

## **Transformational Leadership and Teacher Performance: The Role of Competence, Work Environment, Workload, And Motivation**

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**ABSTRACT:** Teacher performance is an important factor in improving the quality of education, particularly in Islamic Junior High Schools (Madrasah Tsanawiyah/MTs). However, several challenges such as ineffective leadership, low pedagogical competence, unfavorable work environments, excessive workloads, and varying levels of teaching motivation continue to affect teacher performance. This study aims to analyze the influence of transformational leadership, pedagogical competence, work environment, workload, and motivation on teacher performance in Madrasah Tsanawiyah across Jember Regency. The novelty of this research lies in the integration of five independent variables simultaneously within a single comprehensive model focusing on certified MTs teachers. This study employed a quantitative approach using multiple linear regression analysis. Data were collected through questionnaires distributed to certified MTs teachers in Jember Regency during the 2025 research period. The findings indicate that transformational leadership, pedagogical competence, work environment, workload, and motivation significantly influence teacher performance both partially and simultaneously. Among these variables, motivation and transformational leadership showed the strongest contribution to improving teacher performance. In conclusion, improving teacher performance requires integrated strategies involving effective leadership, competency development, supportive work environments, balanced workloads, and strengthened teaching motivation to enhance educational quality in Madrasah Tsanawiyah.

**KEYWORDS:** Transformational Leadership, Pedagogical Competence, Work Environment, Workload, Teacher Performance

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### **I. INTRODUCTION**

Teacher performance is one of the most important factors in determining the quality and effectiveness of educational institutions. In the context of Islamic education, particularly at Madrasah Tsanawiyah (MTs), teachers are not only responsible for delivering academic content but also for shaping students' moral values, religious understanding, and character development. Therefore, improving teacher performance has become a strategic priority in achieving national education goals. According to UNESCO, teacher quality is the central pillar in improving educational outcomes and ensuring sustainable educational development. Teachers who demonstrate high performance tend to create more effective learning environments, improve student achievement, and contribute positively to institutional development.

In Indonesia, efforts to improve teacher performance continue to face various challenges. Although the government has implemented teacher certification programs and professional development policies, disparities in teacher quality and work performance are still evident, especially in Islamic educational institutions such as Madrasah Tsanawiyah. Teacher performance is influenced by numerous internal and external factors, including leadership style, pedagogical competence, work environment, workload, and teaching motivation. These factors are interconnected and collectively determine the effectiveness of teachers in carrying out their professional responsibilities.

One of the most influential factors affecting teacher performance is transformational leadership. Transformational leadership refers to a leadership style that inspires, motivates, and empowers subordinates to achieve organizational goals beyond personal interests. Burns (1978) stated that transformational leadership is "a process in which leaders and followers raise one another to higher levels of motivation and morality". Furthermore, Bass and Avolio (1994) explained that transformational leaders encourage followers through inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence. In educational institutions, school principals who apply transformational leadership are

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capable of fostering innovation, collaboration, and commitment among teachers. A principal who acts as a role model and provides support for teacher development can significantly improve teacher morale and productivity.

Several previous studies have confirmed the positive relationship between transformational leadership and teacher performance. Judge and Piccolo (2004) found that transformational leadership has a strong and significant relationship with employee satisfaction and organizational performance. Similarly, Aslamiyah (2020) concluded that leadership style positively and significantly affects teacher performance in Islamic schools. These findings indicate that effective leadership is essential in creating a productive educational environment and encouraging teachers to perform optimally.

In addition to leadership, pedagogical competence also plays a significant role in improving teacher performance. Pedagogical competence refers to teachers' ability to understand students, manage learning processes, design instructional strategies, and evaluate educational outcomes. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, pedagogical competence is one of the four core competencies that every teacher must possess. Teachers with strong pedagogical competence are better able to create interactive learning experiences, adapt teaching methods to students' needs, and achieve educational objectives effectively.

The importance of pedagogical competence has been emphasized in numerous educational studies. Mulyasa (2013) argued that pedagogical competence determines the success of learning implementation because competent teachers are capable of understanding students' characteristics and facilitating effective classroom interaction. Furthermore, Albustani (2023) found that teacher training, academic supervision, and teaching experience significantly influence pedagogical competence. This suggests that continuous professional development is necessary to strengthen teachers' instructional capabilities and improve their overall performance.

Another factor that contributes to teacher performance is the work environment. A conducive work environment can create comfort, security, and positive working relationships among teachers and school management. Robbins and Judge (2017) explained that a supportive work environment enhances employee satisfaction, motivation, and productivity. In educational settings, the work environment includes physical facilities, communication patterns, organizational culture, collegial relationships, and administrative support. Teachers who work in a positive environment are more likely to demonstrate commitment, creativity, and high job performance.

However, many teachers in Madrasah Tsanawiyah still face unfavorable working conditions, including limited educational facilities, excessive administrative tasks, and inadequate institutional support. These conditions may reduce teachers' enthusiasm and negatively affect teaching effectiveness. Presilawati, Harbiyah, and Qabri (2024) found that work environment significantly influences teacher performance in Islamic educational institutions. Their findings indicate that improving the quality of the work environment is essential for enhancing teacher productivity and institutional effectiveness.

Besides the work environment, workload is another important factor influencing teacher performance. Workload refers to the amount of work and responsibilities assigned to teachers within a certain period. Excessive workload can lead to physical exhaustion, emotional stress, and decreased job satisfaction. According to Rahayu (2021), unbalanced workloads may reduce teachers' motivation, concentration, and teaching quality. Teachers in Madrasah Tsanawiyah often handle multiple responsibilities, including classroom teaching, administrative reporting, extracurricular supervision, and curriculum implementation. When workloads become excessive, teachers may struggle to maintain optimal teaching performance.

Previous studies have demonstrated the relationship between workload and teacher performance. Fathonah (2024) revealed that workload significantly affects teacher performance in elementary schools. Similarly, Basri and Kuncoro (2026) found that teacher workload has a significant influence on teacher performance in Islamic schools. These findings imply that educational institutions need to manage teacher workload proportionally to prevent burnout and maintain professional effectiveness.

Furthermore, motivation is considered a crucial determinant of teacher performance. Motivation refers to internal and external forces that encourage individuals to perform their duties enthusiastically and consistently. According to Robbins and Judge (2017), motivation is "the process that accounts for an individual's intensity, direction, and persistence of effort toward attaining a goal". Motivated teachers are more likely to demonstrate dedication, creativity, discipline, and commitment in teaching activities. Motivation can be strengthened through appreciation, professional recognition, supportive leadership, and opportunities for career development.

Several studies have emphasized the importance of motivation in educational performance. Prabowo and Sari (2022) concluded that teachers with high motivation tend to achieve better teaching performance compared to those with low motivation. Similarly, Arofah, Supeni, and Maspufah (2023) found that work motivation positively and significantly influences

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teacher performance in Madrasah Tsanawiyah. These findings indicate that motivational factors play a central role in determining teachers' willingness to perform effectively and contribute to educational improvement.

Although many studies have examined factors influencing teacher performance, most previous research has focused only on one or two variables separately. Limited studies have comprehensively examined transformational leadership, pedagogical competence, work environment, workload, and motivation simultaneously within a single research model, particularly in the context of certified Madrasah Tsanawiyah teachers. Therefore, this study offers novelty by integrating these five variables comprehensively to analyze their influence on teacher performance in Madrasah Tsanawiyah across Jember Regency.

This study is important because certified teachers are expected to possess professional competencies and standardized teaching qualifications. However, differences in leadership quality, motivation, work environment, and workload may still influence their performance. By analyzing these factors simultaneously, this study is expected to provide a more comprehensive understanding of teacher performance determinants in Islamic educational institutions.

Therefore, this research aims to analyze the influence of transformational leadership, pedagogical competence, work environment, workload, and motivation on teacher performance among Madrasah Tsanawiyah teachers in Jember Regency. The findings of this study are expected to contribute theoretically to educational management literature and practically to improving educational quality through effective leadership, competency development, supportive work environments, balanced workloads, and strengthened teacher motivation.

## **II. LITERATURE REVIEW**

### **A. Transformational Leadership**

Transformational leadership is one of the most influential leadership theories in organizational and educational management. The concept was first introduced by James MacGregor Burns, who defined transformational leadership as a process in which leaders and followers motivate each other to achieve higher levels of morality and performance. Burns (1978) stated that transformational leadership occurs when "leaders and followers raise one another to higher levels of motivation and morality" (p. 20). This theory was later developed by Bernard M. Bass, who emphasized the leader's ability to inspire subordinates to exceed organizational expectations and prioritize collective goals over personal interests.

According to Bass and Avolio (1994), transformational leadership consists of four major dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence refers to the leader's ability to become a role model who is respected and trusted by followers. Inspirational motivation reflects the leader's capability to communicate organizational vision clearly and motivate employees enthusiastically. Intellectual stimulation encourages innovation and critical thinking among subordinates, while individualized consideration involves providing personal support, mentoring, and professional guidance.

In educational institutions, transformational leadership plays an essential role in improving teacher performance and institutional effectiveness. School principals who adopt transformational leadership can create positive organizational cultures, strengthen teacher commitment, and encourage continuous professional development. Teachers are more motivated when school leaders demonstrate integrity, provide inspiration, and support educational innovation. Robbins and Judge (2017) argued that transformational leaders significantly influence organizational commitment and employee satisfaction because they inspire employees emotionally and intellectually.

Several empirical studies have confirmed the relationship between transformational leadership and teacher performance. Judge and Piccolo (2004), through a meta-analysis study, found that transformational leadership positively influences employee satisfaction, motivation, and organizational performance. Similarly, Aslamiyah (2020) found that leadership style significantly affects teacher performance in Islamic educational institutions. The study revealed that effective school leadership contributes to higher teacher discipline, stronger work commitment, and improved instructional quality.

Furthermore, transformational leadership is particularly relevant in Islamic educational institutions such as Madrasah Tsanawiyah because school principals are expected not only to manage educational administration but also to guide teachers morally and spiritually. A transformational principal can foster collaboration, professional responsibility, and innovation among teachers. According to Yukl (2010), transformational leadership focuses on changing followers' values, beliefs, and attitudes through inspiration and empowerment. This leadership style is highly important in modern education because educational institutions face continuous changes in curriculum, technology, and learning approaches.

Previous studies have also shown that transformational leadership contributes indirectly to teacher performance through work motivation and organizational climate. Mulyadi (2023) explained that transformational leadership significantly affects

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teacher motivation and teaching effectiveness. Teachers who receive encouragement and appreciation from school leaders tend to demonstrate stronger commitment and creativity in classroom activities.

Therefore, transformational leadership is considered one of the key determinants of teacher performance in educational institutions. Effective leadership can create supportive working conditions, improve teacher morale, and encourage innovation in teaching and learning processes. Consequently, this study considers transformational leadership an important variable in understanding teacher performance in Madrasah Tsanawiyah across Jember Regency.

### **B. Pedagogical Competence**

Pedagogical competence is one of the core competencies that teachers must possess to perform their professional responsibilities effectively. In Indonesia, pedagogical competence is formally regulated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. The law explains that pedagogical competence refers to teachers' abilities in understanding learners, planning and implementing learning processes, evaluating educational outcomes, and developing students' potential.

According to Mulyasa (2013), pedagogical competence reflects teachers' ability to manage learning activities effectively and create meaningful educational experiences for students. Teachers with strong pedagogical competence are capable of understanding student characteristics, selecting appropriate teaching methods, and adapting instructional strategies to students' learning needs. Pedagogical competence also includes classroom management skills, curriculum understanding, educational assessment, and the use of learning media.

Pedagogical competence is highly important because the success of educational activities depends largely on teachers' instructional abilities. Teachers who possess strong pedagogical competence are more capable of facilitating interactive learning, improving student engagement, and achieving learning objectives. Conversely, weak pedagogical competence may reduce teaching effectiveness and negatively affect student achievement.

Several scholars have emphasized the importance of pedagogical competence in educational quality improvement. According to Uno (2016), pedagogical competence allows teachers to create active and student-centered learning environments. Teachers who master pedagogical principles can encourage critical thinking, creativity, and problem-solving skills among students. Furthermore, pedagogical competence enables teachers to implement innovative learning approaches that support educational development in the digital era.

Empirical studies also confirm the relationship between pedagogical competence and teacher performance. Albastani (2023) found that teacher training, academic supervision, and teaching experience significantly influence pedagogical competence. Teachers who participate in professional development programs tend to demonstrate better instructional quality and classroom management. Similarly, Fitriani (2022) concluded that pedagogical competence positively affects teacher effectiveness and student learning outcomes.

In Islamic educational institutions such as Madrasah Tsanawiyah, pedagogical competence becomes even more important because teachers are expected to integrate academic knowledge with moral and religious values. Teachers must not only deliver educational content effectively but also guide students in developing ethical behavior and Islamic character. Therefore, pedagogical competence in Islamic schools involves both instructional expertise and value-based educational approaches.

The development of pedagogical competence requires continuous support from educational institutions and government policies. Professional training, workshops, mentoring programs, and academic supervision are necessary to improve teachers' pedagogical skills. School principals also play a crucial role in facilitating professional development and encouraging teachers to improve instructional quality continuously.

Moreover, pedagogical competence contributes significantly to teacher confidence and motivation. Teachers who possess strong teaching skills are more likely to feel competent and motivated in performing their duties. This positively influences their teaching performance and professional commitment. Consequently, pedagogical competence is considered a critical determinant of teacher performance and educational quality.

Based on theoretical and empirical perspectives, pedagogical competence has a strong relationship with teacher performance. Therefore, this study includes pedagogical competence as an important independent variable influencing teacher performance in Madrasah Tsanawiyah across Jember Regency.

### **C. Work Environment**

The work environment is an important organizational factor that influences employee behavior, motivation, satisfaction, and performance. In educational institutions, the work environment refers to physical, social, and psychological conditions that

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support teachers in carrying out their professional responsibilities. A positive work environment can improve teacher comfort, collaboration, and productivity, whereas an unfavorable environment may reduce motivation and work effectiveness.

According to Robbins and Judge (2017), the work environment includes organizational culture, communication patterns, workplace relationships, facilities, and working conditions that affect employee performance. In schools, the work environment involves classroom facilities, administrative support, collegial interaction, leadership practices, and institutional climate. Teachers who work in supportive environments tend to demonstrate higher commitment, stronger morale, and better instructional performance.

A conducive work environment is essential for creating effective teaching and learning processes. Teachers require adequate facilities, comfortable classrooms, access to learning resources, and supportive relationships with colleagues and school management. Sedarmayanti (2017) explained that a healthy work environment increases employee enthusiasm and reduces workplace stress. In educational settings, supportive work environments encourage teachers to innovate and collaborate professionally.

However, many educational institutions still experience problems related to the work environment, including inadequate infrastructure, limited educational resources, excessive administrative tasks, and poor communication systems. These conditions may create stress and dissatisfaction among teachers, ultimately affecting their performance negatively. Teachers who experience workplace discomfort may lose enthusiasm for teaching and become less productive in educational activities.

Several previous studies have demonstrated the relationship between work environment and teacher performance. Presilawati, Harbiyah, and Qabri (2024) found that work environment significantly affects teacher performance in Islamic educational institutions. Their study revealed that supportive workplace conditions contribute positively to teacher productivity and organizational effectiveness. Similarly, Arofah, Supeni, and Maspufah (2023) explained that work environment influences teacher motivation and work performance simultaneously.

The work environment also influences teachers psychologically and emotionally. Positive relationships among teachers, school principals, and staff create a sense of belonging and professional solidarity. Teachers who feel appreciated and supported by their institutions are more likely to demonstrate dedication and loyalty. Conversely, poor workplace relationships may create conflicts, stress, and low organizational commitment.

In Islamic educational institutions such as Madrasah Tsanawiyah, the work environment also includes moral and religious values that shape institutional culture. Islamic schools are expected to create harmonious, respectful, and value-oriented working environments that support both academic and spiritual development. Therefore, school principals must maintain effective communication, fairness, and collaboration among educational stakeholders.

Furthermore, technological development and educational modernization require schools to provide adaptive and innovative work environments. Teachers need access to digital learning tools, professional training, and supportive organizational systems to improve instructional quality. Educational institutions that fail to adapt to modern educational demands may experience reduced teacher performance and institutional competitiveness.

Overall, the work environment is closely related to teacher performance because it directly affects teachers' physical comfort, emotional well-being, and professional motivation. A supportive work environment can strengthen teacher commitment, encourage collaboration, and improve educational effectiveness. Therefore, this study considers work environment as a significant factor influencing teacher performance in Madrasah Tsanawiyah across Jember Regency.

### **D. Workload and Motivation**

Workload and motivation are two important factors that significantly influence teacher performance in educational institutions. Workload refers to the amount of duties, responsibilities, and tasks assigned to teachers within a specific period, while motivation refers to internal and external forces that encourage individuals to perform their work effectively. Both variables are closely interconnected because excessive workload may reduce motivation, whereas strong motivation can help teachers manage professional responsibilities more effectively.

According to Munandar (2014), workload is the volume of work that must be completed by employees under certain working conditions. Teachers' workload includes teaching activities, lesson preparation, administrative reporting, student assessment, extracurricular supervision, and participation in institutional programs. In many schools, teachers are expected to perform multiple responsibilities simultaneously, which may create physical and psychological pressure.

Excessive workload can negatively affect teacher performance. Teachers who experience work overload may suffer from fatigue, stress, burnout, and reduced job satisfaction. Rahayu (2021) explained that unbalanced workloads decrease

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concentration, teaching effectiveness, and motivation among teachers. In educational institutions, teachers who face excessive administrative duties often have limited time to focus on instructional quality and student interaction.

Several studies have confirmed the relationship between workload and teacher performance. Fathonah (2024) found that workload significantly affects teacher performance in elementary schools. Similarly, Basri and Kuncoro (2026) revealed that workload influences teacher productivity and effectiveness in Islamic educational institutions. These findings indicate that educational management should distribute responsibilities proportionally to maintain teacher well-being and performance.

Besides workload, motivation is another critical determinant of teacher performance. Robbins and Judge (2017) defined motivation as the process that influences the intensity, direction, and persistence of individuals' efforts toward achieving goals. Motivated teachers tend to demonstrate enthusiasm, discipline, commitment, and creativity in teaching activities. Motivation may come from intrinsic factors such as personal achievement and professional satisfaction, as well as extrinsic factors such as rewards, leadership support, and career opportunities.

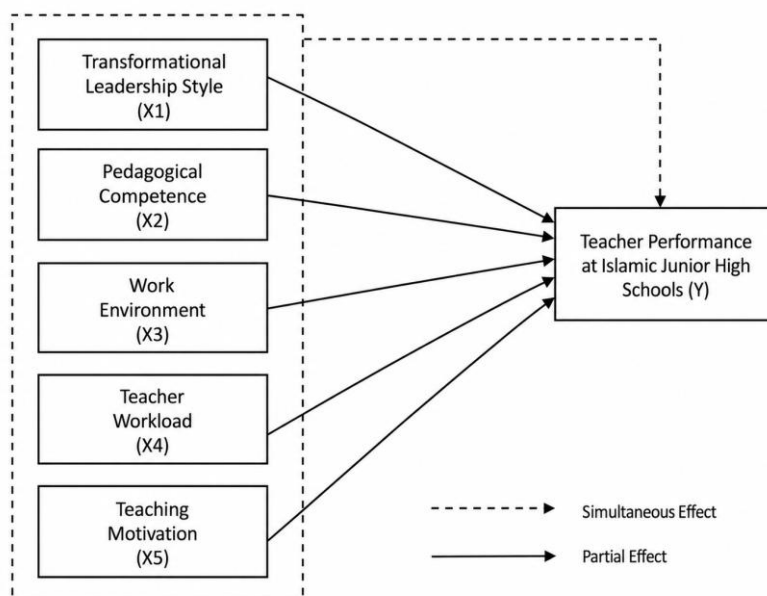
Motivation is essential because teaching requires emotional involvement, patience, and continuous commitment. Teachers who possess strong motivation are more willing to improve instructional quality and participate in professional development activities. According to Uno (2016), motivated teachers are more likely to create active and engaging learning environments that improve student achievement.

Previous studies have also demonstrated the positive relationship between motivation and teacher performance. Prabowo and Sari (2022) concluded that highly motivated teachers tend to achieve better performance than teachers with low motivation. Similarly, Arofah, Supeni, and Maspufah (2023) found that work motivation positively influences teacher effectiveness and productivity in Madrasah Tsanawiyah.

In Islamic educational institutions, motivation is not only related to financial rewards but also to moral responsibility and religious commitment. Teachers in Madrasah Tsanawiyah often perceive teaching as a form of worship and social contribution. Therefore, motivational factors in Islamic schools may include spiritual values, institutional appreciation, and meaningful educational goals.

Workload and motivation are closely related because excessive responsibilities may reduce teachers' enthusiasm and emotional stability. Conversely, supportive leadership, fair workload distribution, and positive institutional culture can strengthen teacher motivation and improve professional performance. Educational institutions must therefore balance teacher workload while simultaneously enhancing motivational support through recognition, professional development, and organizational appreciation.

Overall, workload and motivation are important determinants of teacher performance. Proper workload management and strong motivational support can improve teacher effectiveness, reduce workplace stress, and strengthen organizational commitment. Consequently, this study considers workload and motivation as essential variables influencing teacher performance in Madrasah Tsanawiyah across Jember Regency.



**Figure 1. Research Conceptual Framework**

Source: Researcher-processed data, 2025

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## III. RESEARCH METHOD

This study employed a quantitative research approach to examine the influence of transformational leadership, pedagogical competence, work environment, workload, and motivation on teacher performance in Madrasah Tsanawiyah (MTs) across Jember Regency. Quantitative research was selected because this study aimed to measure relationships among variables objectively through statistical analysis. According to John W. Creswell, quantitative research is an approach used to test objective theories by examining the relationship among variables using numerical data and statistical procedures (Creswell, 2014). This approach is considered appropriate because the study focuses on testing hypotheses and determining the magnitude of influence between independent and dependent variables.

The research design applied in this study was explanatory research with a causal associative approach. Explanatory research is intended to explain the causal relationship among variables and test formulated hypotheses (Sugiyono, 2019). In this study, transformational leadership, pedagogical competence, work environment, workload, and motivation functioned as independent variables, while teacher performance served as the dependent variable. The conceptual framework was developed based on leadership theory, organizational behavior theory, educational management theory, and previous empirical studies related to teacher performance.

The population of this study consisted of certified teachers working at Madrasah Tsanawiyah in Jember Regency. Certified teachers were selected because they are considered to have fulfilled professional competency standards established by the Indonesian government through certification programs. This limitation was intended to ensure that respondents possessed relatively homogeneous professional qualifications, teaching experience, and educational responsibilities. The research focused specifically on teachers who had actively participated in teaching and administrative activities during the research period from October to December 2025.

The sampling technique used in this study was probability sampling with a proportional random sampling approach. Probability sampling was selected to provide equal opportunities for all members of the population to become research respondents. According to Sekaran and Bougie (2016), probability sampling enhances representativeness and minimizes sampling bias in quantitative research. The determination of sample size referred to the Slovin formula, considering the total population of certified MTs teachers in Jember Regency and the acceptable margin of error. Through proportional random sampling, respondents from different Madrasah Tsanawiyah institutions were proportionally represented according to the number of teachers in each school.

Data collection was conducted using a structured questionnaire distributed directly to respondents. The questionnaire employed a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The Likert scale was selected because it allows researchers to measure respondents' perceptions, attitudes, and opinions systematically and quantitatively. The questionnaire items were developed based on established theoretical indicators and adapted from previous validated studies. Transformational leadership indicators referred to Bass and Avolio's (1994) dimensions, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Pedagogical competence indicators were adapted from the Indonesian Teacher Competency Standards, while work environment indicators included physical and non-physical workplace conditions. Workload indicators measured the quantity and complexity of teachers' professional responsibilities, whereas motivation indicators reflected intrinsic and extrinsic motivational aspects. Teacher performance indicators focused on instructional effectiveness, discipline, professional responsibility, and teaching quality.

Before the questionnaires were distributed to the main respondents, instrument testing was conducted through validity and reliability tests. Validity testing aimed to determine whether each questionnaire item accurately measured the intended variable. According to Ghozali (2018), a research instrument is considered valid if the correlation coefficient of each item exceeds the critical value determined statistically. Reliability testing was conducted using Cronbach's Alpha coefficient to evaluate the consistency and stability of the measurement instrument. A Cronbach's Alpha value greater than 0.70 indicated that the instrument possessed acceptable reliability and internal consistency.

The collected data were analyzed using descriptive statistics and inferential statistics with the assistance of Statistical Package for the Social Sciences (SPSS) software version 27. Descriptive statistical analysis was used to describe respondents' characteristics and summarize research variables, including mean values, standard deviations, and frequency distributions. Inferential statistical analysis was applied to test the hypotheses and determine the influence of independent variables on teacher performance.

The primary analytical technique employed in this study was multiple linear regression analysis. Multiple linear regression was selected because the study involved more than one independent variable affecting a single dependent variable. According

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to Hair et al. (2019), multiple regression analysis is useful for examining the simultaneous and partial influence of several predictor variables on an outcome variable. The regression equation in this study can be expressed as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + e$$

where (Y) represents teacher performance, (a) is the constant, (b<sub>1</sub>-b<sub>5</sub>) are regression coefficients, (X<sub>1</sub>) represents transformational leadership, (X<sub>2</sub>) pedagogical competence, (X<sub>3</sub>) work environment, (X<sub>4</sub>) workload, (X<sub>5</sub>) motivation, and (e) represents the error term.

Several classical assumption tests were also conducted before performing regression analysis to ensure that the regression model met statistical requirements. These tests included normality, multicollinearity, heteroscedasticity, and autocorrelation tests. The normality test was used to determine whether the data distribution was normal, while the multicollinearity test examined correlations among independent variables. Heteroscedasticity testing aimed to identify variance inconsistencies in the regression residuals, and autocorrelation testing evaluated residual independence. These procedures were essential to ensure the validity and reliability of the regression model.

Hypothesis testing in this study involved partial tests (t-tests), simultaneous tests (F-tests), and coefficient of determination analysis (R<sup>2</sup>). The t-test was used to examine the individual effect of each independent variable on teacher performance, whereas the F-test determined the simultaneous influence of all independent variables collectively. The coefficient of determination (R<sup>2</sup>) measured the extent to which transformational leadership, pedagogical competence, work environment, workload, and motivation explained variations in teacher performance. Statistical significance was determined using a significance level of 0.05.

Overall, this methodological approach was expected to provide empirical evidence regarding the factors influencing teacher performance in Madrasah Tsanawiyah across Jember Regency. By integrating multiple variables within a single analytical framework, this study aimed to produce comprehensive findings that contribute theoretically to educational management literature and practically to improving teacher performance and educational quality in Islamic educational institutions.

### IV. RESULTS AND DISCUSSION

#### Results

##### Characteristics of Respondents

The respondents in this study consisted of certified teachers working at Madrasah Tsanawiyah (MTs) across Jember Regency. The majority of respondents were female teachers within the productive age range of 30–50 years old, indicating adequate professional maturity and teaching experience. Most respondents held bachelor’s degrees (S1), while several had completed postgraduate education (S2). In terms of teaching experience, the majority had worked between 5 and 20 years, reflecting substantial instructional and professional competence. Respondents also consisted of both civil servant and non-civil servant teachers from various MTs institutions. These diverse characteristics provided comprehensive representation and strengthened the validity of the study regarding factors influencing teacher performance in Islamic junior high schools.

Furthermore, most respondents had participated in professional development programs such as teacher certification training, workshops, seminars, and academic supervision activities. This indicates that the teachers possessed strong professional commitment toward improving instructional quality and educational effectiveness. The respondents were also distributed across various Madrasah Tsanawiyah institutions in Jember Regency, providing broader representation of working conditions, leadership practices, and organizational environments. Differences in school facilities, workloads, and institutional cultures potentially influenced teachers’ perceptions regarding transformational leadership, pedagogical competence, motivation, and performance. Therefore, the respondent characteristics supported the comprehensiveness and reliability of the research findings in this study.

**Table 1. Characteristics of Respondents**

Remarks	Quantity	Percentage
Gender:		
Male	67	47,9%
Female	73	52,1%
Age:		

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Remarks	Quantity	Percentage
20–30 years	28	20,0%
31–40 years	39	27,9%
41–50 years	50	35,7%
>50 years	23	16,4%
Educations:		
Diploma 1 (D1)	-	-
Diploma 3 (D3)	-	-
Bachelor S1	132	94,3%
Magister (S2)	8	5,7%

Source: data processed by researchers, 2025

### Determination Coefficient Test Results (R2)

The determination coefficient in this study will be used to determine how much influence of independent variables on dependent variables.

**Table 2. Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891 <sup>a</sup>	.853	.821	5.952

a. Predictors: (Constant), Teaching Motivation, Teacher Workload, Work Environment, Transformational Leadership Style, Pedagogic Competence

Source: data processed by researchers, 2025

### Hasil Uji Hipotesis

The results of the Hypothesis Test are statistical conclusions obtained through the F Test (simultaneous) and the t-test (partial) to determine the significance of the influence of independent variables on dependent variables in the regression model

**Table 3. Results of the t-test (partial)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.046	5.487		.008	.993
	Transformational Leadership Style	.138	.323	.049	2.427	.000
	Competence in Education	.037	.366	.340	2.835	.005
	Work Environment	.119	.422	.032	2.281	.009
	Teacher Workload	.544	.420	.119	2.296	.007
	Motivation to Teach	.453	.365	.118	2.240	.017

a. Dependent Variable: Teacher Performance

Source: data processed by researchers, 2025

**Table 4. Test F Results (Simultaneous)**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	855.526	5	171.105	24.830	.000 <sup>b</sup>
	Residual	4747.445	134	35.429		
	Total	5602.971	139			

a. Dependent Variable: Teacher Performance  
b. Predictors: (Constant), Teaching Motivation, Teacher Workload, Work Environment, Transformational Leadership Style, Pedagogic Competence

Source: data processed by researchers, 2025

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## **DISCUSSION**

### **Transformational Leadership Has a Partial Effect on Teacher Performance**

The results of this study indicate that transformational leadership has a positive and significant partial effect on teacher performance among Madrasah Tsanawiyah (MTs) teachers in Jember Regency. This finding is evidenced by the significance value below 0.05 and the t-count value exceeding the t-table value, indicating that the proposed hypothesis is accepted. These findings demonstrate that the leadership style implemented by school principals plays an important role in improving teacher professionalism, instructional effectiveness, and organizational commitment.

Transformational leadership refers to a leadership approach that inspires, motivates, and encourages subordinates to achieve organizational goals beyond personal interests. According to James MacGregor Burns (1978), transformational leadership is a process in which leaders and followers motivate one another to achieve higher levels of morality and performance. Furthermore, Bernard M. Bass and Avolio (1994) explained that transformational leadership consists of four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

In educational institutions, transformational leadership becomes highly important because school principals are not only responsible for administrative management but also for motivating teachers professionally and psychologically. Principals who demonstrate inspirational leadership behaviors can create supportive organizational climates that encourage teachers to improve teaching quality and work commitment. Teachers who feel appreciated and supported by school leaders tend to demonstrate stronger discipline, creativity, and instructional responsibility.

The findings of this study are consistent with the research conducted by Leithwood and Jantzi (2005), who found that transformational leadership positively influences teacher commitment and school effectiveness. Similarly, Nguni, Slegers, and Denessen (2006) concluded that transformational leadership significantly affects teacher motivation, job satisfaction, and organizational citizenship behavior. In the Indonesian educational context, Aslamiyah (2020) also found that leadership style significantly influences teacher performance in Islamic educational institutions.

Furthermore, transformational leadership contributes indirectly to educational quality improvement by encouraging innovation, collaboration, and professional development among teachers. Teachers working under transformational principals tend to participate more actively in workshops, academic discussions, and curriculum development activities. This leadership style also strengthens communication between teachers and school management, thereby creating more harmonious workplace relationships.

In Madrasah Tsanawiyah institutions, transformational leadership is particularly relevant because Islamic educational institutions emphasize ethical values, moral guidance, and collective responsibility. Principals who demonstrate integrity, fairness, and inspirational behavior become role models for teachers and educational staff. Therefore, transformational leadership positively contributes to teacher performance improvement and educational effectiveness in Islamic schools.

### **Pedagogical Competence Has a Partial Effect on Teacher Performance**

The results of this study demonstrate that pedagogical competence has a positive and significant partial effect on teacher performance among Madrasah Tsanawiyah teachers in Jember Regency. The statistical results indicate that the significance value is below 0.05, confirming that pedagogical competence contributes substantially to improving instructional effectiveness and teacher professionalism.

Pedagogical competence refers to teachers' ability to understand student characteristics, design learning activities, implement instructional strategies, evaluate learning outcomes, and develop students' academic potential. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, pedagogical competence is one of the four fundamental competencies that teachers must possess. Mulyasa (2013) explained that pedagogical competence determines the success of educational implementation because competent teachers are able to create effective, interactive, and meaningful learning environments.

Teachers who possess strong pedagogical competence are more capable of adapting teaching methods according to students' needs and classroom conditions. They are also able to manage learning processes effectively, maintain classroom discipline, and utilize educational technology appropriately. In the context of Islamic educational institutions, pedagogical competence additionally involves the ability to integrate moral and religious values into instructional activities.

The findings of this study are supported by previous studies conducted by Darling-Hammond (2000), who emphasized that teacher competence significantly affects instructional quality and student achievement. Similarly, Shulman (1987) argued that pedagogical knowledge is a crucial component of teacher professionalism because it enables teachers to transform subject matter into meaningful educational experiences.

## **Transformational Leadership and Teacher Performance: The Role of Competence, Work Environment, Workload, And Motivation**

In Indonesia, Fadli and Harahap (2018) found that pedagogical competence positively influences teacher performance in secondary schools. Albustani (2023) also concluded that teacher training, academic supervision, and professional development activities significantly improve pedagogical competence and teaching effectiveness.

Furthermore, pedagogical competence contributes to teachers' confidence and professional commitment. Teachers who master pedagogical principles tend to demonstrate higher motivation, creativity, and innovation in classroom instruction. They are more capable of creating student-centered learning approaches and improving classroom interaction quality.

Therefore, educational institutions should continuously strengthen teachers' pedagogical competence through training programs, workshops, academic supervision, and professional mentoring. Improving pedagogical competence will not only enhance teacher performance but also contribute positively to educational quality and student learning outcomes in Madrasah Tsanawiyah.

### **Work Environment Has a Partial Effect on Teacher Performance**

The findings of this study indicate that the work environment has a positive and significant partial effect on teacher performance among Madrasah Tsanawiyah teachers in Jember Regency. This finding confirms that supportive workplace conditions contribute significantly to improving teacher motivation, comfort, and professional productivity.

According to Robbins and Judge (2017), the work environment consists of physical and non-physical conditions surrounding employees while performing their professional duties. In educational institutions, the work environment includes school infrastructure, classroom facilities, interpersonal relationships, organizational culture, and communication systems. A supportive work environment creates psychological comfort and encourages teachers to perform their responsibilities effectively.

Teachers who work in conducive environments tend to demonstrate stronger work commitment, better communication, and higher organizational loyalty. Adequate facilities, positive relationships with colleagues, and supportive leadership contribute positively to instructional effectiveness. Conversely, unfavorable work environments may create stress, dissatisfaction, and decreased professional productivity.

The findings of this study support previous studies conducted by Presilawati, Harbiyah, and Qabri (2024), who found that the work environment significantly affects teacher performance in Islamic educational institutions. Similarly, Rizki and Hidayat (2017) concluded that organizational climate and workplace relationships positively influence teacher productivity and instructional quality.

In Islamic educational institutions such as Madrasah Tsanawiyah, the work environment also includes moral and spiritual dimensions. School environments characterized by mutual respect, ethical behavior, and collaboration contribute positively to teacher morale and institutional solidarity. Teachers who feel respected and appreciated within their institutions are more likely to demonstrate responsibility and dedication in teaching activities.

Moreover, modern educational challenges require schools to provide adaptive and innovative work environments. Teachers need access to educational technology, learning resources, and professional support systems to improve instructional quality effectively. Educational institutions that provide supportive workplace conditions are more likely to achieve better educational performance and organizational effectiveness.

Therefore, improving the work environment should become a strategic priority for school management and educational policymakers. Enhancing workplace facilities, organizational communication, and collaborative culture will strengthen teacher performance and improve educational quality in Madrasah Tsanawiyah.

### **Teacher Workload Has a Partial Effect on Teacher Performance**

The results of this study reveal that teacher workload has a positive and significant partial effect on teacher performance among Madrasah Tsanawiyah teachers in Jember Regency. This finding indicates that workload management plays an important role in determining teachers' professional effectiveness and instructional productivity. According to Munandar (2014), workload refers to the quantity and complexity of responsibilities assigned to employees within a specific period. Teachers' workloads include classroom teaching, lesson preparation, student assessment, administrative reporting, extracurricular supervision, and participation in institutional activities. Excessive workloads may lead to physical fatigue, emotional stress, and reduced teaching effectiveness.

The findings indicate that teachers who experience balanced workloads are more capable of performing instructional activities effectively. Teachers with manageable workloads tend to demonstrate stronger concentration, better classroom management, and improved professional discipline. Conversely, excessive workloads may reduce teaching quality and organizational commitment.

## **Transformational Leadership and Teacher Performance: The Role of Competence, Work Environment, Workload, And Motivation**

These findings are consistent with previous studies conducted by Fathonah (2024), who found that workload significantly affects teacher performance in educational institutions. Similarly, Basri and Kuncoro (2026) concluded that excessive workloads reduce teacher productivity and professional satisfaction in Islamic schools.

Furthermore, teacher workload in Madrasah Tsanawiyah is often more complex because teachers are expected to fulfill both academic and religious educational responsibilities. Teachers not only conduct classroom instruction but also participate in moral guidance, extracurricular programs, and institutional religious activities. Therefore, balanced workload distribution becomes essential to maintain teacher well-being and instructional quality. Educational institutions should therefore manage teacher responsibilities proportionally and provide administrative support systems to reduce unnecessary workload burdens. School principals also need to monitor teachers' workload conditions regularly to prevent burnout and maintain professional productivity.

Overall, proper workload management contributes positively to teacher performance and educational effectiveness. Therefore, workload should be carefully regulated to support sustainable teacher productivity and institutional quality improvement.

### **Teaching Motivation Has a Partial Effect on Teacher Performance**

The findings of this study indicate that teaching motivation has a positive and significant partial effect on teacher performance among Madrasah Tsanawiyah teachers in Jember Regency. This result demonstrates that teachers with stronger motivation tend to perform their professional responsibilities more effectively and demonstrate higher commitment toward educational goals.

According to Robbins and Judge (2017), motivation refers to the process influencing individuals' intensity, direction, and persistence in achieving organizational objectives. Motivation encourages teachers to perform teaching activities enthusiastically, responsibly, and consistently. Motivated teachers are more likely to demonstrate creativity, discipline, and instructional innovation.

The findings of this study are supported by Prabowo and Sari (2022), who concluded that teachers with high motivation demonstrate better teaching performance and stronger organizational commitment. Similarly, Arofah, Supeni, and Maspufah (2023) found that work motivation positively influences teacher productivity in Islamic educational institutions.

In Madrasah Tsanawiyah, teaching motivation is influenced not only by financial incentives but also by moral responsibility and spiritual values. Teachers often perceive teaching as a form of religious service and social contribution. Consequently, intrinsic motivation becomes highly important in maintaining teachers' professional dedication and emotional commitment.

Teachers with strong motivation tend to participate actively in professional development programs, improve instructional quality continuously, and maintain positive relationships with students. Motivation also contributes to stronger resilience in facing educational challenges and workplace pressures.

Educational institutions should therefore strengthen motivational support through professional appreciation, leadership encouragement, career development opportunities, and supportive organizational cultures. Improving teacher motivation will contribute positively to instructional effectiveness and educational quality improvement.

### **Transformational Leadership, Pedagogical Competence, Work Environment, Teacher Workload, and Teaching Motivation Have a Simultaneous Effect on Teacher Performance**

The simultaneous test results indicate that transformational leadership, pedagogical competence, work environment, teacher workload, and teaching motivation collectively have a positive and significant effect on teacher performance among Madrasah Tsanawiyah teachers in Jember Regency. The F-test results demonstrate that all independent variables simultaneously influence teacher performance significantly.

These findings indicate that teacher performance is not determined by a single factor but rather by the interaction of leadership, competence, workplace conditions, workload management, and motivation. Educational institutions require integrated management strategies to improve teacher professionalism and instructional effectiveness comprehensively.

Transformational leadership contributes by creating supportive organizational climates and motivating teachers professionally. Pedagogical competence strengthens teachers' instructional abilities and classroom effectiveness. Meanwhile, supportive work environments provide psychological comfort and organizational support for teachers.

Balanced workload management prevents teacher burnout and maintains professional productivity. At the same time, strong teaching motivation encourages teachers to perform their duties enthusiastically and responsibly. Therefore, these variables collectively form an integrated system influencing educational quality and teacher performance.

## **Transformational Leadership and Teacher Performance: The Role of Competence, Work Environment, Workload, And Motivation**

The findings support organizational behavior theory proposed by Robbins and Judge (2017), which explains that employee performance is influenced by multiple organizational and individual factors simultaneously. Similarly, educational management theory emphasizes that leadership, competence, organizational climate, and motivation collectively determine institutional effectiveness.

Therefore, educational institutions and policymakers should implement comprehensive educational improvement strategies involving leadership development, teacher competency strengthening, workplace improvement, workload management, and motivational enhancement programs. Such integrated approaches are essential to improving teacher performance and educational quality in Madrasah Tsanawiyah.

### **V. CONCLUSION**

This study concludes that transformational leadership, pedagogical competence, work environment, teacher workload, and teaching motivation significantly influence teacher performance among Madrasah Tsanawiyah teachers in Jember Regency. Partially, transformational leadership positively affects teacher professionalism, commitment, and instructional effectiveness because principals who apply inspirational and supportive leadership practices are able to create productive educational environments. Pedagogical competence also contributes significantly to teacher performance, indicating that teachers with strong instructional abilities are more capable of managing classrooms, implementing effective learning strategies, and improving educational quality.

Furthermore, the work environment has a positive influence on teacher performance because supportive workplace conditions encourage teachers to work more comfortably, collaboratively, and productively. Teacher workload also affects performance significantly, indicating that balanced workload management is essential to maintain teachers' effectiveness and professional well-being. In addition, teaching motivation positively contributes to teacher performance because motivated teachers tend to demonstrate stronger discipline, creativity, and responsibility in educational activities. Simultaneously, all independent variables collectively influence teacher performance significantly. This finding indicates that teacher performance is shaped not only by individual competence but also by organizational and managerial factors within educational institutions. Therefore, improving teacher performance requires integrated strategies involving leadership development, competency strengthening, workplace improvement, workload management, and motivational enhancement. This study provides important implications for educational institutions and policymakers in improving educational quality through comprehensive teacher development and effective school management practices, particularly in Islamic junior high schools.

### **VI. LIMITATION**

This study has several limitations that should be considered in interpreting the findings. First, the research was conducted only among Madrasah Tsanawiyah teachers in Jember Regency, limiting the generalizability of the results to other educational levels or regions. Second, the study relied on self-reported questionnaire data, which may contain subjective bias in respondents' perceptions and answers. Third, the variables examined were limited to transformational leadership, pedagogical competence, work environment, workload, and teaching motivation, while other factors such as organizational culture, compensation, and emotional intelligence were not included. Therefore, future studies are recommended to involve broader samples and additional variables for more comprehensive findings.

### **VII. SUGGESTION**

Based on the findings of this study, educational institutions are recommended to strengthen transformational leadership practices through leadership training and managerial development programs for school principals. Teachers should also continuously improve pedagogical competence through workshops, seminars, and professional development activities. Schools are expected to create supportive work environments by improving facilities, organizational communication, and collaborative culture. In addition, school management should regulate teacher workloads proportionally to prevent excessive stress and maintain instructional effectiveness. Enhancing teacher motivation through appreciation, career development opportunities, and supportive institutional policies is also essential to improve teacher performance and overall educational quality in Madrasah Tsanawiyah.

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