significantly influence shown by the significance value of 0.014 (<0.05) and Beta (b1) of 0.405 = 40.5%. It means that the influence of teacher work motivation on teacher work productivity by 40.5%.
c. Principal transformational leadership and work motivation of teachers on teacher work productivity with a significant effect together are indicated by a significance value of 0.001 (<0.05) and seen from R2 (R Square) of 0, 138 or 13.8%. It shows that the percentage of influence of independent variables (transformational leadership of school principals and teacher work motivation) on the dependent variable (teacher work productivity is only 13.8%, while the remaining 86.2% is influenced by other factors.

Hypothesis test
Hypothesis
H0: Principal Transformational Leadership and teacher work motivation do not affect teacher work productivity
Ha: Principal Transformational Leadership and teacher work motivation affect teacher work productivity

1) Determination of F table, with 95% confidence level (α = 5%), df (number of variables-1) 3-1 = 2 and dk (nk-1) 100-2-1 = 97. Obtained F table of 3, 94
2) Testing criteria
H0 is accepted when F arithmetic ≥ F table
H0 is rejected if F arithmetic ≤ F table

Based on the hypothesis above, then H0 is rejected because Fcount> Ftable (7.743> 3.94). Thus there is the effect of the principal's transformational leadership and teacher work motivation on teacher work productivity. It means that the principal's transformational leadership and work motivation of teachers together influence the work productivity of teachers. So, in this study it can be concluded that the principal's transformational leadership and teacher work motivation together affect the work productivity of teachers in SD Negeri Sambas District.

Discussion
The results of this study are in line with the results of previous studies, including 1) Alwan (2012) in his thesis entitled "Academic Supervision and Principal Transformational Leadership in relation to the Teaching Effectiveness of Public Middle School Teachers in Paloh District, Sambas Regency". With the results of the study obtained the value of Fcount = 1939.105 while Ftable = 3.28. The conclusion shows that Fcount>> Ftable means that academic supervision and transformational leadership simultaneously correlate significantly with teacher teaching effectiveness. While the double regression coefficient Ry (12) is 0.812. The effectiveness of teaching a teacher is certainly related to the teacher's work productivity.
2) Abdulbar (2014) in his thesis entitled "Madrasa Head Leadership in Improving Professional Teachers". Based on the research findings, it can be concluded that the leadership of madrasa principals in increasing the professionalism of Ngabang Madakah State Aliyah Madrasah teachers in the Landak District has been effective, because the school principal has adopted a transformational leadership style that is encouraging, placing himself as a spirit of encouragement to educators and education staff.
3) Dadang Suhardan (2006), with the title Influence of Principal Leadership on the Work Productivity of Cluster 08 Middle School Teachers in Bandung District (UPI Journal, Volume II, No. 01, April 2006 2011: 55-71), with the results of the study variables the principal as a leader has a positive and significant effect on productivity with a correlation value of 0.594 and the magnitude of its influence is shown by the figure of 35.30%.
Bass and Avolio cited by Yulk (2007) in Danang Sunyoto and Burhanudin (2011: 109), there are four types of transformational leadership behaviours, namely: (a) ideal influence, meaning that behaviors that evoke emotions and strong identification of followers towards leaders; (b) intellectual stimulation, meaning that behavior increases followers' awareness of an issue and influences followers to view the problem from a new perspective; (c) individualized considerations, including providing support, encouragement and training for followers; (d) inspirational motivation, including delivering an interesting vision, using symbols to focus the efforts of subordinates, and making an appropriate behavior model. Whereas Wahjosumidjo (2007: 431) said the leadership of the school principal was determined by factors of authority, character and skills, behaviour and flexibility of the leader. For the school principal's leadership function to successfully empower all school resources to achieve goals according to the situation, a headmaster with professional abilities is needed, namely: personality, basic skills, experience, training and professional knowledge as well as administrative and supervisory competencies.

Siagian (2009: 10) said that one of the critical success factors in efforts to increase work productivity is continuous improvement. It is an important role of a leader, in this case, is the principal because the principal is in charge of managing or managing the school.

The results of the next study showed that there was a significant influence between the work motivation of teachers on the work productivity of SD Negeri Sambas District teachers by 40.50% and the remaining 59.5% was influenced by other factors outside this study. It means that the better and higher the motivation, the more work productivity of the teacher will also increase.

This study is in line with Nila Suparman (2012) in her research entitled the effect of motivation on the work productivity of teachers of the Engku Kelana Tanjung Pinang Tourism Vocational School”. The results of his study showed the correlation value of product-moment r count of 0.702 which showed a strong influence. Furthermore, by using the T-test to get a t count of 4.54 which is higher than t table that is 2.086 which means H0 is rejected, and Ha is accepted, this shows there is a significant effect between motivation on the work productivity of vocational teachers Engku Kelana Tanjung Pinang Tourism. Based on the calculation of the value of the coefficient of determination, the magnitude of the influence of motivation on the work productivity of teachers in the Engku Kelana Tanjung Pinang Tourism Vocational School is 49.28%, while the remaining 50.72% is influenced by other variables not examined in his research. So it can be concluded that teacher motivation has a positive effect on teacher work productivity at Engku Kelana Tanjung Pinang Tourism Vocational School.

Hasibuan (2014: 103) says that every human being/employee expects compensation from the achievements they provide and wants to get praise, good treatment from superiors. So the effects of work productivity will return to the individual teacher himself while Sedarmayanti (2009: 65) said that good performance could be influenced by skills and motivation. Skills without motivation or motivation without skills, they cannot produce high output. Sedarmayanti (2009: 66) also said that motivation could be interpreted as a driving force (driving force) that causes people to do something or is done for fear of something.

Furthermore, the results showed that the transformational leadership of school principals and teacher work motivation together had a significant effect on teacher work productivity in SD Negeri Sambas District with a contribution of 13.80% while 86.20% were influenced by other factors outside the study.

The results of this study are in line with the results of previous studies, namely Yulia D Ahab (2012) in her thesis entitled "Achievement Motivation and Transformational Leadership of School Principals as Predictors of Work Productivity of Salatiga 1 Christian High School Teachers”. With the results of research from the results of statistical testing the F value of 13,378 and a significance rate of 0.000 (p <0.05) and an effective contribution of 43.3% indicate that achievement motivation and transformational leadership have a significant effect on teacher work productivity. There is a
significant influence between achievement motivation and the principal transformational leadership on work productivity because aspects of achievement motivation and transformational leadership have a close relationship with the level of productivity of teacher work.

According to the Regional Productivity Development Center in Sedarmayanti (2009: 71), there are six main factors that determine labor productivity, namely: (1) mental attitude, (2) skill level, (3) relationship between labor and leadership, (4) productivity management, (5) labor efficiency, (6) and entrepreneurship. Furthermore, Sedarmayanti (2009: 72) explains mental attitude in the form of work motivation, work discipline and work ethics.

Based on the description above, the role of the principal transformational leadership and work motivation of teachers are equally influential in increasing teacher work productivity. With high teacher work productivity, national education goals can be achieved.

CONCLUSION AND SUGGESTION

Conclusions
Based on the results of data collection research, data analysis, and hypothesis testing general conclusions can be drawn that there is a significant influence between transformational leadership of school principals and teacher work motivation on the work productivity of elementary school teachers in Sambas District. While specifically conclusions can be drawn as follows: 1) The transformational leadership of school principals in Sambas Subdistrict SD is relatively low (not good). It means that the principal has not been able to educate his subordinates to be more professional. 2) The work motivation of teachers in SD Negeri Sambas District is quite good. It means that there is a desire or enthusiasm from the teacher to become a professional teacher. 3) Teacher work productivity in SD Negeri Sambas District is moderate. It means the teacher can work professionally. 4) Principal transformational leadership significantly influences the work productivity of teachers in SD Negeri Sambas District. 5) Teacher work motivation significantly influences teacher work productivity in SD Negeri Sambas District. 6) Principal transformational leadership and work motivation of teachers together affect the work productivity of teachers in SD Negeri Sambas District.

Suggestions
Based on the results of the research and the conclusions put forward, the following suggestions need to be submitted: 1) It is suggested to the principal to further improve his leadership in directing and motivating teachers to become professional teachers because a school principal has a strategic role in improving school quality. 2) It is recommended that teachers always increase work productivity at school, in this case, the process of teaching and learning, maintaining and increasing work motivation that they have. Always establish a good cooperative relationship with all components in the school in the implementation of teaching and learning processes as well as in the implementation of transformational leadership and carry out tasks in accordance with school programs so that school goals can be achieved properly. 3) To the Sambas Regency Education Office to be more intensive in guiding school principals and teachers through leadership training, workshops, MGMP, upgrading so that teacher work productivity in teaching increases and ends in improving the quality of education. 4) For researchers who are interested in conducting research it is recommended: a) to conduct similar research on the same object with other independent variables that are expected to affect teacher work productivity, b) it is advisable to conduct qualitative research in order to be able to express clearly and fundamentally about factors - factors that can affect teacher work productivity.

REFERENCES


