THE RELATIONSHIP BETWEEN SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP AND TEACHERS' WORK PRODUCTIVITY AT PUBLIC JUNIOR HIGH SCHOOLS IN PADANG UTARA DISTRICT

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Abstract

This study is based on the author's observations indicating that teacher work productivity in public junior high schools in Padang Utara District remains sub-optimal. One contributing factor is believed to be the principal's transformational leadership. The purpose of this study is to examine the relationship between transformational leadership of school principals and teacher work productivity. This research employed a quantitative method with a correlational research design. The population consisted of 136 teachers from public junior high schools in Padang Utara District, and a sample of 61 teachers was selected using Proportional Stratified Random Sampling, determined through the Slovin formula. Data were collected using a Likert-scale questionnaire that had been tested for validity and reliability. The data were analyzed using Pearson correlation analysis with the help of SPSS version 27. The results show: 1) The principals' transformational leadership was rated as very good with a score of 91.5%, 2) Teacher work productivity was also rated as very good with a score of 90.3%, and 3) There is a significant relationship between transformational leadership and teacher work productivity, with a correlation coefficient of 0.289. The significance test showed that the calculated r-value (2.3184) > r-table (1.671) at a 5% significance level ($\alpha = 0.05$). Based on these findings, it can be concluded that there is a significant relationship between the transformational leadership of principals and teacher work productivity in public junior high schools in Padang Utara District.
Keywords Teacher Work Productivity, Principal Transformational Leadership, Transformational Leadership, Teacher Work Productivity, Junior High Schools, Correlational Study, Educational Leadership, Padang Utara District

INTRODUCTION

Education is a process aimed at optimally developing individual potential through various teaching and learning methods. According to Mulyasa (2021), effective education not only emphasizes academic achievement but also focuses on character development and the strengthening of students' social skills. Education plays a crucial role in the progress of a nation. In this regard, teachers hold a critical role that significantly determines the success of the learning

process. This is supported by Nellitawati (2024), who states that a teacher's main tasks include educating, teaching, guiding, training, assessing, motivating, and evaluating students. In carrying out these duties, teachers are expected to demonstrate high work productivity as a form of professional responsibility for advancing education. Hasibuan (2020) defines work productivity as the comparison between results achieved and the resources used.

In the educational context, teachers' work productivity reflects their efficiency and effectiveness in performing tasks such as lesson planning, teaching, mentoring, and evaluating students' learning outcomes (Mulyasa, 2021). Without productive efforts from teachers, the learning process will not be optimized. A productive teacher should complete their tasks on time, or preferably earlier than scheduled. The level of teachers' work productivity can be observed through their knowledge and skills in problem-solving, their competencies, and their attitude toward work (Yusuf, 2015). The researcher observed several issues related to teacher productivity at public junior high schools in Padang Utara District, including: 1) low awareness and responsibility among teachers in carrying out their duties, 2) continued use of textbook-based teaching methods, and 3) the lack of completeness in teachers' instructional documents.

One key factor influencing teachers' work productivity is the school principal's transformational leadership. According to Nellitawati and Yunistisa (2022), the principal is a leader responsible for the continuity of the school as an organization. A leader must carry out tasks, responsibilities, and roles to realize the school's vision, mission, and goals. Robbins (2015) defines transformational leadership as leadership that motivates followers to work toward organizational goals through idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration, which all contribute to greater employee effort and organizational effectiveness. Transformational leaders can inspire teachers to design innovative teaching methods to create enjoyable learning experiences for students. They also foster a culture that upholds moral values, personal integrity, and social concern, which together form a conducive environment for character building and social development.

To achieve this, a leader does not work alone. The role of team members, such as teachers, is essential in realizing these goals. Collaboration between principals and teachers is key to creating a conducive and effective learning environment. However, some challenges remain regarding transformational leadership in schools, such as minimal communication and coordination between principals and teachers. Principals do not fully involve all teachers in planning teaching activities. Furthermore, principals rarely monitor teaching practices, resulting in a lack of direct awareness of classroom learning quality. In some cases, principals are preoccupied with activities outside of school, which limits their supervision of teachers.

Therefore, this study aims to determine: 1) the level of transformational leadership demonstrated by school principals at public junior high schools in Padang Utara District, 2) the level of teachers' work productivity, and 3) the significance of the relationship between transformational leadership and teachers' work productivity at public junior high schools in Padang Utara District.

IMPLEMENTATION METHOD

This study is a quantitative research employing a correlational design. According to Sugiyono (2017), correlational research is a type of study characterized by problems involving the correlation between two or more variables. The population of this study consisted of all teachers at public junior high schools (SMP Negeri) in Padang Utara District, totaling 136 individuals. The sample was selected using the Proportional Stratified Random Sampling technique with the Slovin formula, resulting in a sample size of 61 teachers.

The research instrument used was a Likert Scale questionnaire with five response options: Always (SL), Often (SR), Sometimes (KD), Rarely (JR), and Never (TP). The research began with the preparation of the questionnaire framework, guided by the academic advisor to ensure the formulation of statements for each indicator. A pilot test of the questionnaire was conducted with 30 respondents outside the sample group. The results of the trial were then analyzed using SPSS version 27 to test the validity and reliability of the instrument. Descriptive analysis was also conducted using SPSS by calculating the mean, median, mode, and standard deviation for both variables.

Subsequently, normality and linearity tests were conducted. To determine the correlation between the two variables, Pearson Correlation was used, followed by a significance test of the relationship using the t-test formula.

RESULTS AND DISCUSSION

The research on the relationship between transformational leadership of school principals and teacher work productivity at public junior high schools in the Padang Utara District focuses on two variables: variable X (Transformational Leadership of School Principals) and variable Y (Teacher Work Productivity).

Transformational Leadership of School Principals

Transformational leadership of school principals is assessed through four aspects: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The research findings regarding the transformational leadership of school principals are presented as follows.

Table 1. Research Results on the Transformational Leadership Variable of School Principals

No.	Indicator	Average	TCR	Category
1.	Idealized Influence	4.55	91	Very Good
2.	Inspirational Motivation	4.58	91.6	Very Good
3.	Intellectual Stimulation	4.58	91.6	Very Good
4.	Individualized Consideration	4.59	91.8	Very Good
	Total	**4.57**	**91.5**	**Very Good**

Source: Processed Data Using Microsoft Excel

Data on the transformational leadership variable of school principals was collected through questionnaires distributed to 61 teachers at public junior high schools in the Padang Utara District. The transformational leadership questionnaire consisted of 40 items, with the highest score being 5 and the lowest score being 1. The minimum possible score was 40 (1×40), and the maximum was 200 (5×40). Based on the data processing and calculations, the highest score obtained was 195 and the lowest was 167. The average score for the transformational leadership variable was 183.16. When compared to the highest possible score (183.16 ÷ 195 × 100), a percentage score of 93.92% was obtained. This result indicates that the transformational leadership of school principals falls under the "very good" category in terms of ideal scoring. Therefore, it can be concluded that the transformational leadership of school principals at public junior high schools in Padang Utara District is classified as very good. Specifically, the idealized influence indicator is in the very good category with a score of 91%, inspirational motivation with 91.6%, intellectual stimulation with 91.6%, and individualized consideration with 91.8%.

Teacher Work Productivity

Is assessed through three aspects: 1) Ability, 2) Work Results, and 3) Self-Development. The research findings related to teacher work productivity are presented as follows:

Tabel 1. Hasil Penelitian Variabel Produktivitas Kerja Guru

No.	Indicator	Average	TCR	Category
1.	Ability	4.54	90.8	Ver
2.	Work Results	4.54	90.8	Very Good
3.	Self-Development	4.47	89.4	Good
Total		**4.52**	**90.3**	**Very Good**

Source: Processed Data Using Microsoft Excel

Data on the teacher work productivity variable was collected through questionnaires distributed to 61 teachers at public junior high schools in the Padang Utara District. The teacher work productivity questionnaire consisted of 40 items, with the highest possible score being 5 and the lowest 1. The minimum possible score was 40 (1×40) and the maximum was 200 (5×40). Based on the data processing and calculations, the highest score obtained was 195 and the lowest was 165. The average score for the teacher work productivity variable was 180.89. When compared to the highest possible score (180.89 ÷ 195 × 100), the percentage score was 92.76%. This result indicates that the teacher work productivity variable falls under the "very good" category based on the ideal score. Therefore, it can be concluded that the teacher work productivity at public junior high schools in the Padang Utara District is categorized as very good. Specifically, the ability indicator is in the very good category with a score of 90.8%, the work results indicator is also very good with a score of 90.8%, and the self-development indicator falls under the good category with a score of 89.4%.

The Relationship between Principal Transformational Leadership and Teacher Work Productivity

Tabel 2. Hasil Uji Korelasi Variabel X dan Y

Correlations

		Teacher Work Productivity	Transformational Leadership of School Principals
Teacher Work Productivity	Pearson Correlation	1	.289*
	Sig. (2-tailed)		.024
	N	61	61
Transformational Leadership of School Principals	Pearson Correlation	.289*	1
	Sig. (2-tailed)	.024	
	N	61	61
*. Correlation is significant at the 0.05 level (2-tailed).			

Source: Processed Using SPSS Version 27

Based on Table 3, the correlation test result for the relationship between transformational leadership of school principals and teacher work productivity at public junior high schools in the Padang Utara District is 0.289. Furthermore, the significance test of the correlation shows that the calculated r-value is greater than the critical r-value (2.3184 > 1.671) at the 5% significance level or 95% confidence level. This indicates that the obtained value exceeds the critical value from the table. Based on this analysis, it can be concluded that there is a significant relationship between transformational leadership of school principals and teacher work productivity.

Transformational Leadership of School Principals

The research findings indicate that the transformational leadership of school principals in public junior high schools in the Padang Utara District has reached an achievement level of 91.5%, which falls into the "very good" category. Transformational leadership reflects the ability of principals to inspire, motivate, and empower teachers and all school members to achieve better educational goals. According to Iswahyudi (2023), transformational leadership refers to leaders who are charismatic and play a central role in strategically guiding the organization toward its objectives. This leadership model emphasizes motivating subordinates to perform better and focuses on behaviors that foster transformation between individuals and the organization. Transformational leaders possess a clear collective vision and the ability to communicate it effectively to all members, often by inspiring them to prioritize organizational interests over personal ones.

The role of the principal in transformational leadership goes beyond administrative management; they act as agents of change who inspire teachers to reach their full potential. Nellitawati et al. (2022) state that principals, as educational leaders, are responsible for conducting evaluations, ensuring a sense of security, and providing positive reinforcement. In addition, principals serve as supervisors who foster teachers' pedagogical competencies to ensure effective teaching and learning processes. When these roles are carried out optimally, the quality of education within the school can improve significantly.

Based on data analysis, the average score for the transformational leadership variable was 183.16. When compared to the highest score (183.16 ÷ 195 × 100), a percentage score of 93.92% was obtained. This result indicates that the transformational leadership of school principals in public junior high schools in the Padang Utara District is already at a very good level. Therefore, principals are expected to continuously maintain or further improve their leadership within the school.

Teacher Work Productivity

The research findings indicate that teacher work productivity in public junior high schools in the Padang Utara District has reached an achievement level of 90.3%, which falls into the "very good" category. Productivity refers to the ratio between the output achieved and the input used. According to Tohardi (2017), work productivity is a mental attitude that constantly seeks improvement over what already exists. This is supported by Susanto (2016), who states that teacher productivity reflects performance in carrying out duties, focusing on providing the best service to students through optimal work performance, and is driven by a mindset oriented toward continuous improvement in the learning process.

Teacher productivity plays a crucial role in improving the quality of education in Indonesia. Productive teachers not only complete administrative tasks and teach according to the curriculum but also create innovative and interactive learning experiences that meet students' needs. Sutrisno (2016) emphasizes that work productivity is a critical aspect of any organization, as high productivity enables tasks to be completed efficiently and effectively. Teacher productivity also contributes to shaping students' character. Teachers serve not only as knowledge transmitters but also as role models in instilling moral and ethical values. The cultivation of moral values in schools requires the active involvement of teachers. Productive teachers are generally more open to innovation and serve as examples in terms of discipline, responsibility, and hard work. Moreover, they are ready to implement educational technology and utilize various engaging and interactive learning media.

Based on data analysis, the average score for the teacher work productivity variable was 180.89. When compared to the highest score (180.89 ÷ 195 × 100), a percentage score of 92.76% was obtained. This indicates that teacher work productivity in public junior high schools in the Padang Utara District is already at a very good level. Therefore, teachers are expected to continuously maintain or further improve their work productivity.

The Relationship Between the Principal's Transformational Leadership and Teacher Work Productivity

Transformational leadership is a leadership approach that emphasizes inspiration, motivation, and individual development to achieve organizational goals through positive change. As transformational leaders, school principals play a vital role in influencing teacher work productivity. Teacher productivity refers to a teacher's ability to carry out duties and responsibilities effectively and efficiently within the learning process. Principals who practice transformational leadership can create a conducive work environment, enhance motivation, and inspire teachers to grow and improve their performance (Robbins & Judge, 2015). Transformational leadership is reflected in behaviors such as becoming a respected and trusted

role model (idealized influence), delivering a clear and inspiring vision for the school's future that energizes teachers (inspirational motivation), encouraging teachers to think critically and explore new ideas (intellectual stimulation), and showing personal attention to the individual needs, aspirations, and development of each teacher (individual consideration). When teachers feel supported in their growth and appreciated for their contributions, they tend to be more motivated and productive in their work.

Based on the results of the correlation test, the relationship between transformational leadership of school principals and teacher work productivity in public junior high schools in the Padang Utara District was found to be 0.289. Furthermore, the test of significance showed that the calculated r-value was greater than the critical r-value (2.3184 > 1.671) at the 5% significance level or 95% confidence level, indicating a statistically significant relationship between the two variables. This means that stronger transformational leadership by the principal corresponds to higher teacher productivity, and vice versa. Therefore, it is important that both transformational leadership and teacher productivity are continuously maintained and improved for the betterment of educational quality.

CONCLUSION

The results of the research and hypothesis testing regarding the relationship between transformational leadership of school principals and teacher work productivity at public junior high schools in the Padang Utara District are as follows. First, the transformational leadership of school principals in the Padang Utara District is categorized as very good, with a score of 93.92%. This indicates that the principals' transformational leadership is already well-implemented; however, it is recommended that principals continue to maintain and improve their leadership in schools. Second, teacher work productivity is also in the very good category, with a score of 92.76%, indicating that teacher productivity meets expectations, although there is still room for further improvement. Third, there is a significant relationship between transformational leadership of school principals and teacher work productivity, as shown by the correlation test where the calculated r-value is greater than the critical value (2.3184 > 1.671) at the 5% significance level or 95% confidence level.

Based on these conclusions, the following suggestions are proposed. For school principals in the Padang Utara District, it is important to pay greater attention to improving teacher work productivity in order to enhance overall teacher performance and effectively achieve organizational goals. A strong transformational leadership approach from the principal contributes directly to higher teacher productivity. For teachers, it is advised to continuously improve their productivity through diligence, increased responsibility, and alignment of personal goals with organizational objectives. Lastly, for readers and the author, it is hoped that this research will be beneficial for future references and further studies.

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