

The Effect of Transformational Leadership and Work Motivation on Teacher Performance in Junior High Schools Sungai Lilin District

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Abstract: This research was conducted to find out whether there is an influence of transformational leadership and work motivation on teacher performance. The research method used is descriptive quantitative through a survey. Data were collected by distributing a "Likert Scale" Questionnaire to 82 teachers at SMP Negeri 1 Sungai Lilin, SMP Negeri 5 Sungai Lilin, SMPS Islam Ar – Riyadl and SMP Al Azhar As-Syarif. The research findings show that 1) Transformational leadership is able to influence teacher performance positively and significantly, as indicated by $t_{count} > t_{table}$ ($4.292 > 1.668$) and $Sig. < \alpha$ ($0.000 < 0.05$). 2) Work motivation is able to influence teacher performance positively and significantly, as indicated by $t_{count} > t_{table}$ ($4.883 > 1.668$) and $Sig. < \alpha$ ($0.000 < 0.05$). 3) Transformational leadership and work motivation together are able to influence teacher performance positively and significantly, as shown by $F_{count} > F_{table}$ ($19.528 > 3.11$) and $Sig. < \alpha$ ($0.000 < 0.05$). With these results it can be concluded that transformational leadership and work motivation greatly influence teacher performance. This shows that the creation of a conducive work environment, increases professional commitment, and encourages teachers to carry out educational tasks effectively and with quality in teaching so that student achievement, character and positive attitudes of students increase. It is hoped that school principals can understand and apply transformational leadership consistently and sustainably, so that they can continue to motivate teachers in achieving common goals.

Keywords: *Transformational Leadership, Work Motivation, Teacher Performance, Influencing Factors.*

A. Introduction

Teacher performance is a key factor determining the quality of learning in schools. Teachers with outstanding performance are typically committed to student development. Teachers not only deliver learning materials but also understand each student's character, interests, and challenges in learning. Furthermore, high-performing teachers are more disciplined and possess a strong sense of responsibility, attitudes that students will use as inspiration.

According to Ismawantini, teacher performance is the work results achieved by teachers in educational institutions in accordance with their duties and responsibilities to achieve educational goals. Teacher performance is the ability demonstrated by a teacher in relation to the messages, tasks, and responsibilities they carry out based on their professional abilities. Adzkiya stated that performance can be seen from how the work methods and work processes displayed by employees will support the success of the organization. (Alexander, 2023).

A school's success in implementing all planned aspects requires the support of the principal's leadership. Leadership style is the distinctive approach used by a leader to influence and guide others. One form of leadership in modern organizations is transformational leadership, characterized by the process of building a shared commitment among followers to achieve goals. Hutahayan states that transformational leadership is related to strong identification, the creation of a shared vision for the future, and the relationship between leader and follower is based on something more than just giving rewards for compliance (Hutahayan et al., 2020). According to Bass and Avolio, transformational leaders can change, motivate, inspire others through increasing self-awareness, developing vision, and providing individual attention to team members. (Iswahyudi et al., 2023)

The system view of motivation is the entirety or system of forces acting on an employee who must be employed. The motivation provided by a leader can be a unique force for employees. According to Kompri (Syuhada et al., 2024) Teachers' work effectiveness arises from motivation. With high motivation, teachers' professionalism can be maximized. According to Robbins and Judge, (Mukaromah, 2022) Motivation is the act of encouraging and inspiring employees to carry out work activities to achieve organizational goals and to perform better. Bangun says that work motivation is a condition that encourages or causes someone to carry out work or activities consciously (Ganda, 2023).

Proper leadership and good motivation from leaders can affect teacher performance in a school. The good or bad performance of teachers can be seen from how leaders lead their subordinates. However, seen from the reality in the field, there are still several problems that occur such as, poor leadership of the principal which causes bad work pressure on subordinates, principals who have not been able to provide work motivation to subordinates in teaching, principals pay less attention to the performance of subordinates so that teachers are not optimal in carrying out their duties. There are even still teachers whose performance is not optimal, this is caused by several factors, such as: lack of ability of the principal in leading, ineffective communication, lack of support and coaching, authoritarian leadership style, lack of appreciation for teacher performance, inadequate welfare and low intrinsic motivation.

Researchers are interested in conducting this research because bSeveral studies have found that transformational leadership has a positive effect on teacher performance, but other studies have shown no significant effect. Furthermore, most studies have been conducted in urban schools, while studies of junior high schools in Sungai Lilin District are still very limited. This research will be conducted at both public and private junior high schools (SMP) in Sungai Lilin District, Musi Banyuasin Regency.

B. Methods

The researcher felt that the appropriate method for this study was quantitative descriptive, using a survey approach and taking samples from a population. The population taken in this study is the Public and Private Junior High Schools (SMP) in Sungai Lilin District, Musi Banyuasin Regency. Data obtained by researchers regarding the number of teachers in Public and Private Junior High Schools in Sungai Lilin District amounted to 296 teachers from 19 existing schools. From 19 Junior High Schools in Sungai Lilin District, researchers only took 4 schools as samples, consisting of two public schools with accreditation A and accreditation C, and two private schools with accreditation B and accreditation C.

This sampling used the Stratified Random Sampling Technique, namely, sampling with a size that has been determined by each group. The groups in the population divided here are called strata (levels) and sampling from each stratum is called tiered/layered/layered sampling (Setiawan, 2024). The data collection was taken using the documentation method and the Questionnaire method by distributing questionnaires to the schools that have been sampled. While the data analysis techniques in this research are descriptive statistics and inferential statistics: Partial Test (T-Test) and Simultaneous Test (F-Test), prerequisite tests for data analysis: Normality Test, Linearity Test, and Variance Test. Heteroscedasticity of Data, and Multicorrelation Test. This technique is an appropriate data analysis technique for determining the influence of independent variables on dependent variables.

The find out which data is valid or not on each instrument item, what must be paid attention to is the r_{table} value, because the sample used for the instrument trial was 10 people, so the r_{table} value obtained was 0.632. The results of the validity test show that, from the X1 variable which consists of Of the 30 questionnaire items, it turns out that There were 5 questionnaire items that were declared invalid and there are 25 items declared valid. The X2 variable consists of Of the 30 questionnaire items, it turns out that There were 4 questionnaire items that were declared invalid and there are 26 items declared valid. And the Y variable consists of Of the 30 questionnaire items, it turns out that There were 4 questionnaire items that were declared invalid and there are 26 items declared valid. The researcher also conducted a reliability test, the results of which are as follows:

Tabel. 2.1 Reliability

No.	Questionnaire	Number of Items	Cronbach's Alpha	Information
1	Transformational Leadership (X1)	30	0.954	Reliable
2	Work Motivation (X2)	30	0.961	Reliable
3	Teacher Performance (Y)	30	0.961	Reliable

Based on the reliability results of each variable obtained, the transformational leadership variable (X1) has a Cronbach's Alpha value of 0.954, and $r_{hitung} = 0.954 > r_{table} = 0.632$, work motivation variable (X2) with a Cronbach's Alpha value of 0.954, and $r_{hitung} = 0.954 > r_{table} = 0.632$, and the teacher performance variable (Y) with a Cronbach's Alpha value of 0.961, and $r_{hitung} = 0.961 > r_{table} = 0.632$. Thus, it can be concluded that the transformational leadership variable (X1), work motivation variable (X2), and teacher performance variable (Y) are stated as reliable.

C. Results and Discussion

Results

Descriptive statistical data processing was carried out three times with each variable, first processing the data for variable X1, namely transformational leadership, second for variable X2, namely work motivation, and third for variable Y, namely teacher performance. From the results of SPSS data processing, the researcher obtained the following Descriptive Analysis data values.

	N	Range	Minimum	Maximum	Mean	Standard Deviation	Variance
TRANSFORMATIONAL LEADERSHIP (X1)	82	33	64	97	85.85	8,613	74,176
WORK MOTIVATION (X2)	82	30	68	98	79.28	6,721	45,167
TEACHER PERFORMANCE (Y)	82	28	76	104	92.20	9,218	84,974
Valid N (listwise)	82						

If the data *Descriptive Statistics* above is calculated using the interval score interpretation category, then the following data is obtained:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TALL	36	43.9	43.9	43.9
CURRENTLY	20	24.4	24.4	68.3
LOW	22	26.8	26.8	95.1
VERY LOW	4	4.9	4.9	100.0
Total	82	100.0	100.0	

Based on 82 respondents on the transformational leadership variable (X1), the interpretation obtained was high at 43.9%, medium at 24.4%, low at 26.8%, and very low at 4.9%. This shows that the influence of transformational leadership is high at 43.9%.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid VERY HIGH	8	9.8	9.8	9.8
TALL	10	12.2	12.2	22.0
CURRENTLY	41	50.0	50.0	72.0
LOW	22	26.8	26.8	98.8
VERY LOW	1	1.2	1.2	100.0
Total	82	100.0	100.0	

Based on 82 respondents on the work motivation variable (X2), the interpretation obtained was very high 9.8%, high 12.2%, medium category 50.0%, low category 26.8% and very low category 1.2%. This shows that the influence of work motivation has a moderate or quite high influence, namely 43.9%.

Interval Score Interpretation Teacher Performance (Y)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TALL	34	41.5	41.5	41.5
	CURRENTLY	18	22.0	22.0	63.4
	LOW	19	23.2	23.2	86.6
	VERY LOW	11	13.4	13.4	100.0
	Total	82	100.0	100.0	

Based on 82 respondents, the teacher performance variable (Y) obtained a high interpretation of 41.5%, a medium category of 22.0%, a low category of 23.2%, and a very low category of 13.4%. This indicates that teacher performance is highly affected, namely 41.5%.

Normality Test

The data normality test conducted by the researcher used the Kolmogorov-Smirnov test (KS Test), with a significance level of 5% or $\alpha = 0.05$. With the criteria, if the calculated value of $\text{Sig.} \geq \alpha$ ($\alpha = 0.05$) then the data is declared to be normally distributed and if the calculated value of $\text{Sig.} < \alpha$ ($\alpha = 0.05$) then the data is declared to be not normally distributed. (Kusumawati & Ichawan, 2025) The calculation results using SPSS can be seen in the table below:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		82
Normal Parameters ^{a,b}	Mean	0.0000000
	Standard Deviation	7.54072254
Most Extreme Differences	Absolute	0.072
	Positive	0.072
	Negative	-0.068
Test Statistics		0.072
Asymp. Sig. (2-tailed)		0.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

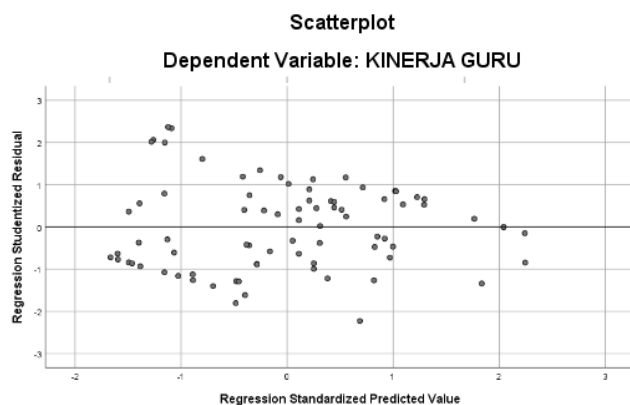
d. This is a lower bound of the true significance.

Based on the results of the normality test of the One-Sample Kolmogorov Smirnov method in the table above, the test was conducted on Unstandardized Residual with a sample of 82

respondents. The results show that the mean value of the Residual is 0.0000000, which indicates that the average model error is zero in accordance with the basic assumptions of regression. The value of the Kolmogorov Smirnov statistical test is 0.072 with a Sig. value obtained of 0.200. When compared with the value of $\alpha = 0.05$, then the Sig. value $> \alpha$ ($0.200 > 0.05$) and it can be concluded that the residuals from the research data that the researcher has are normally distributed. Thus, the research data that the researcher has meets the requirements for a regression test.

Data Heteroscedasticity Test

The heteroscedasticity test is carried out to determine whether in the regression model there is inequality in the variance of the residuals from one and the other residuals.



Based on the Graph 4.4 Scatterplot image above, it can be seen that the points do not form a clear pattern, such as not widening then narrowing, not wavy and the points appear to be randomly spread above or below the number 0 on the Y axis. This indicates that there is no heteroscedasticity problem in the research data.

Data Multicollinearity Test

The multicollinearity test aims to determine whether a correlation exists between independent variables in the regression model, detecting the presence or absence of symptoms. If the tolerance value is >0.10 and the VIF value is <10.00 , multicollinearity is not present. The results of the data processing can be seen in the following table:

**Multicollinearity Test
 Coefficientsa**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	19,195	11,722		1,637	0.106		
TRANSFORMATIONAL LEADERSHIP	0.353	0.102	0.330	3,457	0.001	0.931	1,074
WORK MOTIVATION	0.539	0.131	0.393	4.118	0.000	0.931	1,074

a. Dependent Variable: TEACHER PERFORMANCE

Based on the table above, the Multicollinearity Test above can be explained, the tolerance value of Transformational Leadership and Work Motivation has the same value, namely 0.931, when compared with the tolerance determination value > 0.10, then the calculated tolerance value > the tolerance determination value (0.931 > 0.10) and the VIF value of Transformational Leadership and Work Motivation is 1.074, when compared with the VIF determination value < 10.00, then the calculated VIF value < the VIF determination value (1.074 < 10.00). Thus, these results indicate that there is no multicollinearity and prove that the independent variables in this study are not correlated with each other.

Hypothesis Testing

The Influence of Transformational Leadership on Teacher Performance

The influence of the independent variable (transformational leadership) on the independent variable (teacher performance) can be seen based on the R Square value. This test was conducted using SPSS, the results of which can be seen in the following table:

Coefficient of Determination (X1 against Y)
Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,433a	,187	,177	8,362

a. Predictors: (Constant), TRANSFORMATIONAL LEADERSHIP

Based on the table above, it can be seen that the results of the R Square test are 0.187, which means that the influence of Transformational Leadership (X1) on Teacher Performance (Y) is 18.7% and the remaining 81.3% is influenced by other variables.

Next, the results of the hypothesis test will be tested to determine the influence of the transformational leadership variable (X1) on teacher performance (Y). This test was conducted using SPSS, the results of which can be seen in the following table:

Model	Coefficients ^a		Standardized Coefficients Beta	t	Sig.
	Unstandardized Coefficients B	Std. Error			
1 (Constant)	52,437	9,308		5,633	0.000
TRANSFORMATIONAL LEADERSHIP	0.463	0.108	0.433	4,292	0.000

a. Dependent Variable: TEACHER PERFORMANCE

From the results of the t-test in the table above, the calculated t-value is 4.292 and the Sig. value is 0.000. The researcher will use the results of the t-test to determine whether or not there is a significant influence between the transformational leadership variable (X1) and teacher performance (Y). To find out the results of the table above, the researcher has

detailed the data as follows:

Based on the significance value of the SPSS results, The criteria used are

1. If the significance value is < 0.05 , then H_0 is rejected, or there is a significant influence between the independent variable and the dependent variable.
2. If the significance value is ≥ 0.05 , then H_0 is accepted, or there is no significant influence between the independent variable and the dependent variable.

By looking at the results above, the hypothesis (H_{a1}) proposed in the t-test of variable X1 (transformational leadership) has a significant effect on variable Y (teacher performance). This can be proven by the results of the regression Table 4.10 t-test coefficients, tcount value = 4.292 while ttable = 1.668, so tcount $>$ ttable (4.292 $>$ 1.668) this proves that h_{a1} is accepted and h_0 is rejected and the Sig. value = 0.000 while $\alpha = 0.05$ so the Sig. value $<$ α (0.000 $<$ 0.05) this proves that H_{o1} is rejected and H_{a1} is accepted, which means there is a significant influence between transformational leadership (X1) on teacher performance (Y).

The Influence of Work Motivation on Teacher Performance

The influence of the independent variable (transformational leadership) on the independent variable (teacher performance) can be seen based on the R Square value. This test was conducted using SPSS, the results of which can be seen in the following table:

Coefficient of Determination (X2 Against Y)
Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,479a	,230	,220	8,141

a. Predictors: (Constant), WORK MOTIVATION

Based on the table above, it can be seen that the results of the R Square test are 0.230, which means that the influence of Work Motivation (X2) on Teacher Performance (Y) is 23.0% and the remaining 77.0% is influenced by other variables. The hypothesis to be tested is to determine the influence of the work motivation variable (X2) on teacher performance (Y). This test was conducted using SPSS, the results of which can be seen in Table 4.13 below:

Model		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	40,090	10,709		3,744	0,000
	WORK MOTIVATION	0.657	0.135	0.479	4,883	0,000

a. Dependent Variable: TEACHER PERFORMANCE

From the results of the T-test in the table above, the calculated t value = 4.883 and the Sig. value = 0.000 were obtained. The results of the t-test will be used by researchers to determine whether or not there is a significant influence between the work motivation variable (X2) on teacher performance (Y).

Based on the significance value of the SPSS results, The criteria used are

1. If the significance value is < 0.05 , then H_0 is rejected, or there is a significant influence between the independent variable and the dependent variable.
2. If the significance value is ≥ 0.05 , then H_0 is accepted, or there is no significant influence between the independent variable and the dependent variable.

By looking at the results above, the hypothesis (H_{a2}) proposed in the t-test of variable X2 (work motivation) has a significant effect on variable Y (teacher performance). This can be proven by the results of the regression table of t-test coefficients, tcount value = 4.883 while ttable = 1.668, so tcount $>$ ttable (4.883 $>$ 1.668) this proves that H_{a2} is accepted and H_0 is rejected and the Sig. value = 0.000 while $\alpha = 0.05$ so the Sig. value $<$ α (0.000 $<$ 0.05) this proves that H_0 is rejected and H_{a2} is accepted, which means there is a significant influence between work motivation (X2) on teacher performance (Y).

F-test

To find out how much influence the independent variables, namely Transformational Leadership (X1) and Work Motivation (X2) have on the dependent variable, namely Teacher Performance (Y), this was done using SPSS, the results of which can be seen in the following table.

Determinant Coefficient (X1, X2 against Y)

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,575a	,331	,314	7,636

a. Predictors: (Constant), WORK MOTIVATION, TRANSFORMATIONAL LEADERSHIP

Based on the table above, it can be seen that the results of the R Square test are 0.331, which means that the influence of Transformational Leadership (X1) and Work Motivation (X2) on Teacher Performance (Y) is 33.1% and the remaining 66.9% is influenced by other variables.

F-test ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2277.016	2	1138,508	19,528	0.000b
Residual	4605.862	79	58,302		
Total	6882.878	81			

a. Dependent Variable: TEACHER PERFORMANCE

b. Predictors: (Constant), WORK MOTIVATION, TRANSFORMATIONAL LEADERSHIP

From the results of the F-test in the table above, the Fcount value = 19.528 was obtained,

when compared with $F_{table} = 3.11$, the results obtained were $F_{count} > F_{table}$ ($19.528 > 3.11$) and the Sig. value obtained from the table was 0.000 with the decision $Sig. < \alpha$ ($0.000 < 0.05$). Based on the established criteria, it can be concluded that H_0 is rejected and H_{a3} is accepted, which means there is a significant influence between transformational leadership (X1) and work motivation (X2) simultaneously on teacher performance (Y).

Discussion

The Influence of Transformational Leadership on Teacher Performance

The results of the tests conducted by the researchers showed that the average transformational leadership score was 85.85, indicating that in general the level of transformational leadership was in the high category, because it was close to the maximum score of 97. Based on 82 respondents on the transformational leadership variable (X1), a high interpretation was obtained of 43.9%, a medium category of 24.4%, a low category of 26.8% and a very low category of 4.9%. From the results of the t-test, the t-count value was obtained = 4.292 and the Sig. value. = 0.000, when compared with t-table = 1.668 and $\alpha = 0.05$, then $t\text{-count} > t\text{-table}$ ($4.292 > 1.668$) and $Sig. < \alpha$ ($0.000 < 0.05$) this proves that H_{01} is rejected and H_{a1} is accepted, which means there is a positive and significant influence between transformational leadership on teacher performance. The findings of this study also align with the situation in the field, which shows that teachers working under transformational leadership tend to have greater courage to face changes in education policy.

Principals who are capable of acting as agents of change typically provide moral support and a forum for discussion with teachers in addressing various learning challenges. This environment encourages teachers not only to fulfill administrative obligations but also to seek creative solutions to improve student learning outcomes. The support and appreciation provided by leaders create a positive work climate, further motivating teachers to perform at their best.

This finding is in line with the results of previous research which shows that transformational leadership has a direct influence on teacher performance and transformational leadership results in increased performance.(Sugiarto et al., 2020).

The Influence of Work Motivation on Teacher Performance

The results of the tests conducted by the researchers showed that the average work motivation score was 72.28, indicating that the respondents' work motivation level was generally quite high. Based on 82 respondents in the work motivation variable (X2), the interpretation was very high 9.8%, high 12.2%, medium category 50.0%, low category 26.8% and very low category 1.2%. From the results of the t-test, the t-count value was obtained = 4.883 and the Sig. value = 0.000. When compared with t-table = 1.668 and $\alpha = 0.05$, then $t\text{-count} > t\text{-table}$ ($4.883 > 1.668$) and $Sig. < \alpha$ ($0.000 < 0.05$) this proves that H_{02} is rejected and H_{a2} is accepted, which means there is a positive and significant influence between work motivation and teacher performance.

The findings of this study also align with the situation in the field, which states that work motivation significantly influences teacher performance. The more positive motivation a teacher receives, the better their performance will be. Teachers who feel recognized for their abilities by their leaders, colleagues, students, and the school are typically more motivated to maintain and improve the quality of their work. This recognition encourages teachers to continuously improve their teaching methods, increase their teaching

creativity, and strive for better results.

The results of the researcher's research are in line with previous research which states that there is a positive and significant influence between work motivation and teacher performance, meaning that the higher the teacher performance score, the higher the teacher performance, and vice versa, the lower the work motivation score, the lower the teacher performance. (Pakaja et al., 2021).

The Simultaneous Effect of Transformational Leadership and Work Motivation on Teacher Performance

The results of the tests conducted by the researcher show that the F_{count} value is 19.528, when compared with $F_{table} = 3.11$, the F_{count} result is $> F_{table}$ ($19.528 > 3.11$) and the Sig. value obtained from the table is 0.000 with the decision Sig. $< \alpha$ ($0.000 < 0.05$). Based on the established criteria, it can be concluded that H_{o3} is rejected and H_{a3} is accepted, which means there is a positive and significant influence between transformational leadership and work motivation together on teacher performance.

The results of this study are in line with the reality in the field which shows that teacher performance develops optimally when there is a balance between organizational support and individual readiness. Transformational leadership plays a role in creating an environment that supports teacher professional development, while work motivation becomes a psychological energy that encourages teachers to utilize the environment optimally. When these two factors are present simultaneously, teachers tend to be more adaptive to change, more active in improving competence, and more consistent in carrying out their professional duties.

The results of this study are in line with previous research which states that transformational leadership and work motivation together have a positive and significant influence on teacher performance. (Windiawan et al., 2024).

D. Conclusion

Based on the research results, data analysis and discussion conducted, it can be concluded that:

1. Transformational leadership is able to influence teacher performance positively and significantly. It can be seen from the calculated t value = 4.292 and the Sig. value = 0.000, when compared with the t table = 1.668 and $\alpha = 0.05$, then the calculated $t > t$ table ($4.292 > 1.668$) and Sig. $< \alpha$ ($0.000 < 0.05$) this proves that H_{o1} is rejected and H_{a1} is accepted. This shows that teachers who work under transformational leadership tend to have greater courage to face changes in educational policy.
2. Work motivation can influence teacher performance positively and significantly. It can be seen from $t_{hitung} = 4.883$ and Sig. = 0.000. When compared with $t_{tabel} = 1.668$ and $\alpha = 0.05$, then $t_{hitung} > t_{tabel}$ ($4.883 > 1.668$) and Sig. $< \alpha$ ($0.000 < 0.05$) this proves that H_{o2} is rejected and H_{a2} is accepted. This shows that work motivation greatly influences teacher performance, the more positive motivation received by teachers, the better the performance achieved by teachers.
3. Transformational leadership and work motivation together can influence teacher performance positively and significantly. It can be seen from the results of the R Square

test of 0.331, which means that the influence of Transformational Leadership (X1) and Work Motivation (X2) simultaneously on Teacher Performance (Y) is 33.1% and the remaining 66.9% is influenced by other variables. And from $F_{count} = 19.528$ when compared with $F_{table} = 3.11$, the results obtained are $F_{count} > F_{table}$ ($19.528 > 3.11$) and the Sig. value obtained from the table is 0.000 with the decision Sig. $< \alpha$ ($0.000 < 0.05$). Based on the established criteria, it can be concluded that H_0 is rejected and H_a is accepted. This shows that if transformational leadership and work motivation are present simultaneously, teachers tend to be more adaptive to change, more active in improving competence, and more consistent in carrying out their professional duties.

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