

# SYSTEMATIC LITERATURE REVIEW: ANALYSIS OF THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE AND WORK MOTIVATION ON TEACHER PERFORMANCE

Fery Enita <sup>a\*)</sup>, Nur Wening <sup>a)</sup>

<sup>a)</sup> Universitas Teknologi Yogyakarta, Yogyakarta, Indonesia

<sup>\*)</sup>Corresponding Author: feryenita77@gmail.com

**Article history:** received 31 November 2023; revised 02 December 2023; accepted 04 January 2024

**DOI:** <https://doi.org/10.33751/jhss.v8i1.9531>

**Abstract.** The teacher is one of the elements that drives the Teaching and Learning Activities (KBM) process. It can be said that teachers are the main actors in education who will influence the quality of student achievement. Therefore, to analyze this, the researcher included variable teacher performance as a factor in the implementation of learning objectives. This research is a qualitative type with a Systematic Literature Review (SLR) approach by taking 10 scientific articles for analysis. This research aims to present the variables transformational leadership style (X1), work motivation (X2), and teacher performance (Y). From the conclusions of these 10 articles, the researcher concluded that the principal's transformational leadership is very important for teacher performance because it relates to how a school principal conveys the vision, mission, goals, regulations and programs set by the school so that teachers can plan and have targets to develop themselves as a whole. Creative and innovative, such as increasing functional positions and increasing knowledge. The work motivation variable also has a direct effect on teacher performance. This means that changes in increasing work motivation will lead to increased teacher performance. Work motivation also encourages teacher growth and empowerment. Thus, the variables of transformational leadership and work motivation must be increased and improved so that teacher performance can provide optimal influence and contribution to the development and progress of education in Indonesia.

**Keywords:** transformational leadership style; work motivation; performance

## I. INTRODUCTION

In achieving goals, every organization needs resources to achieve them. These resources take the form of natural, financial, scientific and technological resources, and human resources. Among these resources, the most important resource is human resources. Human resources are the most important organizational assets, and make other organizational resources work (Simamora, 2006). This is what applies in the world of education. Educational institutions also require human resource management including educational staff, non-teaching staff and of course school principals as professional, capable and competitive leaders. In an organization or institution, of course there are superiors and subordinates who work together synergistically. Where the two drivers of the running of the institution must have commitment, consistency and integrity to achieve high performance. From these references, a leader is required to have a leadership spirit within himself. Leadership itself is a very urgent aspect in determining the success of an organization, this is because leadership concerns the behavior of a leader in order to influence employees or the principal, so that teachers are willing to work together in order to realize the organization's goals. Leadership concerns the presence of a person who is trusted to be a leader, who is seen as having better abilities and/or skills than the average of other employees. A person's leadership in an organization greatly determines the success or failure of the organization they lead.

In this regard, the leadership aspect is interpersonal influence that is exercised in a certain situation, and is directed through the communication process towards achieving one or several specific goals or individuals who are able to influence the activities of an organized group towards achieving goals. Meanwhile, leadership itself is closely related to the leadership style of a leader. A good leadership style is a leadership style that can provide work motivation to subordinates. According to Yuliawan (2011: 57), leadership style is the habits, temperament, character and personality that distinguish a leader in interacting with other people. An effective leadership style is needed in an institution to improve the performance of the school principal in achieving the goals set by the institution. Of the many leadership styles, researchers looked at the closeness of transformational leadership in the Bantul Regency education sector. Transformational leadership is a leadership style that identifies necessary changes, creates a vision that will pave the way for the changes to be made and implements the plans necessary for these changes to occur. Transformational leadership style is a way that leaders use to motivate and empower the people they are responsible for working together to realize the institutional vision. Danim (2009) explains that transformational leadership comes from the word "to transform" which means to transform or change something into a different form. For example, transforming vision into reality, potential into actual, latent into manifest and so on.

Thus, a school principal can be categorized as applying this rule, if he is able to change the energy of human resources.

Based on the opinions of the experts above, transformational leadership, the term transformational, stems from the word to transform, which means to transform or change something into a different form. A transformational leader must be able to optimally transform organizational resources in order to achieve meaningful goals in accordance with predetermined targets. The resources referred to are human resources, facilities, funds and external factors of the organization. The indicators of transformational leadership are: reformer, setting an example, encouraging subordinate performance, harmonizing the work environment, empowering subordinates, acting on a value system, continuously improving abilities, and being able to deal with complex situations (Danim and Suparno, 2009). In a work process, every individual involved in it must have the spirit to carry it out. One form of spirit in question is work motivation. Motivation is a process that originates from physiological and psychological forces or needs that result in behavior or encouragement aimed at a goal or incentive. In an institution, leaders must be able to motivate school principals to improve their performance. In motivating to improve performance there must be support for the safety and health of school principals, especially as the institution operates in the industrial sector which requires excellent occupational safety and health. The work motivation aspect of school principals is also an important aspect in the performance of school principals, where in the current era of globalization, of course the needs of each school principal will increase as time goes by. Specifically for school principals, they must have a number of skills, knowledge and managerial abilities to manage their school institution as optimally as possible so that the performance of all school stakeholders can improve performance. Good performance is optimal performance, namely performance that meets company standards and supports the achievement of institutional goals.

Research on the theme of the influence of transformational leadership style and work motivation on leadership performance has been carried out by many previous researchers. Of the many studies in question, researchers took samples such as: Heru Wibowo (2021), Siemze Joen, Purnamawati, Amiruddin (2022), NM Heny Mulyani, IW Wiarta (2021), Sugiarto, Wahidin, and Totok Amin Soefijanto (2020), and Juniarti, Nur Ahyani, and Arif Ardiansyah (2020), Rahmadani, Prita Suci (2019), Mahardika Wardhana Monoyasa (2017), Farah Azizzah, Bambang, Sunarto (2016), Neneng Milasari (2021), and Septi Andriani (2018). It is hoped that this literature review study will provide the reading public with an understanding of how significant the influence of transformational leadership style and work motivation is on teacher performance.

## II. RESEARCH METHODS

Systematic literature review is a research method for identifying, evaluating and interpreting all relevant research results related to certain research questions, certain topics, or

phenomena of concern. Systematic Literature Review (SLR) is a term for identifying, evaluating and interpreting all available research that is relevant to the problem formulation or topic area being studied. (Calderon and Ruiz 2015). Systematic Literature Review (SLR) is defined as the process of identifying, assessing and interpreting all available research evidence with the aim of providing answers to specific research questions (Kitchenham et al., 2009).

The procedures or steps taken in this research, in general, are carried out through several stages which refer to the opinion of Moleong (2007) explaining that "The qualitative research stage presents 3 stages, namely the pre-field stage, the field work stage, and the data analysis stage."

1. Pre-field stage The pre-field stage is an activity carried out by researchers before data collection. This stage begins with a field assessment to determine the problem or research focus. This stage in detail includes: preparing a field plan, selecting a research field, arranging permits, exploring and assessing the field, selecting and utilizing information, preparing research equipment, research ethics issues.
2. Field Work Stage The field work stage is a researcher's activity carried out at the research site. At this implementation stage, researchers collect data according to the problem focus and research objectives. Data collection was carried out through observation, interviews and documentation studies.
3. Data Analysis Stage, At this stage the main principles in data analysis are discussed, these principles include basics, finding themes and formulating problems. All data that has been obtained from the field and collected during the research, before carrying out the analysis, the researcher will test the credibility of the data first. The activities carried out by the researcher to test the credibility of the data include:
  - a. Member Check, This activity is the stage of selecting and interpreting data. Every data obtained is always double-checked and researched back to the original source, namely the research informant. Next, the data that has been checked will be processed and interpreted. This activity is carried out during the research until the research is considered complete.
  - b. Data Triangulation, Triangulation can be interpreted as a data collection technique that combines various existing data collection techniques and data sources. Triangulation is used to test the credibility of the data, namely checking the credibility of the data using various data collection techniques and various data sources (Sugiyono, 2010: 330).
  - c. Confidentiality This activity is carried out to ensure the confidentiality of all information provided by research informants, which should only be known by the researcher. Data or information provided by an informant is not shown to other respondents.

## III. RESULTS AND DISCUSSION

The author divides several parts in analyzing the discussion, namely transformational leadership style and work motivation.

## 1. Heru Wibowo, (2021)

The research results obtained are the results of testing the first hypothesis, it is concluded that there is a positive influence between the principal's transformational leadership style (X1) and teacher work discipline (X3), with a correlation coefficient of 0.639 at  $\alpha = 0.05$ , and a determination coefficient of 0.408, this shows that 40.8% of teachers' work discipline is strengthened by the principal's transformational leadership style with a path coefficient of 0.344 and a correlation of 0.639. The results of testing the second hypothesis concluded that there is a positive relationship between work motivation (X2) and teacher work discipline (X3), with a correlation coefficient of 0.529 at  $\alpha = 0.05$ , and a determination coefficient of 0.279, this shows that 27.9% of teacher work discipline is strengthened by ii work motivation with a path coefficient of 0.529 and a correlation of 0.529. The results of testing the third hypothesis concluded that there was a positive relationship between the independent variable principal's transformational leadership style (X1) and work motivation (X3) with a correlation coefficient of 0.656 and a determination coefficient of 0.430, indicating that 43.0% of teachers' work discipline could be strengthened by a transformational leadership style. principal and teacher work motivation with a path coefficient of 0.656 and a correlation of 0.185. The results of this research recommend that school principals improve their transformational leadership style skills in carrying out their leadership duties, as well as increase the work motivation of State Madrasah Aliyah teachers in the South Jakarta area to encourage the creation of good work discipline.

## 2. Siemze Joen, Purnamawati, and Amiruddin, (2022)

The research results show: 1) there is a positive and significant influence of 30.2% of the principal's transformational leadership on teacher performance; and 2) there is a positive and significant influence of 19.5% of the principal's transformational leadership on teacher performance through teacher work motivation. This research shows that the role of teacher work motivation is partial mediation. The principal's transformational leadership improves teacher performance through the role of teacher work motivation. The principal's transformational leadership in improving the quality of education at SMK Negeri 5 Gowa is getting better. The principal's transformational leadership style can have a significant impact on teacher performance and teacher work motivation which results in teacher growth and empowerment.

## 3. NM Heny Mulyani, IW Wiarta, (2021)

Based on the results of the analysis that has been carried out, it can be concluded that there is a significant contribution of the principal's transformational leadership style to teacher performance of 33.51%, then there is a contribution of work motivation to teacher performance of 35.51%, and there is a contribution of the transformational leadership style principal and work motivation on teacher performance was 69.02%.

## 4. Sugiarto, Wahidin, and Totok Amin Soefijanto, (2020)

Based on the analysis and discussion of the influence of transformational leadership, the work motivation and

performance of North Jakarta State Vocational School teachers can be concluded as follows:

- a. Transformational leadership has a direct positive effect on teacher performance. This means that changes in increasing transformational leadership will lead to an increase in the performance of North Jakarta State Vocational School teachers.
- b. Work Motivation has a direct positive effect on teacher performance. This means that changes in increasing work motivation will lead to an increase in the performance of North Jakarta State Vocational School teachers.

## 5. Juniarti, Nur Ahyani, and Arif Ardiansyah (2020)

The research results show: 1) there is a very significant positive influence between the principal's leadership style on teacher performance as shown by the simple regression line equation  $\hat{Y} = 138.57 + 1.65X_1$ . This means that increasing the effectiveness of the madrasa head's leadership style will result in increased teacher performance. 2) there is a very significant positive influence between job satisfaction and teacher performance as shown by the simple regression line equation  $\hat{Y} = 73.05 + 1.62X_2$ . with a constant of 73.05. This means that increasing teacher work discipline will result in increased teacher performance. 3) there is a positive influence between organizational commitment and job satisfaction together on teacher performance as indicated by the multiple correlation coefficient between the two independent variables and the dependent variable  $R_{y.12}$  of 0.833. This means, if there is an increase in the effectiveness of the madrasa head's leadership style and control is carried out over teacher work discipline, then this increase will be followed by an increase in teacher performance.

## 6. Rahmadani, Prita Suci, (2019)

The results of the research show that the principal's transformational leadership and work motivation have a positive and significant effect on teacher performance, teacher competence and the work environment have no effect on teacher performance. Teacher competency and work environment have a positive and significant effect on work motivation, while the principal's transformational leadership has no effect on work motivation. Furthermore, teacher performance is indirectly influenced by teacher competence (7.83%), work environment (8.80%) and work motivation as intervening variables.

## 7. Mahardika Wardhana Monoyasa, (2017)

The results of this study show that the principal's transformational leadership style has a positive and significant effect on teacher performance x with a path coefficient of 0.147, a probability of 0.012, and a CR value of 2.892. The results of the research show positive and significant results between the principal's transformational leadership style on teacher motivation and teacher motivation on teacher innovation. The results show a positive and insignificant relationship between the principal's transformational leadership style and teacher innovation. The research results that show negative and insignificant are teacher motivation towards teacher performance. Meanwhile, the results of testing teacher innovation on teacher performance show a negative and significant influence. From

these results it can be concluded that the principal's transformational leadership style does not require the intervening variables of teacher motivation and innovation to influence teacher performance.

8. Farah Azizzah, Bambang, Sunarto, (2016)

The results of the research are as follows. First, there is a positive and significant influence between the principal's transformational leadership style and teacher work motivation on teacher performance. Second,  $H_0$  is accepted and  $H_a$  is rejected, meaning that there is a positive and significant influence between the principal's transformational leadership style on teacher performance. Third, there is a positive and significant influence between teacher work motivation styles on teacher performance, so it can be concluded that if work motivation is high it will increase teacher performance, and vice versa. Based on the results of the research and discussion, it can be concluded that simultaneously and partially the transformational leadership style and teacher work motivation influence teacher performance. The largest variable contribution is the principal's transformational leadership style variable of 0.204 which influences teacher performance.

9. Neneng Milasari, (2021)

The results of this study show that transformational leadership and motivation simultaneously influence teacher performance by 53.30% and the remaining 46.70% is influenced by other factors outside these two variables. However, partially, the motivation factor is more dominant in influencing teacher performance, namely 14.36% compared to the transformational leadership factor which is only 9.04%.

10. Septi Andriani, (2018)

Based on research results: 1) Transformational Leadership has a significant effect on the performance of State Vocational School teachers in Palembang City, meaning that the better the transformational leadership, the better the performance of State Vocational School teachers in Palembang City. 2). Work motivation has a significant effect on the performance of State Vocational School teachers in Palembang City, meaning that the better the work motivation, the better the performance of State Vocational School teachers in Palembang City. 3). Transformational Leadership and Work Motivation have a significant joint effect on the performance of State Vocational School teachers in Palembang City, meaning that the better the transformational leadership and work motivation, the better the performance of State Vocational School teachers in Palembang City.

In the end, teacher performance can be improved and the achievement of educational goals can be easily achieved, and the realization of intelligent, comprehensive and competitive people will truly be realized as a result of an educational/learning process.

#### IV. CONCLUSION

Steps taken to improve the performance of school principals: Firstly, the principal's transformational leadership must be focused on open communication regarding regulations, mutually agreed work programs so that teachers can plan and have targets to develop themselves creatively

and innovatively, such as increasing functional positions and increasing knowledge. The principal also increases motivation for teachers so that their performance will be better. Second, work motivation has a direct positive effect on teacher performance. This means that changes in increasing work motivation will lead to increased teacher performance. Work motivation also encourages teacher growth and empowerment. Thus, transformational leadership and work motivation must be enhanced and improved so that teacher performance can provide optimal influence and contribution to the development and progress of education in Bantul.

#### REFERENCES

- [1] Andriani, Septi, 2018. *The Influence of Transformational Leadership and Work Motivation on Teacher Performance*, PGRI University Palembang
- [2] Azizzah, Farah, Bambang, Sunarto, 2016. *The Influence of the Principal's Transformational Leadership Style and Teacher Work Motivation on Teacher Performance at SMA Al-Islam 1 Surakarta*, BISE: Journal of Education and Business and Economics, [Vol 2, No 1 \(2016\)](#), FKIP UNS
- [3] B. Uno, Hamzah, 2012. *Motivation Theory and Its Measurement*, Jakarta: Bumi Publishers. Script
- [4] Danim, Sudarwan and Suparno. (2009). *Management and Leadership. Transformational Principalship*. Jakarta: Rineka Cipta Publishers.
- [5] Faustino Cardoso Gomes. 2010. *Human Resources Management*, Yogyakarta: Andi Offset Publishers.
- [6] Juniarti, Nur Ahyani, and Arif Ardiansyah, 2020. *The Influence of Principal Leadership and Teacher Discipline on Teacher Performance*
- [7] Kadarisman, M. 2013. *Human Resources Development Management*. Depok: Raja Grafindo Persada Publishers.
- [8] Kitchenham, B., & S. Charters. 2007. Issue: EBSE 2007-001. Technical Report, Vol.2.
- [9] Joen, Siemze, Purnamawati, Amiruddin, 2022. *The Influence of Principal Transformational Leadership on Teacher Performance Through Teacher Work Motivation*, Makassar State University
- [10] Kartono, Kartini. 2008. *Leader and Leadership*, Jakarta: Publisher PT. King. Grafindo Persada
- [11] Mangkunegara. 2011. *Corporate Resource Management*, Bandung: Publisher PT. Teenager. Rosdakarya
- [12] Milasari, Neneng, 2021. *The Influence of Transformational Leadership Style and Work Motivation on Teacher Performance at Teratai Putih Global 4 Vocational School, Bekasi City*, SECAD Journal Vol. 1 No. 1 P-ISSN: 2798-6977 E-ISSN: 2798-6411, 2021
- [13] Moleong, Lexy, J. 2011. *Qualitative Research Methodology revised edition*. Bandung: Rosdakarya Youth Publishers
- [14] NM Heny Mulyani, IW Wiarta, 2021. *Contribution of*



- the Principal's Transformational Leadership Style and Work Motivation to Teacher Performance* , Ganesha Singaraja Education University, Indonesia
- [15] Rahmadani, Prita Suci, 2019. *The influence of the principal's transformational leadership, teacher competency, and work environment on teacher performance with work motivation as an intervening variable (Case study of Accounting and Finance Skills Program teachers in Business and Management Vocational Schools in Semarang City)* ", Semarang State University
- [16] Simamora , Henry. 2006 . *Human Resource Management*. Yogyakarta: School Publishers. YKPN Higher Education in Economics
- [17] Sugiarto, Wahidin, and Totok Amin Soefijanto, 2020. *The Influence of Principal Transformational Leadership and Work Motivation on the Performance of North Jakarta State Vocational School Teachers* , Jakarta State University
- [18] Suharto and Cahyo. 2005. *The Influence of Organizational Culture, Leadership and Motivation on Human Resources Performance in the DPRD Secretariat of Central Java Province* . JRBI. Vol 1. No 1.
- [19] Yuliawan , Eko, Jwem Stie Mikroskil. Journal of Microskill Economics. Volume 1, Number 01, April 2011 *The Influence of Consumer Knowledge Regarding Sharia Banking on the Decision to Become a Customer at PT. Sharia Bank Bandung Branch*
- [20] Wardhana Monoyasa, Mahardika, 2017. *The Influence of the Principal's Transformational Leadership Style on Primary School Teacher Performance with Teacher Motivation and Innovation as Intervening Variables in the Former Administrative City of Jember*, University of Jember
- [21] Wibowo . 2014 . *Performance Management* Fourth Edition, . Jakarta: Rajawali Press Publishers.
- [22] Wibowo, Heru, 2021. *The Influence of the Principal's Transformational Leadership Style and Work Motivation on the Work Discipline of State Madrasah Aliyah Teachers in the South Jakarta Region*, Muhammadiyah University Prof. Dr. Hamka Jakarta .