

## The Influence of Principal's Transformational Leadership and Work Motivation on Teacher Innovation at State Elementary Schools in Bukittinggi City

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### Abstract

*This research is based on the author's observation regarding the influence of principal's transformational leadership and work motivation on teacher innovation at state elementary schools in Bukittinggi city which shows that the principal's transformational leadership is still not good, work motivation and teacher innovation are still low. The purpose of this study was to obtain data and information about (1) The influence of the principal's transformational leadership on teacher innovation at state elementary school in Bukittinggi City, (2) The influence of work motivation on teacher innovation at state elementary school in Bukittinggi City, and (3) The influence of the principal's transformational leadership and work motivation on teacher innovation at state elementary school in Bukittinggi City. This research is a correlational quantitative research with associative type. The population consisted of PNS teachers at state elementary school in Bukittinggi City, amounting to 433 people. The research sample amounted to 148 people who were taken with the Stratified Proportional Random Sampling technique, taking into account the level of education, the strata of the service period and rank/class. The research instrument used is a rating scale and a Likert Scale questionnaire which has 5 alternative answers. Before the questionnaire was used, trials were carried out to determine validity and reliability. Furthermore, the research data was analyzed with the average score (Mean) for data description, test requirements such as normality test, homogeneity test, linearity test and multicollinearity test. The results of data analysis show that: (1) principal's transformational leadership influences teacher innovation by 17.9%, (2) work motivation influences teacher innovation by 33.9%, and (3) principal's transformational leadership and work motivation together influence to teacher innovation by 36.1%. The level of achievement of teacher innovation 82.15% of the ideal score is in the high category, for principal's transformational leadership 91.12% of the ideal score is in the very good category and teacher work motivation 91.51% of the ideal score is in the very high category. The results of this research above imply that the principal's transformational leadership and work motivation are two factors that can improve teacher innovation in addition to other factors.*

**Keywords:** Influence; Principal's Transformational Leadership; Work Motivation; Teacher Innovation

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## INTRODUCTION

Basic education is the foundation for students to learn as a whole in order to prepare themselves for social life, both locally, nationally and globally. Operationally, the main objective of basic education is to assist students in developing their intellectual and mental abilities, the process of development as an independent individual, the process of development as a social being, learning to live to adapt to various changes, and increasing creativity. Therefore, this basic education can also be interpreted as the basis for further education of children.

The demand for the quality of educational graduates is increasingly urging the government in line with developments in society and the world of work as well as changes in global competition that cannot be avoided. Anticipating changes that are so fast and challenges that are getting bigger and more complex, there is no other way for the government in its function as an organizer of development in the field of education and educational institutions to make every effort to increase the competitiveness of graduates and other academic products.

Quality education graduates can be achieved if there is synergistic cooperation between schools, the community, and the world of work as an educational output. Advanced educational graduates can be marked by the existence of a modernization in the world of education where

modernization is closely associated with innovation. One of the factors hindering this innovation is due to the low level of harmonization of the relationship between school, community and the world of work (Kristiawan, Suryani, and Muhammad Muntazir 2018).

School is an institution that provides quality human resources to work effectively and efficiently as one of the criteria for school productivity. For this reason, schools need someone who can lead in a good way so that they can bring change to the school for the better. And as an organization, schools must manage human resources properly so that the effectiveness and efficiency of creating productivity can occur.

School productivity is closely related to school resources, including the leadership of the principal and teachers. The school principal is someone who plays an important role in the performance of teaching and educational staff. Whether the school's goals are achieved or not is highly dependent on the policies that the principal applies to all school personnel. Therefore, the principal must have a leadership spirit to manage teachers, administrative staff and other school employees. Teachers as human resources in schools must also have a significant role in determining the key to success in achieving educational goals. In order for the educational process to run effectively and efficiently in accordance with the objectives, professional, qualified, and productive teachers are in accordance with the needs of both the number, qualifications,

Teachers have an important role in producing quality graduates, because teachers are proven to be able to have a good impact on student achievement, including through the creation of various teaching and learning processes (Yeh, Yeh, and Chen 2012). This is also in accordance with Law Number 14 of 2005 article 10 paragraph 1 which regulates teacher competency standards. The regulation explains that teachers must be able to develop their potential, including in terms of learning, where one of these teachers is required to have professional skills in utilizing ICT (Information and Communication Technology). Teachers can develop their abilities professionally in learning, including through the development of learning innovations which will improve the quality of education of their students. The importance of teacher creativity which is part of the teacher learning innovation stage has been reflected in the goals of national education as outlined in Law Number 20 of 2003 concerning the National Education System Chapter II Article 3 which states that the goal of national education is to produce creative students. In addition, in article 40 it is stated that teachers and education staff are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical. Therefore, education can always be carried out by teachers who can create a creative atmosphere in order to produce creative students as well. In addition, in article 40 it is stated that teachers and education staff are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical. Therefore, education can always be carried out by teachers who can create a creative atmosphere in order to produce creative students as well. In addition, in article 40 it is stated that teachers and education staff are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical. Therefore, education can always be carried out by teachers who can create a creative atmosphere in order to produce creative students as well.

Innovation by teachers is an important factor in creating high quality education (Klaeijssen, Vermeulen, and Martens 2018). Therefore, it is important for teachers to innovate, especially in learning. This type of educational innovation is an innovation that is needed in responding to changes in global competition in the world of work. Learning innovation is closely related to the development of technology, information and communication and societal changes that occur. Learning innovation through developing creativity by utilizing educational technology using the latest communication and information technology in the teaching and learning process, and realizing that each student has their own uniqueness so that something new is needed in order to achieve the needs of these students in getting their learning.

Thus it can be concluded that teacher innovation is needed to support the teaching and learning process in schools so that it can produce the desired quality of students. Based on the author's observations from October 3 to October 17 2022, it shows that teacher innovation appears to be lacking and not optimal. This can be seen from the following phenomena: (1) Innovation in the elementary school teacher environment in Bukittinggi City has proven to be lacking, this can be seen from the lack of creation of learning media made by these teachers during Covid-19 (source: interview results by providing the curriculum for basic education, Hendri, S.Pd); (2) The low number of elementary school teachers in Bukittinggi City, especially those related to the use of IT media (based on the recap report of the elementary school supervisor, Mandiangan Koto Selayan sub-district, Misyar, M.Pd); (3) Teachers still have difficulty determining learning media that suit students' needs, including in using the learning media (results of interviews with several elementary school teachers in Bukittinggi City).

Many factors can influence teacher innovation in carrying out their duties. One of them is the school principal's transformational leadership factor, which based on the results of the author's observations found that, in carrying out their leadership, school principals who tend to apply the principles of transformational leadership can be successful in increasing teacher innovation performance. Such transformational leadership will drive the plan and appreciate the periodic activities carried out by the staff (Superman 2019). (Doni Pestalozi, Rudi Erwandi 2019) (Fadillah et al. 2020) (Buske 2018). Transformational leadership is a leadership style that will support and motivate followers to do more than what is expected so as to minimize resistance to the implementation of innovations carried out by their teachers. (Komalasari 2010).

Teachers need support from the principal as a leader in order to develop their learning creativity and innovation (Leithwood & Mascall, 2008). The application of transformational leadership is carried out by principals at SMAN in Lubuak Linggau through developing a shared vision and building agreement on goals and providing support to teachers in providing examples of behavior. In addition to rewarding high teacher performance, building cooperative structures, and strengthening school culture, being able to encourage teacher innovation as evidenced by the increasing level of teacher acceptance of new ideas both related to methods and learning media which are then applied in learning in class (Doni Pestalozi, Rudi Erwandi 2019). Research on private high schools in the Paminjahan sub-district, Bogor Regency, also found the same results where the influence of strong transformational leadership can foster innovative work behavior for teachers there. (Nurdin et al. 2020).

Motivation also strongly influences teacher innovation (Nugroho 2021) (Klaeijssen, Vermeulen, and Martens 2018). Motivation is one of the most important elements for a person to determine the behavior to be carried out in order to achieve the expected goals. Likewise with the motivation of a teacher, a teacher has encouragement from within himself that directs all his abilities to carry out positive tasks and roles. A person's motivation in carrying out his work is not only based on economic factors but also psychological factors, where a person will feel satisfied with the results of his work if it is done well. According to Nurhizrah G (2021: 33) "motivation is an impulse or power that is in a person to take action". In carrying out their duties, a teacher is expected to have high motivation to encourage the success of the learning process.

The school principal's transformational leadership factor is significant and has a high contribution to the level of teacher innovation, as well as teacher work motivation which also has a high level of contribution to the level of teacher innovation. However, when combined together, a higher level of contribution is found to the level of teacher innovation (Suharyati, Abdullah, and Rubini 2016).

## RESEARCH METHODS

This study uses a correlational quantitative method with the type of "associative" research in which associative research is an attempt to determine the effect of the independent variables (the principal's transformational leadership and work motivation) on the dependent variable (teacher innovation). With this method is intended to investigate and analyze the factors that are suspected to be the cause of the incident.

According to Sugiyono (2019: 126) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. The population in this study were PNS (Civil Servants) with the teaching profession at Elementary Schools within the Education and Culture Office of the City of Bukittinggi, totaling 433 people. This study will use a stratified proportional random sampling technique. The reason for choosing to use this technique is the consideration to provide equal opportunity to each member of the population strata to be selected as the sample. This technique produces a sample with a proportion of groups within strata. Therefore, The sample size was obtained at SD Negeri Bukittinggi for each stratum and the total sample size was 148 teachers who were assigned randomly using a lottery system. This is done to provide equal opportunities for all members of the same population in the strata to become members of the sample.

The instrument used for data collection for the three research variables was a questionnaire prepared using the Likert Scale model with 5 alternative answers, namely Always (SL), Often (SR), Sometimes - Sometimes (KD), Rarely (JR), and Never ( TP). Data collection was carried out after the results of the questionnaire trial data analysis were declared valid or reliable. To collect data from respondents, the authors used a questionnaire or questionnaire and analyzed using the correlation formula.

## RESULT AND DISCUSSION

Based on the results of data analysis and the achievement level of the response of public elementary school teachers in the city of Bukittinggi to the variables measured, it can be explained that the level of achievement of the teacher's response to the principal's transformational leadership is in the "very good" category (91.12% of the ideal score ), the variable of work motivation is in the "very high" category (91.51% of the ideal score) and the teacher innovation variable is in the "high" category (82.15% of the ideal score). The findings of this study are different from the results of the initial observations that the researchers did. Initial observations about the innovation of public elementary school teachers in the city of Bukittinggi are still low.

The results of data analysis and hypothesis testing show that the three hypotheses tested in this study are acceptable. The results of the data analysis show that the principal's transformational leadership and work motivation both individually and collectively have a significant influence and role in increasing the innovation of public elementary school teachers in the city of Bukittinggi.

### **The Influence of the Principal's Transformational Leadership on Teacher Innovation**

The results of this study indicate that the principal's transformational leadership has a significant influence on teacher innovation, the tcount value for the principal's transformational leadership variable (X1) is  $5.645 > t_{table} 1.976$  (sig  $0.000 < 0.05$ ), then  $H_a$  is accepted. Thus it can be concluded that the principal's transformational leadership has a positive and significant effect on the innovation of public elementary school teachers in Bukittinggi City.



The regression equation above illustrates that the principal's transformational leadership has a significant influence on increasing teacher innovation. The effect of the principal's transformational leadership on teacher innovation is 17.9%. Based on the results of the descriptive analysis, it shows that the school principal's transformational leadership is in the very good category with an average score of 91.12%. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is idealized influence which is in the very good category (92.34% of the ideal score), while for the lowest achievement indicator is the intellectual stimulation indicator which is in the very good category (90.33% of the ideal score). It turned out that of the four indicators of transformational leadership of school principals analyzed, it was found that all of them were in the very good category.

The results showed that the transformational leadership of school principals in providing intellectual stimulation felt by teachers was still not appropriate what to expect compared to other indicators. Intellectual stimulation in the principal's transformational leadership can be increased by approaching teachers such as scheduling meetings in order to encourage teachers to solve problems using new ideas and creative solutions. This is in line with the opinion of Setiawan (2014: 115), school principals need to appreciate more ideas or new ideas given by teachers by holding regular meetings with teachers to be able to hear all the input given. Likewise, what was conveyed by Bass & Avolio (1994) in Kroes (2015: 7) states that transformational leadership emphasizes the importance of intellectual stimulation to utilize the abilities of followers. Followers are encouraged by their leaders to be innovative and creative. Solutions to new problems and creative ideas that are useful for approaching old and new work situations. For this reason, the principal must always provide intellectual stimulation so that teachers can innovate in the implementation of learning to improve the quality of education. If the principal's transformational leadership increases, teacher innovation will also increase.

### **The Effect of Work Motivation on Teacher Innovation**

The results of this study indicate that work motivation has a significant influence on teacher innovation, the tcount value for the variable work motivation (X2) is  $8.657 > t_{table} 1.976$  (sig 0.000 < 0.05). then  $H_a$  is accepted. Thus it can be concluded that work motivation has a positive and significant effect on the innovation of public elementary school teachers in Bukittinggi City.

The regression equation above illustrates that work motivation has a significant effect on increasing teacher innovation. The effect of work motivation on teacher innovation is 33.9%. Based on the results of the descriptive analysis, it shows that work motivation is in the very high category with an average score of 91.51%. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is Diligence which is in the very high category (93.30% of the ideal score), while the indicator with the lowest achievement level is the responsibility indicator which is in the very high category (90.51% of the ideal score). It turned out that of the four indicators of school work motivation analyzed, it was found that the average level of achievement of the respondents was in the very high category.

The results showed that the indicator of responsibility in carrying out the teacher's duties on the variable work motivation was felt to be lacking compared to other indicators. According to Fahatoni (2006: 132) argues that work motivation is a person's desire that creates encouragement from within him to do work that can be seen from his sincerity and liking for work that is carried out with full responsibility. Teachers who have high motivation in carrying out their duties and responsibilities will always try and work hard to overcome all the problems faced with the aim of achieving better results. Therefore, a teacher's sense of responsibility in carrying out their duties to continue to innovate in the learning process is very necessary.

Teacher motivation has an important influence on teacher innovation, meaning that teacher innovation will emerge if it is influenced by teacher motivation. In innovating, teachers

need motivation first, this motivation will encourage teachers to innovate in order to find solutions to the problems they face. As revealed by Usman (2009) that people who have high work motivation have the characteristics of (1) being responsible for all their actions, (2) trying to seek feedback, (3) daring to take risks with full consideration, (4) trying to do something innovative, (5) feeling chased by time, (6) working hard with pride in the results that have been achieved.

Thus it can be stated that the work motivation of a teacher will also determine the innovations he does in carrying out the task, so it can be concluded that increasing teacher innovation can be done through motivation.

### **The Effect of Principal Transformational Leadership and Work Motivation on Teacher Innovation**

The results of this study indicate that the principal's transformational leadership and work motivation have a significant influence together to increase teacher innovation. The magnitude of the influence of the principal's transformational leadership and work motivation together on teacher innovation is 36.1%, the remaining 63.9% is the contribution of other variables that influence teacher innovation in SD Negeri Bukittinggi which was not studied in this study. In other words, teacher innovation can be determined by the principal's transformational leadership and work motivation by 36.1%. The better the principal's transformational leadership and work motivation, the better the teacher's innovation.

Furthermore, the regression equation obtained by the principal's transformational leadership variable and work motivation with teacher innovation is  $28.757 + 0.183X_1 + 0.566X_2$ . This shows that the principal's transformational leadership and work motivation together have a positive influence on teacher innovation.

Data analysis shows that teacher innovation is significantly influenced by transformational leadership and work motivation, both individually and collectively. The principal's transformational leadership and work motivation are two very important factors to note. A leader who has the transformational leadership style will always involve subordinates by increasing strong concern for them so that they can be motivated to work, develop their potential so that they find innovation in solving problems or obstacles they face. This is in line with opinion Komalasari (2010), namely transformational leadership is a leadership style that will support and motivate followers to do more than what is expected so as to minimize resistance to the implementation of innovations carried out by their teachers.

Thus it can be believed that the principal's transformational leadership and teacher's work motivation can be a determining factor in increasing teacher innovation, so that these two variables can be used to further increase teacher innovation.

## **CONCLUSION**

Based on the results of the analysis in CHAPTER IV, it can be concluded as follows: (1) The results showed that the transformational leadership of school principals had a positive and significant effect on the innovation of public elementary school teachers in Bukittinggi City by 17.9%. This shows that the better the principal's transformational leadership is shown to lead to an increase in teacher innovation. The results of the achievement level of the school principal's transformational leadership are in the very good category, namely 91.12%. The indicator that obtained the highest achievement level score, namely the idealized effect of 92.34%, was in the "very good" category. The attention to individual indicator obtained an achievement level score of 90.90% in the "very good" category. Inspirational motivation indicators obtain an achievement level score of 90, 89% are in the "very good" category. Furthermore, the score for the lowest level

of achievement indicators is intellectual stimulation 90.33% in the "very good" category; (2) The results of the study show that work motivation has a positive and significant effect on the innovation of public elementary school teachers in Bukittinggi City by 33.9%. This shows that the higher the work motivation, the greater the innovation of teachers. The results of the achievement level of work motivation are in the very high category, namely 91.51%. The indicator that obtained the highest achievement level score, namely persistence of 93.30%, was in the "very high" category. The excitement indicator obtained a score of 91.39% in the "very high" category. The spirit indicator obtained an achievement level score of 90.83% in the "very high" category. Furthermore, the score for the lowest level of achievement indicators is responsibility 90.51% which is in the "very high" category; (3) The results of the study show that the innovation of public elementary school teachers in Bukittinggi City in terms of exploring opportunities, creating ideas, defending ideas and applying ideas obtains an achievement score of 82.15% in the "high" category. The indicator that obtained the highest achievement level score, namely opportunity exploration 84.58%, was in the "high" category. In the idea application indicator, an achievement level score of 83.82% is in the "high" category. The idea creation indicator obtained an achievement level score of 83.33% in the "high" category. Furthermore, the score of the lowest achievement level indicator is maintaining the idea 76.86% is in the "enough" category; (4) The results of the study show that the principal's transformational leadership and work motivation together have a positive and significant effect on the innovation of public elementary school teachers in Bukittinggi City by 36.1%. This means that 36.1% of the variance that occurs in teacher innovation is the joint influence of the principal's transformational leadership variables and work motivation. If these two independent variables get better, teacher innovation will also increase.

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