



## Improving teacher performance through development of transformational leadership, work motivation, and emotional intelligence using sequential explanatory mixed methods

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### Abstract

This study aims to find efforts to overcome the problem of low teacher performance through enhancing and developing the strengths of the variables of Transformational Leadership, Work Motivation and Emotional Intelligence that are thought to influence teacher performance. The selected sample was 163 teachers with the criteria of public school teachers in Bengkulu Indonesia, Elementary School. This research uses *Mixed Method Sequential Explanatory* which is research that uses quantitative methods and then to deepen the research with qualitative methods. It was concluded that there is a significant and positive relationship between independent variables transformational leadership, work motivation, and emotional intelligence to the performance of teachers. Transformational leadership contributed 33.9% to teacher performance, emotional intelligence contributed 28.1% to teacher performance, and working motivation contributed 23.1% to teacher performance. Transformational leadership, emotional intelligence, and working motivation together contributed 35.9 % to teacher performance, while other factors influenced 64.1% teacher performance. The result of qualitative research conducted after indicated the similar tendency.

**Keywords:** transformational leadership, work motivation, emotional intelligence, teacher performance

### 1. Introduction

Improving the quality of education in a school requires the role of an educator. Quality education can be produced through the variety of the learning process run by the teacher [9]. In building a quality learning process, teachers need high performance as an educator. The process of learning in school without the role of a teacher will not be successfully implemented, for that the learning process carried out in schools will be carried out well if they have teachers who are professional and have high performance. Without a teacher, the learning process in school will not be done well [10].

In carrying out the learning process well and quality in school, a teacher needs high emotional intelligence, without the emotional intelligence, the teacher will only produce a low performance. A person's willingness to work is a motivation to work, and someone will work well if they have a high desire to work, that will is a form of motivation in working. Low work motivation in some teachers causes a decrease in teacher's teaching performance. Teachers who do not have high motivation are teachers who have no initiative and are creative in holding and writing teaching materials, are less productive because they are less used to teach in various schools [8].

In this study, researchers focused on teacher performance research through improving and improving the quality of principals' transformational leadership, emotional intelligence, and work motivation. This is because the increase in teacher performance will not succeed without the intervention of a school principal as a leader who has the authority and responsibility for the sustainability of a quality learning process, and to improve teacher performance requires emotional intelligence and high work motivation from a

teacher. Emotional knowledge and motivation become the driving force in the management of the learning process, for this reason, the writer wants to analyze and examine the relationship between transformational leadership, emotional intelligence and work motivation on improving teacher performance.

### 2. Methods

This study uses a combination of design *sequential explanatory*. design *Sequential explanatory* is a combination research method that combines quantitative and qualitative research methods in sequence, wherein the first phase the research was carried out using quantitative methods and the second stage was carried out using qualitative methods [1].

Combination method is carried out to answer the formulation of quantitative research problems and qualitative formulation of complementary issues [2]. This study chose a combination method with *explanatory squeeze reasoning* because by using quantitative methods first there will be a clear and measurable preliminary picture to carry out the next phase of research that uses qualitative methods so that it can be more focused and in-depth. In practice, quantitative methods play a role in obtaining measurable quantitative data, in this study associative and qualitative methods play a role in proving, deepening, expanding, giving meaning to the quantitative data collected in the initial stages [11].

### 3. Results and Discussion

Transformational leadership is the behavior of leaders to motivate subordinates to achieve performance beyond expectations by changing subordinate attitudes, beliefs, and values that are contrary to only getting compliance [3].

Transformational leadership is the activity of stimulating others to see their work from a new perspective, generating awareness of the organization's mission and vision, developing co-workers and followers to a higher level of ability and potential, and motivating them to look beyond their interests towards those who will benefit the group [4]. The results of the hypothesis testing on the relationship of the

transformational leadership of principals to the performance of teachers in a linear pattern show a positive and significant direction and have a correlation coefficient of  $r_{y1} = 0.582$  and a coefficient of determination equal to  $r_{y1}^2 = 0.339$ . This means that the principal's transformational leadership contributes 33.9% to the ups and downs of teacher performance.

**Table 1:** Variance Analysis of Significance Test and Linearity Test

Source Variance	Degree of Freedom	Sum of Square	F test	F table		Conclusion
				0,01	0,05	
Total	298	41239				Very Significant
Regression (a)	1	1700655121	151 521 **	3.88	2,728	
Regression(b)	1	31513.027				
Residual	296	61561.593				
Error	234	40334.024	1.986ns	2.02	1.64	Non-Significant (Linear)

From the analysis of qualitative research results through observation, interview, FGD, and documentation study at public elementary schools, it can be seen that there is a relationship between the principal's transformational leadership on teacher performance, which means strengthening the results of quantitative research. Thus it can be concluded, that the higher the transformational leadership of the principal, the higher the teacher's performance and vice versa the lower the transformational leadership of the principal the lower the teacher's performance. Thus, it is concluded that leadership transformational of the principal can improve teacher performance in schools, in other words, teachers can be realized if there is a transformational

leadership run by good principals. The emotional intelligence trait is a moving constellation of self-perception which is located at a lower level of personality [5]. The ability to motivate yourself and endure frustration, rely on your impulses and not overdoing pleasure, regulating your mood and keeping stress free, not paralyzing the ability to think, empathize, and pray. The results of testing the hypothesis of the relationship of emotional intelligence to the performance of teachers with a linear pattern indicate a positive and significant direction and have a correlation coefficient of  $r_{y1} = 0.530$ , and the coefficient of determination is  $r_{y1}^2 = 0.281$ . This means that emotional intelligence contributes 28.1% to the ups and downs of teacher performance.

**Table 2:** Variance Analysis Significance Test and Linearity Test

Source Variance	Degree of Freedom	Sum of Square	F test	Ftable		Conclusion
				0.01	0.05	
Total	298	41239				Very Significant
Regression (a)	1	1700655121	115,610 **	2,728	3.88	
Regresi (b)	1	26142.159				
Residual	296	66932.462				
Error	229	50646.966	1,099ns	1.64	2.02	Non-Significant (Linear)

Similarly, based on the analysis of qualitative research results through observation, interviews, FGD, and documentation study at state primary schools, it can be seen that there is a relationship between emotional intelligence and teacher performance, which means strengthening the results of quantitative research. Thus it can be concluded, that the higher the emotional intelligence, the higher the teacher's performance and vice versa, the lower the emotional intelligence, the lower the teacher's performance, it can be said that emotional intelligence can improve teacher performance in schools, in other words improving teacher

performance can be realized if there is intelligence emotionally owned by the teacher at school. Work motivation can be interpreted as a set of energetic forces that originate both inside and outside individual beings, to initiate work-related behavior, and to determine the form, direction, intensity, and duration [6]. Motivation, in general, is based on the existence of three aspects, namely (a) leadership, (b) intensity and (c) duration or persistence. Motivation questions how to direct power and the potential to work towards the goals set [7].

**Table 3:** Variance Analysis of Significance Test and Linearity Test

Source Variance	Degree of Freedom	Sum of Square	F test	Ftable		Conclusion
				0.01	0.05	
Total	298	41239				Very Significant
Regression (a)	1	1700655121	88,788 **	2,728	3.88	
Regression (b)	1	21476,548				
Residual	296	71598,073				
Error	237	56037,439	1,027ns	1,64	2,02	Non-Significant (Linear)

Results of hypothesis testing work motivation relationship to teacher patterned performance linear has a positive direction, has a correlation coefficient of  $r_{y1} = 0.480$  and a coefficient of determination of  $r_{y1}^2 = 0.231$ . This means that work motivation contributes 23.1% to the ups and downs of teacher performance. Similarly, based on the analysis of qualitative research results through observations, interviews, FGDs and documentation studies at public elementary schools, it can be seen that there is a relationship between work motivation and

teacher performance, which means strengthening the results of quantitative research. Thus it can be concluded, that the higher the work motivation, the higher the teacher's performance. The lower the work motivation, the lower the teacher's performance, so it can be said that work motivation can improve teacher performance in school, in other words improving teacher performance can be realized if there is motivation work held in a school.

**Table 4:** Analysis of the Variance of Multiple Linear Regression

Source Variance	Degree of Freedom	Sum of Square	F test	F table		Conclusion
				0.01	0.05	
Total	298	41239				
Regression (a)	1	1700655121	54,825 **	2,65	3,88	Very Significant
Regression (b / a)	3	33389,827				
Residual	294	59684,794				

Results of testing the hypothesis of the relationship of principal's transformational leadership, emotional intelligence, and work motivation together on performance of the teacher has a linear pattern denote a positive and significant direction and has a correlation coefficient  $r = 0.599$  and a ratio of determination equal to  $r_{y1.2.3}^2 = 0.359$ . This means that the principal's transformational leadership, emotional intelligence, and work motivation together contribute 35.9% to the ups and downs of teacher performance. Likewise, based on research results from interview analysis, FGD, and documentation, it is known that there is a tendency of the relationship between principal transformational leadership, emotional intelligence and work motivation with teacher performance which strengthens the results of quantitative research. From the results obtained, it can be seen that this study has a functional relationship between principal transformational leadership, emotional intelligence, and work motivation together with teacher performance.

Thus, it is concluded, that the higher the transformational leadership of principals, emotional intelligence and work motivation together, the higher the teacher's performance and vice versa, the lower the principal's transformational leadership, emotional intelligence and work motivation together the lower the teacher's performance, it can be said that the transformational leadership of principals, emotional intelligence and work motivation together can improve teacher performance in schools, in other words improving teacher performance can be realized if there is transformational leadership of principals, emotional intelligence and work motivation.

**4. Conclusions**

1. There is a very significant positive relationship between the transformational leadership of principals on teacher performance, with a correlation coefficient of  $r_{y1} = 0.582$  ( $p < 0.01$ ), and a coefficient of determination of  $r_{y1}^2 = 0.339$  or 33.9%. Increasing the transformational leadership of principals will be followed by an increase in teacher performance in schools. Thus the transformational leadership of the principal becomes a predictor of high and low teacher performance in schools.

2. There is a very significant positive relationship between emotional intelligence and significant relationship to teacher performance, with a correlation coefficient of  $r_{y2} = 0.530$  ( $p < 0.01$ ), and the coefficient of determination is  $r_{y2}^2 = 0.281$  or 28.1 %. An increase in emotional intelligence will be followed by the rise in teacher performance. Thus, emotional intelligence becomes a predictor of high and low teacher performance in schools.
3. There is a very significant positive relationship between work motivation to teacher performance, with a correlation coefficient of  $r_{y3} = 0.480$  ( $p < 0.01$ ), and the coefficient of determination is  $r_{y3}^2 = 0.231$  or 23.1%. The rise in teacher performance will follow an increase in work motivation. Thus, work motivation becomes a predictor of high and low teacher performance.
4. There is a positive and significant relationship between principal transformational leadership, emotional intelligence, and work motivation together with teacher performance, with a correlation coefficient of  $r_{y1230.599} = (p < 0.01)$ , and a coefficient of determination of  $r_{y123}^2 = 0.359$  or 35.9 %. Then the principal's transformational leadership, emotional intelligence, and work motivation together become predictors of high teacher performance.

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