

THE EFFECT OF PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP STYLE AND WORK MOTIVATION ON THE PERFORMANCE OF STATE HIGH SCHOOL TEACHERS IN KEEROM DISTRICT, PAPUA

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Abstract

This study aims to analyze the influence of the principal's transformational leadership style and work motivation on the performance of public high school teachers in Keerom Regency, Papua. The background of this study is based on the phenomenon of suboptimal teacher performance characterized by low consistency in the preparation of learning tools, minimal learning innovation, and decreased work motivation due to limited facilities and geographical conditions of the border area. In addition, the principal's leadership practices, which are still administrative, are considered not to fully implement the principles of inspirational and empowering transformational leadership. This study uses a quantitative approach with descriptive and inferential methods. The study population was 92 public high school teachers in Keerom Regency, with a sample of 92 respondents. Data were collected through questionnaires compiled based on indicators of transformational leadership style, work motivation, and teacher performance. The data analysis technique used multiple linear regression to test the partial and simultaneous effects between variables. The results showed that the principal's transformational leadership style had a positive and significant effect on teacher performance. This is evidenced by the t-test showing that the calculated t value of 4.555 is greater than the t-table of 1.987 with a significance level of $0.000 < 0.05$. Likewise, work motivation has a positive and significant effect on teacher performance with the t-test results showing a calculated t value of 6.683 greater than the t-table of 1.987 with a significance value of $0.000 < 0.05$. Work motivation has a more dominant influence than transformational leadership style based on the standard beta value of 0.535. Then the principal's transformational leadership style and work motivation simultaneously have a positive and significant effect on teacher performance with the F-test results showing a calculated F value of 92.006 with a significance level of $0.000 < 0.05$. The coefficient of determination (R^2) value of 0.821 indicates that 82.1% of teacher performance variations can be explained by the two variables together, while 17.9% is influenced by other factors outside the variables of this study. This study provides empirical contributions and becomes the basis for recommendations for school principals and the Education Office to improve the quality of teacher performance.

Keywords: Transformational Leadership, Work Motivation, and Teacher Performance .

INTRODUCTION

Education is a crucial factor in human life. (CA Dewi et al., 2024). Teachers, as the spearhead of the educational process, play a crucial role in determining the quality of learning *outcomes*. However, in practice, many teachers face complex challenges, both in terms of workload, curriculum demands, and the dynamics of the school environment. (Asyarotun et al., 2025). The Indonesian government has set targets to improve the quality of education through various programs and policies, including improving teacher performance. However, improving teacher performance depends not only on the quality of human resources, namely teachers, but is also influenced by the leadership of the principal. The role of school leaders is crucial as learning facilitators who build a culture of continuous professional development. Without strong leadership and supporting policies, teacher performance improvement is hampered, impacting the overall quality of education. Effective feedback motivates teachers and

students when it is constructive and consistent (Hayati et al., 2023). Melya (2023) stated that a principal's leadership style is a method or system used to influence team members to work as well as possible to achieve predetermined goals. In other words, leadership style is a pattern used to persuade subordinates to carry out delegated tasks so that they can be carried out effectively. One leadership style known to have a positive impact on teacher performance is transformational leadership (Rahaju, 2023).

Although various government policies have been directed at improving the quality of education, conditions on the ground indicate that teacher performance in some regions remains suboptimal. This phenomenon was also found in public high schools in Keerom Regency, Papua. Based on initial observations and interviews, teachers still lack consistency in developing learning materials, limited innovation in the learning process, and decreased work motivation due to limited infrastructure and the geographical conditions of the border region. Furthermore, principals' leadership practices tend to be administratively oriented, thus failing to fully implement the characteristics of transformational leadership that can optimally empower teachers. This condition impacts the suboptimal implementation of teachers' professional duties in the learning process.

Several previous studies have shown that transformational leadership style and work motivation have a significant relationship with teacher performance. Research by Hasna and Agustina (2025) showed that transformational leadership and work motivation partially and simultaneously had a positive effect on teacher performance. Similar results were also reported by Fikri (2025), Angelya (2024), Supandi (2023), Kurniawati (2023), and Bastian (2023), who concluded that the better the principal's leadership style and the higher the teacher's work motivation, the higher the teacher's performance. These findings reinforce the importance of both variables in improving the quality of human resources in education.

However, previous research has generally been conducted in schools located in areas with relatively better socioeconomic conditions and access to education. Research on the influence of principals' transformational leadership styles and work motivation on teacher performance in border areas, particularly Keerom Regency, Papua, is still very limited. This region, however, has distinct geographic, social, and cultural characteristics, as well as infrastructure limitations, which may contribute to different dynamics in teacher performance. This situation indicates a *research gap* that requires further study to provide an empirical picture that aligns with the characteristics of border areas.

Based on the description, this study has novelty *in* testing the influence of the principal's transformational leadership style and work motivation on teacher performance at a public high school in Keerom Regency, Papua, which has the characteristics of a border area with various limitations in access and educational facilities. The results of the study are expected to enrich the study of human resource management in the field of education and serve as a basis for school principals and the Education Office in formulating policies that support the improvement of work motivation and teacher performance. Therefore, this study aims to analyze the influence of the principal's transformational leadership style on teacher performance, analyze the influence of work motivation on teacher performance, and analyze the influence of both variables simultaneously on the performance of state high school teachers in Keerom Regency, Papua.

RESEARCH METHODS

This study used a quantitative approach with a descriptive and inferential research design. The quantitative approach was chosen to examine the influence of the principal's transformational leadership style and work motivation on teacher performance through statistical analysis. The study was conducted at a public high school in Keerom Regency, Papua, with a population of 92 teachers. Given the relatively small population, the entire population was sampled using a saturated sampling technique (total sampling), resulting in a total of 92 teachers. Research data were obtained through the distribution of questionnaires compiled based on indicators of each variable, namely transformational leadership style, work motivation, and teacher performance. The research instrument used a five-level Likert scale, ranging from strongly disagree to strongly agree. Before being used in data collection, the instrument was first tested for validity and reliability to ensure its suitability as a research measurement tool.

Data analysis was conducted descriptively to describe the characteristics of respondents and each research variable, and inferentially using multiple linear regression analysis. Prior to hypothesis testing, classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests, to ensure the regression model met statistical assumptions. Furthermore, hypothesis testing was conducted using a t-test to determine partial effects, an F-test to test simultaneous effects, and a coefficient of determination (R^2) to determine the magnitude of the contribution of transformational leadership style and work motivation variables to teacher performance. The entire data analysis process was conducted using IBM SPSS software.

RESULTS AND DISCUSSION

A. Results

1. Brief Profile of Research Object

This research was conducted in 4 (four) public senior high schools in Keerom Regency, Papua. Based on the research proposal, the research locations were determined at Arso 1 Public Senior High School, Arso 2 Public Senior High School, Waris 3 Public Senior High School, and Arso 4 Public Senior High School. The research was planned to be conducted in the 2025/2026 Academic Year. The research population consisted of all active principals and teachers in the four schools, totaling 92 people, with details: Arso 1 Public Senior High School (1 principal, 38 teachers), Arso 2 Public Senior High School (1 principal, 25 teachers), Waris 3 Public Senior High School (1 principal, 15 teachers), and Arso 4 Public Senior High School (1 principal, 20 teachers). These schools were selected as research locations because they possess characteristics that align with the focus of the study, namely the influence of the principal's transformational leadership style and work motivation on teacher performance. The transformational leadership variable was measured by teachers' perceptions of the principal's transformational leadership practices. The work motivation variable was measured by indicators of intrinsic and extrinsic teacher motivation, while the teacher performance variable was measured by teachers' perceptions of the implementation of their professional duties and supporting school data.

Institutionally, the four public senior high schools in Keerom Regency are public high schools located within the administrative area of Keerom Regency, Papua Province. The existence of several public senior high schools indicates the spread of secondary education services in the region. In general, these schools implement a national curriculum oriented towards developing students' academic competencies, character, and life skills in accordance with the standards of the Keerom Regency Education Office. The selection of the four public senior high schools in Keerom Regency also considers the representativeness aspect by combining schools in the sub-district centers of Arso (State Senior High Schools 1, 2, and 4) and Waris (State Senior High School 3) so that variations in leadership conditions, motivation, and teacher performance practices can be observed. Data will be collected through questionnaires to the entire population (principals and teachers), in-depth interviews with principals and school documentation to support the validity of the findings. Thus, this research location allows for the exploration of the relationship between principal transformational leadership, teacher work motivation, and teacher performance in the context of public secondary education in Keerom Regency, Papua, in the 2025/2026 Academic Year.

2. Respondent Descriptive

In the study, researchers distributed 92 questionnaires to public high school teachers in Keerom Regency, Papua. Respondent characteristics were grouped by gender, age, employment status, length of teaching, and highest level of education.

Respondents by Gender
Table 4.1. Respondent Characteristics Based on Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	37	40.2	40.2	40.2
	Woman	55	59.8	59.8	100.0
	Total	92	100.0	100.0	

Source: IBM SPSS 23 Output (2026).

Based on the table above, the majority of respondents were female (55 people, or 59.78%), while 37 respondents were male (42.22%). This indicates that the teacher composition at Keerom Regency Public High Schools in Papua is relatively balanced, with a slightly higher number of female teachers.

Respondent Characteristics Based on Age
Table 4.2. Respondent Characteristics by Age

Age					
		Frequency			
			Percent	Valid Percent	Cumulative Percent
Valid	≤ 30 Years	10	10.9	10.9	10.9
	31-40 Years	20	21.7	21.7	32.6
	41-50 Years	43	46.7	46.7	79.3
	51-60 Years	19	20.7	20.7	100.0
	Total	92	100.0	100.0	

Source: IBM SPSS 23 Output (2026)

Based on the table, most of the respondents are in the age range of 41–50 years as many as 43 people or 46.74%, aged 31–40 years as many as 20 people or 21.74%, aged 51-60 years as many as 15 respondents or 20.65%. Meanwhile, respondents aged ≤ 30 years as many as 10 people or 10.87 %. This data shows that the majority of teachers are in the productive age and professionally mature.

Respondent Characteristics Based on Employment Status

Table 4.3. Employee Status

Employee Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	civil servant	63	68.5	68.5	68.5
	PPPK	25	27.2	27.2	95.7
	Honorary/Non ASN	4	4.3	4.3	100.0
	Total	92	100.0	100.0	

Source: IBM SPSS 23 Output (2026)

Based on the table above, the number of respondents with civil servant status was 63 people (68.48%) and PPPK status was 25 people (27.17%). There were also 4 respondents with honorary or non-ASN status, or 4.35%. This indicates that all respondents in this study were both ASN and honorary/non-ASN teachers.

Respondent Characteristics Based on Length of Teaching Experience

Table 4.4. Length of Teaching

Teaching Length		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	≤ 5 Years	13	14.1	14.1	14.1
	6 - 10 Years	29	31.5	31.5	45.7
	11 - 20 Years	31	33.7	33.7	79.3
	≥ 21 Years	19	20.7	20.7	100.0
	Total	92	100.0	100.0	

Source: IBM SPSS 23 Output (2026)

Based on the table, the majority of respondents had a work period of 11-20 years, as many as 31 people or 33.92, followed by respondents with a work period of 6-10 years as many as 29 people or 31.52%, a work period of ≥ 21 years as many as 19 people or 20.65%. Meanwhile, a work period of ≤ 5 years as many as 13 people or 14.13%. This shows that the majority of teachers are in the work period of 11-20 years in teaching experience.

Respondent Characteristics Based on Last Education

Table 4.5. Last Education

Last education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S1	84	91.3	91.3	91.3
	S2	8	8.7	8.7	100.0
	Total	92	100.0	100.0	

Source: IBM SPSS 23 Output (2026)

Based on the table above, 84 respondents (91.30%) had a Bachelor's degree (S1). Eight respondents (8.70%) had a Master's degree. This indicates that the teachers' academic qualifications meet the minimum standards for high school teacher education.

B. Discussion

1. The Influence of Principal Leadership Style on Teacher Performance.

Based on the results of the partial test (t-test), the regression coefficient value of transformational leadership style was **0.393** with a **calculated t value of 4.555 > t table 1.987** and a significance value of **0.000 < 0.05**. This indicates that the principal's transformational leadership style has a **positive and significant effect** on teacher performance. Thus, the hypothesis stating that transformational leadership style has a positive and significant effect on teacher performance is accepted. This finding is in line with the theoretical framework of the thesis which places the principal's transformational leadership style as an important determinant that has a positive and significant influence on teacher performance. Based on Burns and Bass's transformational leadership theory, the application of the dimensions of *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration* has been proven to be able to encourage creativity, commitment, and teacher work effectiveness which is in line with the thoughts of (Fitriani, 2020) and (Mulyani, 2021). In relation to the theory of teacher performance according to (Bastian, 2023) and leadership factors from (Asyarotun et al., 2025), the principal's transformational style has been proven to be a crucial aspect in optimizing teachers' pedagogical, professional, social, and personality competencies in planning, implementing, and evaluating learning. In addition, from a contingency theory perspective, this transformational approach is considered very contextually appropriate to meet the needs of a dynamic educational environment such as in Keerom Regency, Papua. This empirical finding is also consistent with previous research by Wang (2024), Papadakis (2024), El Achi et al. (2025), and Adriantoni (2023) both emphasized that transformational leadership is a crucial variable for improving teacher performance. The strength of this study lies in its simultaneous testing of work motivation variables in a single regression model, further strengthening the principal's position as not merely an administrator but rather a change agent *who*, through his or her management function, is able to significantly improve the quality of learning and teacher professional performance.

2. The Influence of Work Motivation on Teacher Performance

Based on the results of the partial test (t-test), the work motivation regression coefficient value was **0.736** with a **calculated t value of 6.683 > t table 1.987** and a significance value of **0.000 < 0.05**. This indicates that work motivation has a **positive and significant effect** on teacher performance. In addition, based on the **standard Beta value of 0.535**, work motivation has a more dominant influence than the principal's transformational leadership style (0.364). Thus, the hypothesis stating that work motivation has a positive and significant effect on teacher performance is **accepted**.

These findings align with the theoretical framework of this thesis, which positions work motivation as the primary internal factor with a positive and significant influence on teacher performance. From the perspective of Maslow's Hierarchy of Needs Theory, the fulfillment of basic needs and appreciation drives teachers to achieve self-actualization through optimal professional performance, which is reinforced by Herzberg's Two-Factor Theory, where intrinsic motivators (achievement and recognition) are strong drivers of teacher performance. In line with McClelland's Theory of Needs, specifically *the need for achievement*, and McGregor's Theory Y, teachers with high internal drive tend to actively improve the quality of learning, be disciplined, and take responsibility for developing their pedagogical, professional, social, and personal competencies. This relationship reinforces the performance theories of (Fitriani, 2020) and (Asyarotun et al., 2025), which position motivation as a crucial personal variable in the planning, implementation, and evaluation of learning. Empirically, these results are consistent with the findings of Layek (2024), Heenan (2023), and Adriantoni (2023) regarding the significance of motivation on work effectiveness. The superiority of this multiple linear regression model has successfully proven that although improving teacher performance depends on a combination of external (leadership) and internal encouragement, work motivation still acts as the most dominant determinant in determining individual success in the educational organizational environment.

3. The Influence of Principals' Transformational Leadership Style and Work Motivation on Teacher Performance

Based on the results of the simultaneous test (F test), the calculated F value was **92.006** with a significance value of **0.000 < 0.05**. This indicates that the principal's transformational leadership style and work motivation simultaneously have a positive and significant effect on teacher performance. In addition, the **R Square value of 0.821** indicates that 82.1% of the variation in teacher performance can be explained by the two independent variables, while the remaining 17.9% is influenced by other variables outside the research model. Thus, the hypothesis stating that transformational leadership style and work motivation simultaneously influence teacher performance is declared accepted.

These findings align with the theoretical framework of this thesis, which positions the principal's transformational leadership style and work motivation as a strategic combination that simultaneously positively and significantly impacts teacher performance. Theoretically, this integration confirms the synthesis of motivational theories (Maslow, Herzberg, McClelland) and performance theory, which states that optimal teacher performance is the result of a balanced synergy between internal drive (motivation) and external stimulus (leadership). Empirically, the findings of this multiple linear regression model are consistent with and reinforce previous research on the strong contribution of transformational leadership and motivation to work effectiveness. Through this simultaneous approach, this study successfully provides a complete picture that an inspiring principal as an external agent of change, combined with a strong internal driver of teachers, creates a highly synergistic force to improve the quality of learning and teacher professional performance sustainably, far beyond mere formal administrative policies.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of research on the influence of transformational leadership style and work motivation on the performance of state high school teachers in Keerom Regency, Papua, the following conclusions can be drawn:

1. Transformational leadership style has a positive and significant effect on teacher performance. The t-test results show that the calculated t value of 4.555 is greater than the t-table value of 1.987 with a significance level of $0.000 < 0.05$. This means that the better the implementation of the transformational leadership style by the principal, the higher the teacher performance. Inspirational leadership, providing individual attention, and encouraging intellectual stimulation have been proven to improve the quality of teacher work.
2. Work motivation has a positive and significant effect on teacher performance. The t-test results show a calculated t-value of 6.683, greater than the t-table of 1.987, with a significance value of $0.000 < 0.05$. Work motivation has a more dominant influence than transformational leadership style based on a standard beta value of 0.535. This indicates that teachers' internal motivation plays a significant role in improving their professional performance.

3. Transformational leadership style and work motivation simultaneously have a positive and significant effect on teacher performance. The F test results show a calculated F value of 92.006 with a significance level of $0.000 < 0.05$. The coefficient of determination (R^2) value of 0.821 indicates that 82.1% of the variation in teacher performance can be explained by these two variables together, while 17.9% is influenced by other factors outside the research model. Overall, the results of this study prove that improving teacher performance is influenced by a combination of external factors (principal leadership) and internal factors (teacher work motivation). The more optimal these two factors are, the higher the quality of teacher performance in carrying out their professional duties.

B. Suggestions

Based on the conclusions above, the researcher can provide suggestions both practically and for academics as follows:

1. For the Principal
 - a. Principals need to continue to develop a transformational leadership style by strengthening vision communication, providing inspirational motivation, and showing individual attention to teachers.
 - b. It is necessary to increase constructive and participatory supervisory activities to encourage increased teacher professionalism.
 - c. Creating a conducive, collaborative, and innovative school culture so that teachers feel valued and motivated.
2. For Teachers
 - a. Teachers are expected to increase work motivation internally by developing professional competencies through training, seminars, and self-development activities.
 - b. Cultivate commitment and responsibility in carrying out learning tasks.
 - c. Increase the spirit of collaboration and innovation in learning to improve the quality of education.
3. For the Department of Education
 - a. It is necessary to provide transformational leadership development and training programs for school principals on an ongoing basis.
 - b. Provide awards and incentives to teachers who demonstrate superior performance to increase work motivation.
 - c. Support policies that strengthen performance-based management systems in schools.
4. For Further Researchers
 - a. It is hoped that other variables such as organizational climate, job satisfaction, school culture, or teacher competence can be added to enrich the research model.
 - b. Using more complex analysis methods such as SEM to obtain a deeper picture of structural relationships.
 - c. Expanding the research location so that research results can be generalized more widely.

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