



THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE, TRANSACTIONAL AND JOB SATISFACTION ON THE PERFORMANCE OF TEACHERS OF SMA NEGERI 1 MAKMUR

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ABSTRACT

This study aims to determine the effect of transformational leadership style, transactional leadership style and job satisfaction on the performance of SMA Negeri 1 Makmur teachers. This study uses primary data obtained by distributing questionnaires to 39 respondents. This study uses a quantitative and qualitative approach. The data analysis method used is multiple linear regression model with the help of SPSS. The results showed; Transformational leadership style has a negative and insignificant effect on teacher performance, while transactional leadership style and job satisfaction has a positive and significant effect on teacher performance.

Keywords: *Transformational Leadership, Transactional Leadership, Job Satisfaction, and Performance.*

1. INTRODUCTION

Education is a coaching or guidance to gain knowledge and to add insight to everyone. Every human being needs education in order to develop except for humans who do not understand education and never care about education. Education has a very important role in a nation and state because education can improve the quality and quality of human resources. Quality human resources can improve and be able to bring change in society. Education is an aspect that cannot be separated from all aspects of human life, both education in a macro sense and education in a micro sense, because every individual human being must experience an educational process. Education plays a role in providing quality human resources, and even determines the success or failure of development. quality human beings who can compete with the real world and are able to provide the role of students in the future. School is one of the educational organizations that can be regarded as a forum to achieve national education goals. The success of education in schools depends on the resources available at the school, namely principals, teachers, students, administrative staff, and other education personnel. School is one of the educational organizations that can be regarded as a forum to achieve national education goals. The success of education in schools depends on the resources available at the school, namely principals, teachers, students, administrative staff, and other education personnel. School is one of the educational organizations that can be regarded as a forum to achieve national education goals. The success of education in schools depends on the resources available at the school, namely principals, teachers, students, administrative staff, and other education personnel.

2. LITERATURE REVIEW

2.1. Transformational Leadership

According to Rivai (2014) transformational leadership is a type of leadership that guides or motivates their followers in the direction of goals that are upheld by intellectual and individualized consideration and stimulation, and which is the development of individual followers i.e., they view problems in new ways, and they can excite, arouse, and inspire followers to put in extra effort to achieve group goals.

2.2. Transformational Leadership Indicators

According to Rahmadi (2010), the indicators that influence transformational leadership are:

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1. *Charisma*, the leader has charisma that is recognized by his followers.
2. *Inspirational*, leaders can provide inspiration or be a source of inspiration for their subordinates.
3. *Intellectual stimulation*, the leader can stimulate the thoughts or ideas of his subordinates.
4. *Individualized considerations*, behavior and attention to the bottom which is individual.

2.3 Transactional Leadership

Transactional leadership according to Yulk (2010) can involve values, but these values are relevant to the exchange process such as honesty, responsibility, and reciprocity. Transactional leaders help followers identify what to do, in this identification the leader must consider what to do, with this identification the leader must consider the self-concept, and self-esteem of subordinates.

2.4. Transactional Leadership Indicators

According to Yulk (2010) the indicators that influence the transactional leadership style are:

1. Contingent rewards, namely the provision of rewards in accordance with the work that has been done by subordinates in accordance with the agreement, is also known as an active form of exchange. This means that subordinates will get rewarded for the goals they have achieved, and these goals have been mutually agreed upon between the leader and subordinates.
2. Exception management (management by exception) is active and passive transactions. Active, namely the leader continuously supervises his subordinates to anticipate mistakes. While passive, namely intervention and criticism is done after an error occurs, the leader will wait for all processes in the task to be completed, then determine whether or not there is an error.
3. Passive management by exception is a leader who gives warnings and sanctions to his subordinates if an error occurs in the process carried out by the subordinate concerned. However, if the work process carried out is still running according to standards and procedures, the leader does not provide any evaluation to his subordinates

2.5. Job Satisfaction

According to Umuam (2012) defines that job satisfaction is the result of employees related to work motivation. In other words, job satisfaction is the sum of each aspect of the job multiplied by the degree of importance of that aspect of the job to the individual. Job satisfaction (job satisfaction) of employees must be created as well as possible so that work morale, dedication, love, and employee discipline increase (Hasibuan, 2014). Job satisfaction is a pleasant or unpleasant emotional state in which employees view their work (Handoko, 2012)

2.6. Job Satisfaction Indicators

According to Umam (2012) there are 5 (five) indicators that determine employee job satisfaction, namely:

1. perceived salary/reward
2. supportive working conditions
3. working relationship (coworkers and superiors)
4. job satisfaction and job performance
5. the impact of job satisfaction and dissatisfaction

2.7. Teacher Performance

Teacher performance is a series of tasks carried out within a certain period in the school system to achieve organizational goals (Amin et al., 2013). According to Torang (2012) performance is the quantity or quality of the work of individuals or groups within the organization in carrying out main tasks and functions that are guided by norms, standard operating procedures, criteria and measures



that have been determined or applicable in the organization. Adeyemi (2011) states that teachers can be described as tasks performed by a teacher at a certain period in the school system to achieve organizational goals.

2.8. Teacher Performance Indicators

According to Uno & Lamatenggo (2012) a person's performance (including teachers) can be measured through five indicators, namely:

1. Work quality. This indicator relates to the quality of the teacher's work in mastering everything related to the preparation of learning program planning and the application of research results in classroom learning.
2. Speed / accuracy of work. This indicator relates to the accuracy of the teacher's work in adjusting the teaching material to the characteristics of the students and the completion of the teaching program in accordance with the academic calendar.
3. Initiative at work. This indicator relates to the teacher's initiative in the use of varied learning models in accordance with the teacher's initiative in the use of varied learning models according to the learning materials and the wise use of various school investments.
4. Work ability. This indicator relates to the teacher's ability to lead the class to remain conducive, manage teaching and learning activities, and assess student learning outcomes.
5. Communication. This indicator relates to the communication made by the teacher in the process of tutoring services with students who are less able to participate in learning and are open to receiving input for learning improvement.

2.9. Conceptual Framework

The following is a framework for thinking about the influence of Transformational Leadership Style, Transactional and Job Satisfaction on Teacher Performance at SMA Negeri 1 Makmur by t-test.

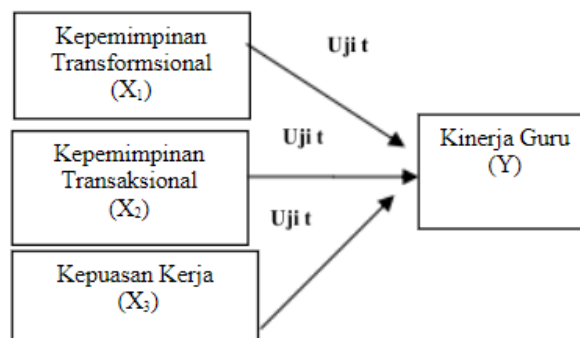


Image 1 conceptual framework

2.10. Hypothesis

The hypotheses in this study are:

H1: Transformational leadership has an effect on the performance of SMA Negeri 1 Makmur teachers.

H2: Transactional Leadership has an effect on the performance of SMA Negeri 1 Makmur teachers.

H3: Job satisfaction affects the performance of SMA Negeri 1 Makmur teachers.

3. RESEARCH METHOD

3.1 Research Objects and Locations

The object of this research is all teachers in SMA Negeri 1 Makmur. The subject of this research is all teachers in SMA Negeri 1 Makmur, so the authors conducted research directly at the research location, namely at SMA Negeri 1 Makmur.

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3.2 Population and Sample

As for this study, the population is all teachers in SMA Negeri 1 Makmur, totaling 39 teachers. For this reason, samples taken from the population must be truly representative. In this study, this study used the census method by taking the entire population of 39 people.

3.3 Data Collection Techniques

To obtain research data using primary data and secondary data. Data collection was obtained from the respondent's information by giving a questionnaire, where a list of questions was made containing statements in accordance with the variables studied. In general, researchers use five points as in the table.

Table 2 List of Likert Scale Values

No.	Alternative Answer	Score
1	Strongly agree	5
2	Agree	4
3	Neutral	3
4	Don't agree	2
5	Strongly Disagree	1

Source: Mutholib, 2016

3.4 Data Quality Test

In testing the quality of the data, it is necessary to refer to the validity and reliability tests of the data. Validity refers to the measuring instrument that is tested whether it has really been tested/measured, while reliability refers to the accuracy of the measuring instrument.

3.5 Classical Assumption Test

Classical assumption test conducted in this study includes normality test, multicollinearity test, and heteroscedasticity test.

3.6 Data Analysis Method

3.6.1 Coefficient of Determination (R2)

In the regression model, the coefficient of determination (R2) essentially aims to measure how far the model's ability to explain the dependent variable is. According to Ghozali (2016), it is stated that the coefficient of determination (R2) is used to measure the proportion or percentage of the contribution of the independent variable studied to the variations in the ups and downs of the dependent variable.

4. RESEARCH RESULTS AND DISCUSSION

4.1 Data Quality Test

4.1.1 Validity Test

Table 3 Validity test

Transformational Leadership Style Variable(X1)			
Statement	rcount	rtable	Validity
1	0.665	0.2673	Valid



2	0.628	0.2673	Valid
3	0.803	0.2673	Valid
4	0.805	0.2673	Valid
5	0.659	0.2673	Valid
Leadership Style Variables			
Transactional (X2)			
Statement	rcount	rtable	Validity
1	0.725	0.2673	Valid
2	0.690	0.2673	Valid
3	0.750	0.2673	Valid
4	0.621	0.2673	Valid
5	0.597	0.2673	Valid
Job Satisfaction Variable (X3)			
Statement	rcount	rtable	Validity
1	0.715	0.2673	Valid
2	0.809	0.2673	Valid
3	0.633	0.2673	Valid
4	0.693	0.2673	Valid
5	0.598	0.2673	Valid
Teacher Performance Variable (Y)			
Statement	rcount	rtable	Validity
1	0.500	0.2673	Valid
2	0.702	0.2673	Valid
3	0.697	0.2673	Valid
4	0.702	0.2673	Valid
5	0.744	0.2673	Valid

Source: Research results, data processed by SPSS (2021).

Based on Table 3, where all statements of the transformational leadership style variables (X1), Transactional (X2), Job Satisfaction (X3) and Teacher Performance (Y) used to measure the variables in this study have a greater rcount value compared to rtable value, so it can be concluded that all statements of each variable are declared valid.

4.1.2 Reliability Test

Table 4 Reliability Test

Variable	Chronbach Alpha	Constant	Reliability-bag
Transformational Leadership (X1)	0.780	0.60	Reliable
Transactional Leadership (X2)	0.693	0.60	Reliable
Job Satisfaction (X3)	0.681	0.60	Reliable
Teacher Performance (Y)	0.693	0.60	Reliable

Source: Research results, data processed by SPSS (2021)

In Table 4, it can be seen that the Chronbach alpha value for the variables of motivation, supervision, work culture and productivity is greater than 0.60, so it can be concluded that the

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indicators or questionnaires used for the variables of transformational leadership style, transactional and job satisfaction on teacher performance can be declared reliable. or trustworthy.

4.2 Classical Assumption Test Results

4.2.1 Normality Test Results

The normality test aims to test whether in the regression model, the dependent and independent variables are normally distributed or not.

Table 5 Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		39
Normal Parameters, b	mean	.0000000
	Std. Deviation	1.23703230
Most Extreme Differences	Absolute	.098
	Positive	.098
	negative	-.078
Test Statistics		.098
asymp. Sig. (2-tailed)		.200c,d

Source: Research results, data processed by SPSS (2021).

Based on table 5, it can be seen that the 2-tailed Asymp Sig value is 0.200. By looking at the provisions of the one sample Kolomogorov Smirnov test, if the significance value is above 5% or 0.05 then the data has a normal distribution. So, it can be concluded that all variables are normally distributed.

4.2.2 Multicollinearity Test

Multicollinearity testing aims to determine whether the regression model found a correlation between independent variables or independent variables. The basis for making decisions on the Multicollinearity test are:

Table 6 Multicollinearity Tolerance and VIF Coefficientsa

Coefficientsa			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Transformational leadership	,992	1.008
	Transactional Leadership	,963	1.039
	Job satisfaction	,961	1.040

a. Dependent Variable: Teacher Performance

Source: Research results, data processed by SPSS (2021).

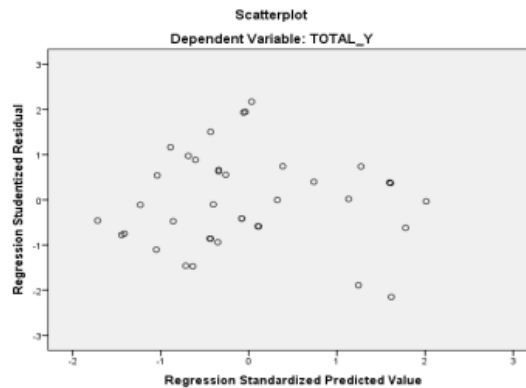
Based on table 6, it can be seen that the tolerance value of transformational leadership style (X1) is 0.992, transactional leadership (X2) is 0.963 and job satisfaction (X3) is 0.961 where all



tolerance values are greater than 0.10. While the VIF value of transformational leadership (X1) is 1,008, transactional leadership (X2) is 1,039 and job satisfaction (X3) is 1,040 where all VIF values are less than 10. Based on the calculation results above, it can be seen that the tolerance of all independent variables is greater than 0.10 and the VIF value of all variables is less than 10. So there is no symptom of correlation between the independent variables. It can be concluded that there is no symptom of multicollinearity between independent variables in this research model.

4.2.3 Heteroscedasticity Test

The results of this test aim to test whether in a regression model there is discomfort variance from the residuals in one observation to another observation



Source: Research results, data processed by SPSS (2021).

Figure 2 Heteroscedasticity Test Results

Based on Figure 2, it can be seen that the points spread randomly and are above the zero point and some are spread below the zero point. So, it can be concluded that there is no symptom of heteroscedasticity in the regression model.

4.3 Data Analysis Method

4.3.1 Coefficient of Determination

The coefficient of determination aims to see the ability of the independent variable in explaining the dependent variable.

Table 7 Coefficient of determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,697 ^a	,486	,442	1,289
a. Predictors: (Constant), transformational leadership, transactional leadership and job satisfaction				
b. Dependent Variable: Teacher Performance				

Source: Research Results, data processed by SPSS (2021).

Based on Table 7, it can be seen that the value of the coefficient of determination or R square is 0.486 or 48%. This shows that the transformational leadership variable (X1), transactional leadership variable (X2) and job satisfaction variable (X3) can explain the teacher performance variable (Y) by 48%, the remaining 52% (100% - 48%) is explained by other variables. outside of this research model.

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4.4 Multiple Linear Regression Model

Table 8 Test Results t Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.350	2,910		3,901	,000
	Transformational Leadership (X1)	-,109	,087	-,152	-1,250	,219
	Transactional Leadership (X2)	,207	,095	,268	2,169	0.037
	Job Satisfaction (X3)	,450	,094	,592	4,792	,000

a. Dependent Variable: Teacher Performance (Y)

Source: Research results, data processed by SPSS (2021).

Based on Table 8, the following multiple linear regression equation is obtained:

$$Y = 11.350 + -0.152 X1 + 0.268 X2 + 0.592 X3$$

The description of the multiple linear regression equation above is as follows:

1. The transformational leadership variable has a negative direction coefficient on teacher performance, while transactional leadership and job satisfaction has a positive direction on teacher performance.
2. The coefficient of transformational leadership gives a value of -0.152 which means that the less transformational leadership style is applied, the teacher's performance will decrease.
3. The coefficient of transactional leadership style gives a value of 0.268 which means that the better the leadership style applied, the teacher's performance will increase.
4. The coefficient of job satisfaction gives a value of 0.592 which means that the better job satisfaction, the teacher's performance will increase.

4.5 Hypothesis Testing Results

Based on Table 8, on the results of the t coefficient test above, it can be concluded that:

4.5.1 The Effect of Transformational Leadership Style on Teacher Performance

The results of testing the transformational leadership variable (X1) on teacher performance (Y) obtained a tcount value with a value of -1.250 which is smaller than the ttable value at the 95% confidence level ($\alpha=5\%$) obtained a ttable value of 2.03011 and a significance value of $0.219 > 0.05$. Then the transformational leadership variable has a negative and insignificant effect on the performance of SMA Negeri 1 Makmur teachers. This can be interpreted that a strong transformational leadership style will lead to better teacher performance, on the contrary if transformational leadership is weak then teacher performance will be less than optimal.

4.5.2 Effect of Transactional Leadership Style on Teacher Performance

The results of testing the transactional leadership variable (X2) on teacher performance (Y) obtained a tcount value with a value of 2,169 greater than the ttable value at the 95% confidence level ($\alpha=5\%$) obtained a ttable value of 2.03011 and a significance value of $0.037 < 0.05$. then the transactional leadership variable has a positive and significant effect on the performance of SMA Negeri 1 Makmur teachers. This can be interpreted that a strong transactional leadership style will improve performance and produce good performance, conversely if the transactional leadership style is weak then the performance is likely to be less than optimal. Previous research conducted by Ariesta



(2014) stated that transactional leadership has a positive and significant influence on employee performance.

4.5.3 The Effect of Job Satisfaction on Teacher Performance

The results of testing the job satisfaction variable (X3) on teacher performance (Y) obtained a tcount value with a value of 4.792 which is greater than the ttable value at the 95% confidence level ($\alpha=5\%$) obtained a ttable value of 2.03011 and a significance value of 0.000 <0.05. then the variable job satisfaction has a positive and significant effect on the performance of SMA Negeri 1 Makmur teachers. This shows that the higher the teacher's job satisfaction, the higher the teacher's performance will be. Previous research conducted by Tuapatinaja and Werang (2011) found that job satisfaction had a significant relationship with the performance of the Merauke and Sota district office employees. The findings of this study are in line with the results of research conducted by Yulie Jantiningasih (2005).

4. CONCLUSION

The results of testing the transformational leadership variable (X1) on teacher performance (Y) obtained a tcount value with a value of -1.250 which is smaller than the ttable value at the 95% confidence level ($\alpha=5\%$) obtained a ttable value of 2.03011 and a significance value of 0.219 > 0.05. Then the transformational leadership variable has a negative and insignificant effect on the performance of SMA Negeri 1 Makmur teachers. The results of testing the transactional leadership variable (X2) on teacher performance (Y) obtained a tcount value with a value of 2.169 which is greater than the ttable value at the 95% confidence level ($\alpha=5\%$) obtained a ttable value of 2.03011 and a significance value of 0.037 < 0.05. then the transactional leadership variable has a positive and significant effect on the performance of SMA Negeri 1 Makmur teachers. The results of testing the job satisfaction variable (X3) on teacher performance (Y) obtained a tcount value with a value of 4.792 which is greater than the ttable value at the 95% confidence level ($\alpha=5\%$) obtained a ttable value of 2.03011 and a significance value of 0.000 < 0.05. then the variable job satisfaction has a positive and significant effect on the performance of SMA Negeri 1 Makmur teachers.

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