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The Influence Of Transformational Leadership Style And Job Training On Teacher Performance

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ABSTRACT

Improving teacher performance has become a strategic priority for enhancing educational quality, particularly amid the increasing demands placed on schools in the digital era. Although transformational leadership and work ethic have been widely recognized as important determinants of organizational performance, empirical evidence examining their combined influence on teacher performance in secondary education remains limited. This study aims to investigate the effects of transformational leadership and work ethic on teacher performance at SMPN 3 Sukahening. A quantitative research design was employed using a saturated sampling technique, involving all 45 teachers as research participants. Data were collected using a structured questionnaire on a five-point Likert scale and analyzed using multiple linear regression in SPSS version 26. The findings indicate that transformational leadership has a significant positive effect on teacher performance by fostering motivation, creativity, and intellectual stimulation. Likewise, a strong work ethic contributes significantly to improved instructional effectiveness, professional responsibility, and work efficiency. Simultaneously, both variables exert a significant positive influence on teacher performance, highlighting their complementary role in strengthening educational effectiveness. These findings contribute to the human resource management literature by providing empirical evidence of the importance of integrating visionary leadership with a strong professional work ethic to improve teacher performance. Practically, the study offers strategic insights for school leaders to develop transformational leadership practices and cultivate a positive work culture that supports sustainable improvements in educational quality.

INTRODUCTION

Educational quality is closely associated with teachers' performance, as they are the primary agents responsible for translating educational policies into meaningful learning experiences. High-performing teachers not only facilitate students' academic achievement but also foster critical thinking, character development, and lifelong learning competencies (Mulyasa, 2019). Nevertheless, many educational institutions continue to face challenges in maintaining consistent teacher performance despite ongoing professional development initiatives. At SMPN 3 Sukahening, for instance, teacher absenteeism reached approximately 30% from July to October 2025, indicating a decline in organizational commitment and professional responsibility. Such conditions reflect broader organizational issues rather than merely individual shortcomings, as high absenteeism is frequently associated with weakened

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organizational citizenship behavior, an unfavorable work climate, and declining institutional effectiveness (Robbins & Judge, 2018). Furthermore, although teachers had participated in various professional development programs, classroom observations revealed that instructional practices remained predominantly conventional, with teacher performance averaging only 2.24. This discrepancy demonstrates that competency development programs do not automatically translate into improved instructional practices when intrinsic motivation, organizational support, and a culture of continuous improvement remain insufficient (Noe, 2020; Supriadi, 2021). As educational systems continue to adapt to rapid technological advancement, teachers are increasingly expected to integrate digital literacy, reflective practice, and evidence-based decision-making into classroom instruction (Sanjaya, 2022). However, limited technological leadership, inadequate academic supervision, and ineffective performance management continue to hinder instructional innovation and professional growth (Bush, 2020; Sedarmayanti, 2017). If these challenges remain unresolved, they may ultimately reduce instructional quality and limit students' cognitive and character development, emphasizing the urgent need for systematic interventions that strengthen teacher performance through effective leadership and organizational development (Hattie, 2018; Rusman, 2017; Armstrong, 2020).

Previous studies have consistently identified multiple determinants of teacher performance from different theoretical perspectives. One stream of research emphasizes teachers' pedagogical competence and professional capability as the primary drivers of instructional effectiveness (Mekarsari et al., 2025; Rohman, 2020; Kuku et al., 2023). Another body of literature highlights transformational leadership as an essential organizational factor that enhances teacher motivation, commitment, discipline, and overall performance by fostering intellectual stimulation and inspirational motivation (Asman & Rony, 2023; Krismon et al., 2021; Akbar & Imaniyati, 2019; Al Rashid et al., 2024; Nurfirman et al., 2020), which is further supported by recent findings demonstrating how visionary school leadership effectively builds a supportive school climate to optimize teachers' professional outcome (Anwar & Fitria, 2022; Fadhli, 2021; Hartanto & Rahmawati, 2023; Pratiwi & Wahyudi, 2024; Ramadhan & Setiawan, 2023). Meanwhile, other researchers have demonstrated that systematic job training significantly improves teachers' technical competence, work efficiency, and professional productivity (Suryati, 2023; Trisakti et al., 2022) by providing continuous technical adaptations that mitigate educational disruptions in secondary schools (Hidayat & Nugroho, 2023; Kusuma & Wardani, 2022; Nurdin & Saputra, 2024; Sari & Utomo, 2023; Wibowo, 2022). Although these studies provide valuable empirical evidence, most examine transformational leadership, professional competence, job training, or work discipline as independent variables within different educational or organizational contexts. This separation creates a theoretical fragmentation, as conventional literature frequently isolates leadership behavior from structural competency development programs. Limited attention has been given to understanding how transformational leadership and job training interact simultaneously to address teacher performance challenges in regional public secondary schools experiencing organizational discipline issues, limited access to professional resources, and slow adoption of educational technology.

This study aims to examine the influence of transformational leadership and job training on teacher performance at SMPN 3 Sukahening. Specifically, the study seeks to determine the individual contribution of transformational leadership to teacher performance, evaluate the effect of job training on teachers' professional performance, and analyze the simultaneous influence of both variables in strengthening instructional effectiveness. By identifying the organizational and professional factors that shape teacher performance, this study aims to provide empirical evidence to support the development of more effective school management strategies and sustainable teacher development programs that respond to the evolving demands of twenty-first-century education.

This study argues that improving teacher performance requires a comprehensive organizational approach rather than isolated professional development initiatives. Transformational leadership is expected to foster an organizational climate that encourages innovation, collaboration, accountability, and continuous professional growth, while effective job training equips teachers with the practical competencies needed to implement adaptive, student-centered learning. The integration of these two factors is therefore expected to produce a stronger effect on teacher performance than either factor alone, as leadership establishes the organizational direction and motivation, whereas job training strengthens teachers' professional capacity to translate institutional goals into effective classroom practices. Based on this theoretical argument, this study proposes three hypotheses: first, transformational leadership has a positive and significant influence on teacher performance; second, job training has a positive and significant influence on teacher performance; and third, transformational leadership and job training simultaneously have a positive and significant influence on teacher performance.

RESEARCH METHODS

This study employed a quantitative approach, using descriptive and verification methods, to objectively and systematically examine the influence of transformational leadership and job training on teacher performance (Rustamana et al., 2024; Nasution & Junaidi, 2024). The unit of analysis comprised teachers at SMPN 3 Sukahening, with the entire population of 45 teachers serving as the research respondents. Accordingly, a saturated sampling technique was adopted to ensure comprehensive representation of the population and enhance the accuracy of the findings (Subhaktiyasa, 2024; Suci et al., 2024; Creswell, 2017). Primary data were collected using a structured questionnaire on a five-point Likert scale, developed in accordance with the operational indicators for each research variable. Prior to hypothesis testing, the instrument was evaluated for validity and reliability, with reliability assessed using Cronbach's Alpha and a minimum acceptable threshold of 0.60 (Situmorang, 2019). The collected data were subsequently analyzed using IBM SPSS Statistics via a series of statistical procedures, including classical assumption testing and multiple linear regression. The proposed hypotheses were examined using the *t*-test to assess the partial effects of each independent variable, the *F*-test to evaluate their simultaneous effect, and the coefficient of determination (R^2) to determine the proportion of variance in teacher performance explained by transformational leadership and job training.

RESULTS AND DISCUSSION

Results

Validity Test

The extent to which the research parameters can be determined by each statement in the questionnaire can be accurately tested using a validity test. An instrument is considered valid if the correlation coefficient between the calculation results (r-count) and the statistical table (r-table) is less than the critical value. On the other hand, if the analysis shows a value below that criterion, the statement is invalid because it cannot accurately describe the variable being studied. This process is done to ensure that the data collected has a high level of pressure before further analysis is carried out.

Table 1.
Validity Test Results

Variabel	Item	R Count	Table R	Description
	X1			
Transformational Leadership Style (X1)	X1.1	0,759	0,294	Applicable
	X1.2	0,717	0,294	Applicable
	X1.3	0,817	0,294	Applicable
	X1.4	0,846	0,294	Applicable
	X1.5	0,744	0,294	Applicable
	X1.6	0,735	0,294	Applicable
	X1.7	0,573	0,294	Applicable
	X1.8	0,718	0,294	Applicable
	X2			
Job Training (X2)	X2.1	0,710	0,294	Applicable
	X2.2	0,748	0,294	Applicable
	X2.3	0,824	0,294	Applicable
	X2.4	0,779	0,294	Applicable
	X2.5	0,584	0,294	Applicable
	X2.6	0,791	0,294	Applicable
	X2.7	0,738	0,294	Applicable
	X2.8	0,799	0,294	Applicable
	Y			
Teacher Performance (Y)	Y.1	0,697	0,294	Applicable
	Y.2	0,822	0,294	Applicable
	Y.3	0,852	0,294	Applicable
	Y.4	0,713	0,294	Applicable
	Y.5	0,686	0,294	Applicable
	Y.6	0,670	0,294	Applicable
	Y.7	0,768	0,294	Applicable
	Y.8	0,739	0,294	Applicable

The validity test findings in the table showed that all statements for the variables Transformational Leadership Style (X1), Job Training (X2), and Teacher Performance (Y) had r values ranging from 0.573 to 0.852. That number consistently yields an r-table of about 0.294, indicating that each indicator is considered legitimate for use as a research tool. As a result,

this questionnaire can accurately describe the phenomenon being studied and can be used for future statistical analysis.

Reliability Test

The consistency of research instruments during data collection can be improved through reliability testing. This reliability evaluation is conducted using the Alpha Cronbach analysis, in which each statement is considered reliable if its coefficient is 0.6 or lower. This procedure ensures that the measuring instrument remains stable and reliable, allowing consistent results to be obtained at different times.

Table 2.
Reliability Test Results

Variabel	Cronbach's Alpha	Description
Transformational Leadership Style (X1)	0,879	Reliabel
Job Training (X2)	0,886	Reliabel
Teacher Performance (Y)	0,880	Reliabel

The reliability test results showed that the variables Transformational Leadership Style (X1), Job Training (X2), and Teacher Performance (Y) had very high Cronbach's alpha coefficients of 0.879, 0.886, and 0.880, respectively. All of these values met the minimum criterion of 0.60, indicating that the reliability of each research instrument is good. The stability of this measurement indicates that the questionnaire can provide consistent results and serve as the basis for data analysis in the next phase.

Normality Test

The normality of the residual distribution in the regression model can be assessed using the normality test (Ghozali, 2018; Sintia et al., 2022). This procedure is essential to ensure that the interfering or error component adheres to statistical assumptions before performing hypothesis testing. Through this examination, researchers can ensure that the collected data has a balanced distribution, resulting in more accurate and easier-to-understand parameter analysis results.

Table 3.
Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		45
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.03703191
Most Extreme Differences	Absolute	.062
	Positive	.051
	Negative	-.062
Test Statistic		.062
Asymp. Sign. (2-tailed)		.200[c,d]

a. Test distribution is normal.
b. Calculated from data.

c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The tests conducted showed the value of Asymp. Sig. (2-tailed) is 0.200, which exceeds 0.05. Related to this, the data follow a normal distribution.

Multicollinearity Test

Whether a correlation exists between the independent variables in the regression model can be determined using a multicollinearity test (Ghozali, 2018). There was no multicollinearity in the model, as the analysis showed that the tolerance exceeded 0.10 and *the Variance Inflation Factor* (VIF) was below 10.

Table 4.
Multicollinearity Test Results

Coefficients[a]

Model		*Collinearity Statistics*	
		Tolerance	**VIF**
1	Gaya Kepemimpinan Transformasional	.319	3.132
	Pelatihan Kerja	.319	3.132

a. Dependent Variable: Kinerja Guru

Based on the test table above, the VIF values for each regression variable are below 10, and the tolerances exceed 0.10. Therefore, it can be concluded that there is no occurrence of multicollinearity.

Heteroscedasticity Test

The Glejser method tests for heteroscedasticity by comparing the absolute values of residuals across a set of independent variables (Ghozali, 2018). The model is said to be based on heteroscedasticity because the significance level (Sig.) for each variable is > 0.05 (5%).

Table 5.
Heteroscedasticity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.471	1.689		.871	.389
	Gaya Kepemimpinan Transformasional	-.006	.076	-.020	-.074	.942
	Pelatihan Kerja	.034	.088	.105	.386	.702

a. Dependent Variable: Abs_RES

The following table shows that each of the above variables has a Sig value. Transformational Leadership Style has a value of 0.942, and Job Training has a value of 0.702. Therefore, the values of Sig. 0.942 and 0.702 > 0.05. Related to this, it can be concluded that there is no heteroscedasticity.

Multiple Linear Regression Analysis Test

Ghozali (2018) explained that the direction and magnitude of the impact of a set of independent variables on a single dependent variable can be identified by conducting a multiple linear regression analysis. Here are the conclusions from the multiple linear regression analysis:

Table 6.

Multiple Linear Regression Analysis Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.397	2.867		.487	.628
	Gaya Kepemimpinan Transformasional	.292	.130	.312	2.250	.030
	Pelatihan Kerja	.634	.150	.586	4.231	.000

a. Dependent Variable: Kinerja Guru

Based on Table 6. Above, the regression model obtained is:

Y = 1.397 + 0.292X1 + 0.634X2 + e

The constant value of teacher performance (Y) is 1,397, which explains that teacher performance is 1,397 when the variables X1 and X2 are equal to zero, namely, transformational leadership style and job training. An X1 coefficient of 0.292 means that an increase of 0.292 (29.2%) will be experienced by teacher performance when an increase of 1% is experienced by the variable X1 (Transformational Leadership Style), or vice versa, a decrease of 0.292 (29.2%) will be experienced by teacher performance when a decrease of 1% is experienced by the variable X1 (Transformational Leadership Style). An X2 coefficient of 0.634 means that an increase of 0.634 (63.4%) will be experienced by teacher performance when an increase of 1% is experienced by the X2 variable (Job Training), or vice versa, there will be a decrease in teacher performance by 0.634 (63.4%), and a decrease of 1% will be experienced by the X2 variable (Job Training). From the above explanation, it can be concluded that Teacher Performance is influenced by Transformational Leadership Style and Job Training.

Partial Test (t-test)

Whether the impact of each independent variable on the dependent variable can be tested in parallel using the t-test (Ghazali, 2018). The probability of significance is used as a reference in the decision-making criteria, where acceptance of the alternative hypothesis (Ha) when the value is below 0.05 shows the existence of significant individual influence; on the other hand, a value above 0.05 shows that significant individual influence is not possessed by the variable in question. Beriku is the result of the test:

Table 7.

Partial Test Results (t-Test)

Variabel	t-count	T-Table	Sig.	Remarks
Transformational Leadership Style	2,250	2,018	0,030	*H1* accepted
Job Training	4,231	2,018	0,000	*H2* accepted

Based on the results of the study, it was shown that teacher performance was significantly influenced by the variables of transformational leadership style (t-count 2,250 > t-table 2.018 with sig. 0.030) and job training (t-count 4,231 > t-table 2.018 with sig. 0.000). Based on a significance level below 0.05, H1 and H2 are determined, which shows that teacher performance is influenced by the important role of these two independent variables.

Test F

The significance of the independent variable's simultaneous influence on the dependent variable can be assessed using this test. The following are the test results:

Table 8.
F-Test Results

ANOVA

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	1170.741	2	585.371	60.580	.000b
	Residual	405.837	42	9.663		
	Total	1576.578	44			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Job Training, Transformational Leadership Style

Based on the results in the table above, the F test yields an F value of 60.580, which exceeds the F value in the table (3.20), and a significance value of 0.000, which is below the 0.05 threshold. Related to that, this research model is deemed feasible and suitable, and meets the requirements to proceed to the testing stage of implementing the t-test.

Coefficient of Determination Test (R2)

The following tests were carried out to measure the regression model obtained from the research data:

Table 9.
Determination Coefficient Test Results (R2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862a	.743	.730	3.109

a. Predictors: (Constant), Job Training, Transformational Leadership Style

Based on the table above, the analysis results indicate an R value of approximately 0.862, indicating a strong correlation between the variables. The R-squared value of 0.743 indicates that teacher performance is explained by 74.3% by the variables of transformational leadership style and job training; the remaining 25.7% is accounted for by factors outside the research model. With an adjusted R-squared of about 0.730, this model is considered to have a strong correlation, and the relationships between the variables studied can be explained by utilizing the model.

Discussion

Transformational Leadership Style Affects Teacher Performance

The study's findings show teachers' performance at SMPN 3 Sukahening. Technically, receiving a significant positive impact from school transformational leadership indicates that when leaders communicate an inspiring lesson plan and give special attention (*Individualized Consideration*), teachers' intrinsic motivation increases, helping them cope with routine tasks. This aligns with (Pradana's, 2021) research, which shows that leaders can create a proactive work environment. According to (Bass & Riggio, 2016), recent literature also shows that leaders' greatest influence is on educators' effectiveness. In the context of this research at SMPN 3 Sukahening, this significance is evident in how the principal pursues personal development within the school's geographical boundaries. The leadership present is not only instructional but also helps balance the administrative burden on teachers, which is often the main obstacle to teacher performance and productivity in high school.

Job Training Affects Teacher Performance

The study's findings support the idea that effective job training is key to improving teacher performance. This method is implemented through the development of pedagogic skills and learning technologies that teachers acquire during professional development. According to (Sudjana, 2019), the study's results indicate that investment in human resources through systematic analysis has a direct impact on the reliability of work outcomes. According to (Hattie's, 2018) research, professional development that is relevant to schools' needs has a significant impact on the growth of school organizations. The unique phenomenon seen in the field shows that work activities are more than just technical knowledge transfer; they also act as a refreshment for teachers at SMPN 3 Sukahening. Given the high level of burnout due to workloads, collective training often serves as an informal collaborative space that enhances teamwork among teachers, ultimately reducing absenteeism and gradually increasing classroom attendance. Furthermore, the simultaneous empirical evidence gathered in this study reinforces the notion that teacher performance optimization cannot rely on single-isolated variables; rather, it demands a synchronized implementation of organizational and professional frameworks. This combined effect aligns with the findings of (Wahyuni & Siregar, 2024) as well as (Lestari & Handayani, 2024), which state that when transformational leadership style synergizes with structural job training, it constructs a dual-engine mechanism that substantially boosts teaching productivity. This dual mechanism is crucial in secondary education settings, where visionary leadership establishes the psychological safety and direction, while targeted training programs provide the concrete instructional tools required to drive institutional excellence (Arifin & Gunawan, 2023; Prasetyo & Kurniawan, 2025; Sholeh, 2023).

CONCLUSION

This study demonstrates that transformational leadership and job training play significant roles in improving teacher performance at SMPN 3 Sukahening. Transformational leadership fosters a supportive organizational climate that encourages discipline, motivation, and innovation, while systematic job training strengthens teachers' professional competencies

and instructional effectiveness. Simultaneously, both variables contribute significantly to enhancing teacher performance, emphasizing the importance of integrating visionary leadership with continuous professional development to achieve sustainable educational quality. These findings contribute to the theoretical literature in human resource management and educational management by providing empirical evidence on the combined influence of leadership and professional development on teacher performance. Practically, the results offer valuable insights for school administrators in designing more effective leadership strategies and teacher development programs to improve educational outcomes. Nevertheless, this study is limited by its focus on a single school with a relatively small sample size, which may restrict the generalizability of the findings to broader educational contexts. Therefore, future studies are recommended to involve larger samples from diverse educational settings and incorporate qualitative or mixed method approaches to obtain a more comprehensive understanding of additional factors influencing teacher performance and educational effectiveness.

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