

## **The Effect of Principal Transformational Leadership, Job Satisfaction and Work Motivation on the Performance of Elementary School Teachers in Halong District**



**Normaini<sup>1</sup>, Aslamiah<sup>2</sup>, Sulaiman<sup>3</sup>**

<sup>1,2,3</sup> Master in Educational Administration, Lambung Mangkurat University, Banjarmasin, Indonesia

**ABSTRACT:** The main key in improving the quality of education is the optimization of human resources, namely teachers. Teacher performance is one of the factors determinant of the success of any educational effort, but there are other factors such as the principal's transformational leadership, job satisfaction and work motivation. Therefore, this study aims to examine the effect of: principal's transformational leadership on teacher performance; satisfaction with teacher performance; motivation on teacher performance; the principal's transformational leadership on job satisfaction, the principal's transformational leadership on work motivation; the principal's transformational leadership on performance through job satisfaction; and principal transformational leadership on teacher performance through work motivation. The population of this study was 180 teachers in 22 schools with a research sample of 124 teachers using proportional random sampling technique. The data in this study was collected using instruments consisting of principals' transformational leadership (30 items), job satisfaction (20 items), work motivation (27 items) which had been tested for validity and reliability. Meanwhile, teacher performance uses teacher documentation. The researchers analyzed the data by using path analysis. The results of the study showed that there was an effect of the principal's transformational leadership on teacher performance, job satisfaction on teacher performance, motivation on teacher performance, principal's transformational leadership on job satisfaction, principal's transformational leadership on work motivation, job satisfaction was an intermediary for the influence of principal's transformational leadership on teacher performance and work motivation is an intermediary of the influence of the principal's transformational leadership on teacher performance.

**KEYWORDS:** Transformational Leadership, Satisfaction, Motivation, Performance

### **INTRODUCTION**

Indonesia faces the challenges of national competition in the global era that demands an increase in the quality and productivity of educated human beings (Supardi, 2013). Based on this statement, an effort to be done for improving the quality of human resources is education. As a determining factor for the success of development, the quality of human resources is improved through various educational programs that are carried out systematically and directed based on interests that refer to the progress of science and technology and are based on faith and devotion.

Education is included in the most significant component in human existence, and it has become a requirement in order to accomplish the desired goals and objectives. As a result, in accordance with the mission of the 1945 Constitution, the government pursues education spanning from basic to higher education to educate the nation's life. The purpose of education must be rooted in the Indonesian nation's culture and in accordance with the state's foundations, as stated in Law No. 20 of 2003 concerning the national education system, Chapter 1 article 1 paragraph (2), which states: "National Education is education rooted in the Indonesian nation's culture and based on the 1945 Constitution." This statement implies that all aspects contained in the national education system will reflect activities inspired by Pancasila and the 1945 Constitution and rooted in the culture of the Indonesian nation.

Schools are a means for people to get education. Moehariono (2012) argues that schools in general are a small community that is a vehicle for student development where the activities in it are service processes. Schools prepare students to acquire knowledge, skills, character, increase their devotion to God Almighty so that they are able to equip themselves towards higher education as a provision for life in society.

The main key in improving the quality of education is the optimization of human resources, especially teachers. To achieve the success of education in school organizations is charged with the quality of the competence of teachers as teachers who are directly responsible for student achievement. This is in accordance with Law Number 14 of 2005 concerning Teachers and Lecturers stating

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that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, education elementary, and secondary education.

Teachers, as education specialists, are expected to be able to demonstrate their knowledge in order to improve educational quality. Because instructors are intimately involved in the learning process at school, this is the case. Teachers must be qualified and professional in order for the learning process to be of good quality. Professional instructors have specialized skills and knowledge in the field of education, allowing them to perform their duties and functions as teachers to the best of their ability (Dessler, 2013).

## **Teacher Performance**

Teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students who are under his guidance by increasing student achievement or learning outcomes (Supardi, 2013). Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties at school and describes the existence of learning activities in order to be able to guide and educate students in achieving optimal achievement and learning outcomes. In an effort to create a professional teacher performance, the government has made regulations for the requirements to become a teacher. Article 8 of Law Number 14 of 2005 concerning teachers and lecturers states that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals.

Furthermore, Article 10 paragraph 1 explains that teachers as professionals in education must have 4 competencies, namely (1) pedagogic competence, (2) personality competence, (3) social competence and (4) professional competence. Another article is article 11, paragraph (1) states that educator certificates as referred to in article 8 are given to teachers who already have the requirements for the 4 competencies mentioned above and in Chapter IV article 20 (a) regarding teachers and lecturers it is stated that the standard of teacher work performance in implementing In their professional duties, teachers are obliged to plan lessons, carry out quality learning processes and assess and evaluate learning outcomes. The main task of the teacher which is realized in teaching and learning activities is a form of teacher performance.

Teacher performance is crucial for schools because it may help them achieve their objectives. The quality and amount of output, as well as work dependability, are all factors in teacher success. Teachers with a high level of performance can also generate excellent work. It is hoped that the school organization's and educational goals may be met thanks to the excellent level of performance displayed by instructors. On the other hand, if working instructors do not perform well enough to generate good work, the school organization's goals will be difficult, if not impossible, to attain.

## **Transformational Leadership**

Teacher performance is influenced by a variety of factors, one of which is the principal's leadership. The principal's leadership is critical since it is the leader who will motivate and steer the instructors toward the achievement of the goals. This is not a simple task because the leader must understand the behavior of various teachers. According to Davis and Thomas (Suriansyah, 2015), the critical role of transformational leadership in building teacher professionalism necessitates a shift in focus away from administrative coaching and toward professional coaching with a focus on enhancing teacher performance in schools.

Transformational leadership is a leadership model for a leader who tends to motivate subordinates to work better and place more emphasis on behavior to help transformation between individuals and organizations (Kardata, Mahrita, & Aslamiah, 2018). This model is also very helpful for organizations from leaders to subordinates so that they are able to achieve organizational goals and can continue to make improvements.

Transformational leadership is expected to encourage increased work for teachers, because good performance will be able to support the achievement of educational goals and objectives. Transformational leadership is able to empower all school resources to achieve goals. Transformational leadership has professional abilities, namely: personality, basic skills, experience, training and professional knowledge, as well as administrative and supervisory competencies. The principal's transformational leadership is believed to lead to superior performance in organizations that are facing demands for renewal and change. Bass and Avolio in their theory state that a leader can transform his subordinates through four ways called the Four I (4Is): 1) Idealized influence (charisma), 2) Intellectual stimulation, 3) Individualized consideration, 4) Inspiration motivation (Suriansyah and Aslamiah, 2012).

## **Job Satisfaction**

In addition to principal leadership factors, teacher job satisfaction also affects teacher performance. Teachers as social beings expect satisfaction in work. Satisfaction of teachers working like teachers can be accepted and appreciated by fellow teachers, teachers will also be happier when able to accept and help other teachers (Wahjosumidjo, 2013).

Job satisfaction of a teacher is basically an individual thing, each individual has a different level of job satisfaction according to his wishes and the value system he adheres to. The satisfaction felt by the teacher is a comparison of what has been received from the results he has done with what he expected. Job satisfaction reflects a person's feelings towards his work which can be seen from the teacher's attitude towards work and everything in his work environment.

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Luthans (Danim, 2014) states that job satisfaction is a happy emotional state or positive emotion that comes from evaluating one's job or work experience. The more aspects of the job that match the wishes and value system of the individual, the higher level satisfaction which obtained. Thereby also on the contrary, the more the more aspects of the job that are not in accordance with the wishes and value system of the individual, the lower the level of satisfaction obtained. Job satisfaction can be viewed from two sides, from the teacher's side, job satisfaction will create a pleasant feeling in work, whereas from side organization, satisfaction work will improve performance in advancing organizational goals, such as teacher loyalty to the workplace, attitudes and behavior in work (Suwatno & Priansa, 2013). Therefore, a teacher's job satisfaction can be closely related to the results of teacher performance.

## Work motivation

Motivation is significant and it might be the source, conduit, or supporter of a person's behavior, causing them to work hard and enthusiastically to attain the best outcomes possible. The necessity of motivating instructors in an educational setting forces educational institutions to consider how to do so effectively. Motivation may be defined as a desire to engage in a certain activity. As a result, it can be claimed that all teachers at work have a reason for doing what they do.

Teacher motivation in carrying out the task is very important for the smooth and successful teaching and learning process and in order to realize educational goals as expected. Without high work motivation in doing Duty, no will possible destination education can be achieved properly. Teachers as implementers of the mandate of the Republic of Indonesia Law No. 20 of 2003 concerning the national education system, teachers should have motivation which tall in work with direct all the expertise that is in him for the smooth implementation of the learning process and the achievement of educational goals. Teacher motivation in work should be seen from high persistence because teachers have the responsibility to provide education and knowledge to their students, teachers have will and enjoyment which deep to profession done, and are enthusiastic about getting the job done. Teachers must have a high sense of responsibility for their work, such as working hard and optimistically in carrying out their work and being able to overcome problems that occur in carrying out their duties.

## METHOD

This study aims to examine direct and indirect relationships between variables: influence transformational leadership of the principal on teacher performance; job satisfaction on teacher performance; motivation on teacher performance; the principal's transformational leadership on job satisfaction, the principal's transformational leadership on work motivation; the principal's transformational leadership on performance through job satisfaction; Principal transformational leadership on teacher performance through work motivation. The participants in this study were all 180 Halong District primary school teachers. Proportional random sampling was utilized as the sample method. The cronbach alpha formula was used to determine the number of samples, which totaled 124 instructors. The principal's transformational leadership (idealized Influence, Inspirational motivation, Intellectual stimulation, individual consideration), job satisfaction (intrinsic factors, extrinsic factors), and work motivation (motivational factors and maintenance factors) were all assessed using a questionnaire, while teacher performance was assessed using documentation from teachers. The information is gathered using a Likert scale that has been correlation checked for validity and reliability. By first performing the normality test, linearity test, and multicollinearity tests, the data was investigated using path analysis to identify the direct and indirect correlations between variables.

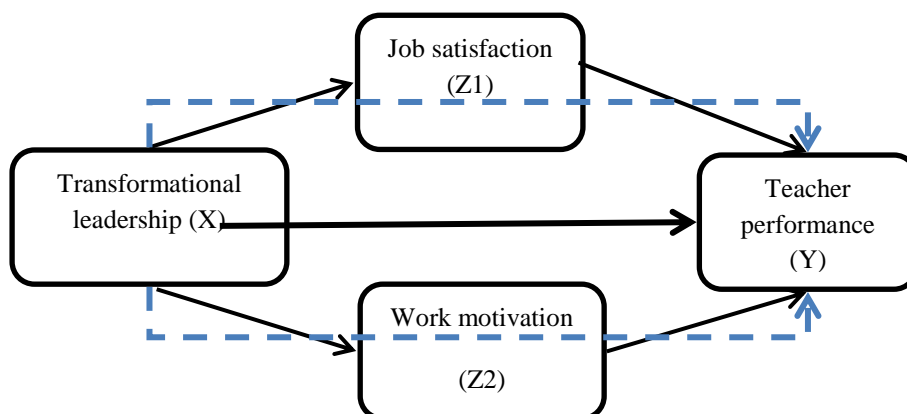
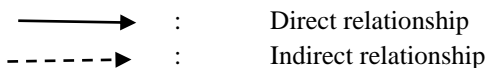


Figure 1. Conceptual Relationship Model among variables

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Information :



In accordance with the conceptual model, the analysis used path analysis to answer the seven research hypotheses, namely: H<sub>1</sub> : there is a direct influence between the principal's transformational leadership on teacher performance; H<sub>2</sub> : there is a direct influence between job satisfaction and teacher performance; H<sub>3</sub> : there is a direct effect of work motivation on teacher performance; H<sub>4</sub> : there is a direct influence between the principal's transformational leadership on job satisfaction; H<sub>5</sub> : there is a direct influence between the principal's transformational leadership on work motivation; H<sub>6</sub> : there is no influence of the principal's transformational leadership through job satisfaction on teacher performance; and H<sub>7</sub> : there is an indirect effect of the principal's transformational leadership through work motivation on teacher performance.

## RESULTS

Based on the findings of SPSS-assisted data, the coefficients of direct and indirect influence were found as described in Table 1.

**Table 1: Summary of Pathway Analysis Results**

Substructural 1

Transformational Leadership, Job Satisfaction, Work Motivation on Teacher Performance

Variable	Path Coefficient	T	p
Transformational leadership	0.649	9,004	0.000
Job satisfaction	0.310	7,095	0.001
Work motivation	0.479	4,439	0.000

Substructural 2

Transformational Leadership on Job Satisfaction

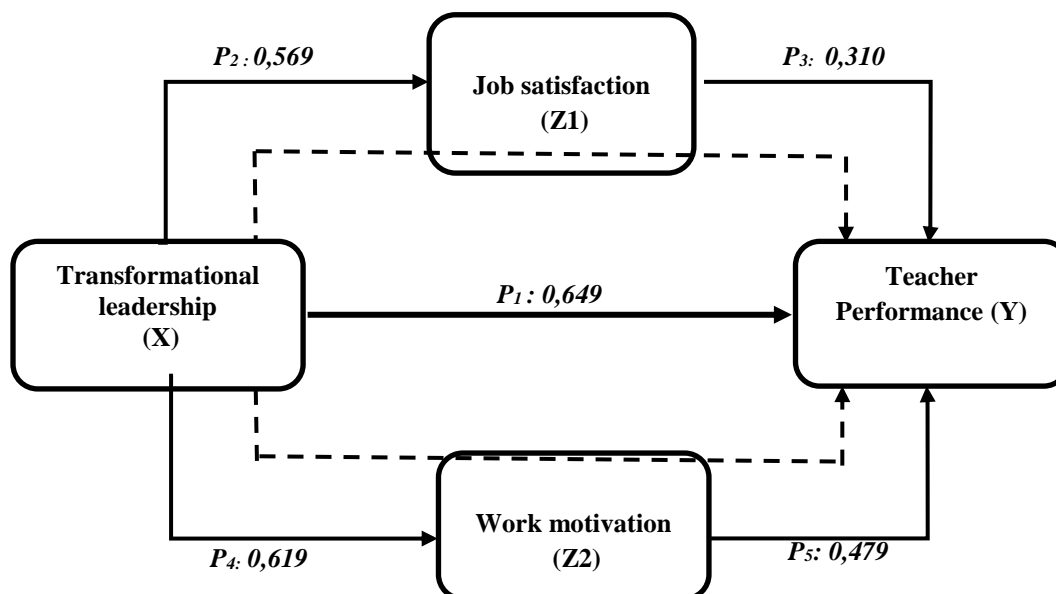
Variable	Path Coefficient	T	p
Transformational leadership	0.569	40.528	0.000

Substructural 3

Transformational Leadership on Work Motivation

Variable	Path Coefficient	T	P
Transformational leadership	0.619	38,145	0.019

At state elementary schools in Halong District. The influence between variables is formulated into a path analysis model, both direct and indirect.



**Figure 2. Results of the analysis of the influence among variables**

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Based on Table 1 and Figure 2, the acceptance of the hypothesis in this study can be seen in Tables 2 and 3.

**Table 2. Summary of Hypothesis Testing Decisions H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, H<sub>5</sub>**

Hypothesis	p	Decision
H1: there is a positive and significant influence on the principal's transformational leadership on teacher performance;	0.000	Accept
H2: there is a positive and significant influence on job satisfaction on teacher performance;	0.000	Accept
H3: there is a positive and significant effect of work motivation on teacher performance	0.000	Accept
H4: there is a positive and significant effect of the principal's transformational leadership on job satisfaction ;	0.000	Accept
H5: there is a positive and significant effect of the principal's transformational leadership on motivation	0.000	Accept

**Table 3. Summary of Hypothesis Testing Decisions H<sub>6</sub> and H<sub>7</sub>**

Hypothesis	Coefficient of Influence		Decision
	T <sub>count</sub>	Indirect	
H <sub>6</sub> : Job satisfaction is an intermediary for the influence of the principal's transformational leadership on teacher performance;	2,827	0.176	Accept
H <sub>7</sub> : Work motivation is the intermediary of the influence of the principal's transformational leadership on teacher performance	6,227	0.296	Accept

The results of the path analysis as can be seen in Figure 2 are used to answer the seven research hypotheses that have been formulated whose decisions are given in Table 2 and Table 3. Table 2 is a summary of the decisions H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub> with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 3 is a summary of the decisions for testing the hypotheses H<sub>6</sub> and H<sub>7</sub> with the provisions of the Sobel test calculation that, if T<sub>count</sub> is greater than T<sub>table</sub> (1.980), then the hypothesis is accepted.

Based on the results of the analysis in Tables 1, 2, and 3, this study found a relationship between variables which can be explained as follows.

## A. The Direct Effect of Principal Transformational Leadership on Teacher Performance

The results of this study indicate that the principal's transformational leadership directly influences teacher performance by 0.649. This identifies that in order to improve teacher performance, it can be done by increasing the quality of the principal's transformational leadership. The leadership factor has a very important role in improving performance because effective leadership has a positive influence on the efforts of all teachers in achieving organizational goals.

Transformational leadership according to Bass (Usman, 2013) defines transformational leadership based on the influence of leaders with followers or subordinates. Transformational leadership is able to make followers feel confident, admire, loyal and honor leader, as well as have high commitment and motivation to achieve and perform higher. The element of transformational leadership of the head is the influence he has and the ability to use that influence and the consequences of that influence for the people who want to be influenced, namely teachers, employees, and other school members. Based on indicator study realized through theory Bass and Avolio (Suriansyah, 2012) suggests that the transformational process can be seen from a number of leadership behavior patterns such as attribute charisma, idealized influence (inspirational communication), inspirational motivation (motivating by providing inspiration), intellectual stimulation and individual consideration (sensitivity).

The results of this study strengthen previous research, namely Monoyasa, Sularso, & Prihatini (2017); Shafie (2016); Nurhayati & Sudarsyah (2021); Rando and Mokalau (2021); Banurea and Marpuang (2019) whose research results state that transformational leadership has an effect on performance. Based on some of the results of the research above, it shows that transformational leadership is able to mobilize all existing resources in schools so that they can be empowered to be used optimally in order to achieve the goals that have been set. The current high and low performance of teachers depends on how ability head school in influence behavior teacher in carrying out the task.

## B. The Direct Effect of Teacher Job Satisfaction on Teacher Performance

The results of this study indicate that teacher job satisfaction has a direct effect on teacher performance by 0.310. This illustrates that to improve teacher performance, it can be done by providing satisfaction for teachers at work. This study found that teacher



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performance was high due to the fulfillment of aspects in job satisfaction such as the work that was occupied in accordance with the wishes and ideals, the current income can meet the needs of life, the atmosphere in working with the principal feels like family, the influence with the principal is felt very cooperative, help each other in solving problems, there is convenience to get help from coworkers and influence with coworkers is very pleasant.

Job satisfaction is a set of feelings whether or not the job is fun. A person who works in an organization brings with him a set of wants, needs, desires, and past experiences that coalesce to form job expectations. Job satisfaction shows the match between one's expectations that arise and the rewards provided by the job (Sedarmayanti, 2018). Stoner and Freeman's research (Priansa, 2014) shows that job satisfaction shows a match between the expectations that arise with the rewards provided by the job, so that job satisfaction is also related to performance. Job satisfaction is a set of feelings whether or not the job is fun. A person who works in an organization brings with him a set of wants, needs, desires, and past experiences that coalesce to form performance.

The results of this study corroborate Baron's (2014) research study and Indrawati (2013) in which both studies concluded that job satisfaction will affect performance. The results of this study are in line with Hapsari's research (2020); Wahyudi & Tupti (2019); Arifin, Barlian & Hidayat (2018); Juniantara & Riana (2015) concluded that job satisfaction is a predictor of performance, because job satisfaction has a moderate correlation with performance.

### **C. Influence Direct Motivation Work to Performance Teacher**

According to the findings, work motivation has a direct effect on teacher performance of 0.479. This conclusion is logical since work motivation has a significant impact on the performance of instructors who are owned by and underpin the perpetrators. Motivation work is the encouragement that exists in a self-teacher as a result of the existence of influence that originated neither inside herself nor from the outside. The higher the motivation level, the better. Of course, the instructor's work for the work received will have an influence on the completion of the tasks completed by the teacher, resulting in good job performance. Work on motivation that is tall capable of supporting variety change and has a major impact on teacher performance.

Indicators of measuring work motivation variables in this study refer to Abraham Maslow's hierarchy of needs theory (Arifin, 2014) covering needs physiological needs, the need for security (safety needs), social needs (affiliation needs), the need for esteem (esteem needs), self-actualization needs. The importance of studying the effect of work motivation on teacher performance in research this based on theory Robbins (2012) stating that teacher against strong motivation will do the work seriously or work hard so that performance continues increase.

The results of this study support previous research, namely Bienstock & Marker (2015) concluding that work motivation has a positive and significant effect to performance teacher. Thing this prove that motivation work tall one could give contribution significant to enhancement performance teachers. Other studies that can prove that work motivation has a positive and significant effect on employee performance are the results of Hasturmadi's research (2018); Wahyudi (2019); Barnawi (2014); Theodora (2015) whose research results prove that work motivation has a positive and significant effect on employee performance.

### **D. The Direct Effect of Principal Transformational Leadership on Teacher Job Satisfaction**

Based on the interpretation of the hypothesis test, it can be seen that there is a direct influence of leadership transformational head school on teacher job satisfaction that is equal to 0.569. This illustrates that the transformational leadership that has been carried out has a positive effect on teacher satisfaction at work. According to Schemerhorn (Anoraga, 2018) high and low satisfaction work also caused by a number of aspect, like profession that myself, supervisor (supervision), friend worker, promotion, as well as wages or wages. Satisfaction Work can also be influenced by several factors, such as compensation policies, job security, working conditions, influence with superiors, promotion and career development, leadership style, working in teams, and the employees themselves (Dessler, 2013).

The role of transformational leadership in increasing teacher job satisfaction can be seen from the role of leadership in an organization. In this case the principal can provide opportunities for teachers to solve problems together; provide direction so that teachers can prioritize the implementation of tasks over other matters and complete their work on time; determine the solution to the problem at hand, and be able to provide examples or demonstrate the tasks that must be done. According to Colquit, LePine, and Wesson (Getol, 2012) which states that one of the factors that increase job satisfaction is the transformational leadership factor. because with leader which capable push, provide motivation, a positive stimulus for teachers to make the teacher feel comfortable and satisfied at work or in other words supervision satisfaction, which means workers' feelings about superiors they. This research strengthens the previous research, namely Dewi's research (2013); Anoraga (2018); Anggraeni (2013); Dewi & Subudi (2015); Ritawati (2013) who concludes that there is an influence of transformational leadership on job satisfaction.

### **E. Influence Direct Transformational Leadership Head School To Motivation Work teacher**

The results of this study indicate that there are the direct effect of transformational leadership on teacher motivation is 0.619. The principal acts as a motivator both to subordinates and the surrounding environment. In addition, a leader must have inspirational motivation (inspirational motivation) where the leader has time for communicate to employee and could provide motivation to

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subordinates to do their job to the maximum. According to Wahjosumidjo (2013), one of the important competencies that must be possessed by a transformational leader is the ability to motivate his subordinates. Leaders also motivate teachers to improve the competence and careers of teachers by providing opportunities for teachers to take part in various trainings or trainings develop education more tall. Leader with His sincerity motivates teachers to work at a minimum of reinforcement and praise fairly and equitably and most importantly a leader is always open in every criticism and suggestion or in dealing with any existing problems. Against the attitude and nature of the leadership will certainly make the motivation of the teacher becomes tall. Several studies that are in line with the influence of leadership on motivation are Kumalasari (2019); Dharmawan (2020); Ruslan (2019); Yanti (2019); stated that the principal's transformational leadership had a positive effect on teacher work motivation. This study also strengthens previous research, namely the research of Savitri (2014); Tucunan (2014); Nurhuda, Sardjono & Purnamasari (2020) who stated that transformational leadership affects employee work motivation.

### **F. Indirect Effect of Principal Transformational Leadership through Job Satisfaction on Teacher Performance**

This study shows the indirect effect of transformational leadership through job satisfaction on teacher performance of 0.176. Good transformational leadership is able to create comfortable working conditions and be able to fulfill the desires of their subordinates so that subordinates will feel satisfaction at work and feel satisfaction with the leadership applied so that they strive to achieve higher and quality work performance in return for perceived job satisfaction. According to Bass (Kardata et.al, 2018) said that making job satisfaction on the way to align the desires of the leadership to the desires and needs of teachers in achieving learning goals, namely student achievement and this can only be done on learning leadership. This is in accordance with Herzberg's opinion (Suriansyah, 2013) which says that job satisfaction and job dissatisfaction are two different things. Herzberg categorizes conditions that impact a person's job satisfaction into two categories: satisfiers and dissatisfiers. Group satisfiers are also known as intrinsic factors, job content, and motivators. Extrinsic factor, employment context, and hygiene factor are some words used to describe the dissatisfiers group. Work performance, responsibilities, the work itself, knowledge and introduction to work, and self-development are all variables or circumstances that have been demonstrated to be sources of happiness. Dissatisfiers are elements that have been demonstrated to cause unhappiness in the workplace, such as corporate policies and administration, supervisory practices, pay, interpersonal effects, and working environment.

This research reinforces Riadi's research study (2017); Emsari (2018); Gani (2020); which states that the transformational leadership variable can be through the intervening variable, namely job satisfaction in influencing the level of teacher performance. This is also in line with the research results of Pambudi, Mukzam & Nurtjahjono (2016); Alam & Monica (2015) stating that job satisfaction can be a mediator of transformational leadership on employee performance.

### **G. There is an Indirect Effect of Principal Transformational Leadership through Work Motivation on Teacher Performance**

This study shows that there is an indirect effect of transformational leadership through work motivation on teacher performance of 0.296. This proves good transformational leadership. This will encourage or motivate all teachers to be more active in their work and feel valued so that they will work optimally and ultimately the teacher's performance will increase. According to Wahjosumidjo (2013), the capacity to encourage his employees is one of the most crucial skills a transformative leader must possess. The head of the school serves as a motivator for the subordinates and the surrounding environment. Because leadership serves as a role model and draws attention from subordinates, transformational leadership has a significant impact on boosting performance. Ideas, aspirations, and efforts will arise in terms of accomplishment motivation in order to carry out activities successfully and efficiently. A teacher must be able to improve himself as well as work motivation that is balanced in order to achieve high professional performance. The results of the study strengthen the research of Kardata, Mahrta & Aslamiah (2018) and Kusri (2018) which states that work motivation in strengthening the influence of transformational leadership on teacher performance. Other research results; Bana (2016); Sujana & Ardana (2020); Prayudi (2020); Anam (2020) research results state that work motivation mediates the influence of transformational leadership on employee performance.

## **CONCLUSIONS**

Based on the results of data analysis and discussion as described above, it is concluded that there is a significant direct influence on the principal's transformational leadership, satisfaction work and work motivation on teacher performance. In addition, there is a significant indirect effect of principal transformational leadership through job satisfaction on teacher performance and there is an indirect effect transformational leadership of school principals through work motivation on teacher performance.

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