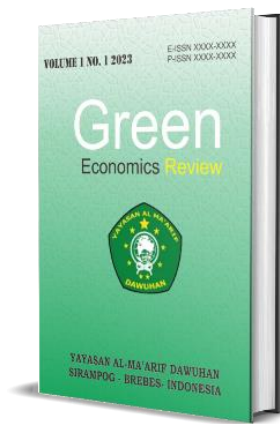




## Empowering Excellence: The Impact of Transformational Leadership and Knowledge Transfer on Teacher Performance

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### ABSTRACT

The objective of this research is to analyze the impact of transformational leadership, knowledge transfer, and work motivation on the performance of high school teachers. Utilizing a sample of 108 respondents selected through a Non-Probability Sampling technique, the study employed Multiple Linear Regression Analysis for data evaluation. The results indicate that Transformational Leadership (X1) has a positive and significant effect on teacher performance (Y), with a significance value of 0.028 ( $p < 0.05$ ) and a t-value of 2.226, exceeding the critical t-value of 1.983. Similarly, Knowledge Transfer (X2) positively influences teacher performance (Y) with a significance value of 0.000 ( $p < 0.05$ ) and a t-value of 6.602, which is greater than the critical t-value. In contrast, Work Motivation (X3) does not have a significant effect on teacher performance (Y), as indicated by a significance value of 0.062 ( $p > 0.05$ ) and a t-value of 1.886, which is less than the critical t-value. In conclusion, the findings demonstrate that Transformational Leadership and Knowledge Transfer positively and significantly influence teacher performance, while Work Motivation does not significantly affect it.

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## Introduction

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Performance is a result of work that has been produced by someone in carrying out all the tasks that have been mandated to him and carried out with full responsibility. According to Rivai (2014) performance is a unitary function of motivation and ability which is to complete all types of tasks and work of a person who should have a degree of willingness and a certain level of ability in carrying out his duties and work. Maximum teacher performance is an asset that has high value for an institution, therefore an agency will always pay special attention to improving teacher performance in the hope that what the agency's goals will be can be achieved properly. Various ways to improve teacher performance will always be taken by agencies, for example by having an effective and efficient leadership style, creating an effective transfer knowledge, and requiring a work motivation from teachers which will certainly affect the teacher performance.

In order to improve the performance of teachers in institutions, a leader is needed who can set a good example and be able to motivate teachers to carry out their duties and work properly and to the fullest extent possible. Transformational leadership is a form of leadership that is able to provide stimulation to followers to do more than what the agency expects by providing some intrinsic motivation to their followers. Based on interviews with several teachers in each SMA at Kecamatan Gubug when conducting a research location survey that every teacher from each SMA at Kecamatan Gubug really expects a leader who has a transformational leadership spirit, this is reinforced by a mini-research data obtained by researchers from the results of a mini-research from several teachers at each SMA at Kecamatan Gubug, there is an average percentage of TCR criteria (Respondent Achievement Level) as a whole of 87.10% so that this can be regarded as the form of enthusiasm for the expectations of teachers at each SMA at Kecamatan Gubug where teachers always expect the criteria of a leader who has a transformational leadership spirit that is able to stimulate teachers to create a performance good and optimal teacher. Based on previous research conducted by Milasari (2018) argues that there is a significant relationship between transformational leadership on performance. However, previous research conducted by Irawan et al (2015) argues that there is an insignificant relationship between transformational leadership and performance.

In addition to the transformational leadership factor, there are also other factors that can affect teacher performance, namely the presence of a knowledge transfer factor. Pangil & Nasurddin in Siswadhi (2020) stated Knowledge Transfer is an ability within an organization or individual in the process of sharing knowledge, especially knowledge within an organization which is identified as a factor that has an important contribution in driving the competitiveness of an organization. Every teacher who works and teaches in each SMA at Kecamatan Gubug really hopes for a good knowledge transfer process between each teacher, where the knowledge transfer process will greatly assist teachers in each high school institution in identifying, organize, select and disseminate various information as well as some important expertise within an institution as a manifestation of the development process in terms of productivity and academic achievement so as to drive the competitiveness of each SMA at Kecamatan Gubug. This is reinforced by a mini-research data obtained by researchers from the results of a mini-research from several teachers at each SMA at Kecamatan Gubug, there is an average percentage of TCR criteria (Respondent Achievement Level) as a whole. a total of 77.49% so that teachers in each SMA at Kecamatan Gubug always hope to be able to apply the knowledge transfer process properly and teachers are able to exchange or share knowledge with each other in order to create good and optimal teacher performance. Based on previous research conducted by Chalifa et al (2014) argues that there is a significant relationship between transfer knowledge and performance. However, previous research conducted by Kehek et al (2022) argues that there is an insignificant relationship between transfer knowledge and performance.

In addition to the transformational leadership factor and the knowledge transfer factor, there are also other supporting factors that can also affect teacher performance, namely the existence of a work motivation factor. Mangkunegara in Widayati, Rahardjo and Febriyanti (2017) work motivation is defined as a process of forming employee attitudes in dealing with various work situations in an agency,

where motivation is a condition that is able to move employees themselves in a directed and targeted manner to achieve a goal the agency. Work motivation has great benefits for teachers at each SMA at Kecamatan Gubug, which by providing the right motivation can certainly generate passion, a sense of enthusiasm and sincerity in working for someone, especially the teachers of each SMA at Kecamatan Gubug. This is reinforced by a mini-research data obtained by researchers from the results of a mini-research from several teachers at each SMA at Kecamatan Gubug, namely based on each existing instrument, there is an average percentage of TCR criteria (Respondent Achievement Level) as a whole. a total of 68.44% so that the phenomenon of the percentage of work motivation that is still not optimal can be one of the inhibiting factors for teachers at each SMA at Kecamatan Gubug to create good and optimal teacher performance. Based on previous research conducted by Wiryawan et al (2020) argues that there is a very less significant relationship between work motivation and performance. However, previous research conducted by Fauzyah (2020) argues that there is a very significant relationship between work motivation and performance.

With the existence of a transformational leadership factor, knowledge transfer factor and work motivation factor in creating good and optimal teacher performance, this is also reinforced by the existence of a mini research data related to teacher performance obtained by researchers from the results of a mini research of several teachers at each SMA at Kecamatan Gubug, there is an average percentage of TCR criteria (Respondent Achievement Level) as a whole of 68.97% so that with the phenomenon of the percentage of teacher performance that is still not optimal it can be one of the inhibiting factors for teachers of each SMA at Kecamatan Gubug to create good and optimal teacher performance. Based on previous research conducted by Supardi (2016) argues that related to a relationship between teacher performance in Indonesia and several other triggering factors, it is known that most are still in the unfavorable category. However, previous research conducted by Tokhibin and Wuradji (2013) argues that related to a relationship between teacher performance in Indonesia and several other triggering factors, it is known that most of them are already in a fairly good category.

Based on the previous background, the problem in this study is that there are teachers who experience a decrease in performance that is not optimal in a SMA at Kecamatan Gubug, this occurs due to the phenomenon of transformational leadership which is still not as expected, transfer knowledge which is still not as expected and there is still a lack of motivation to work for its members.

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## Literature Review

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### Transformational Leadership

Robbins and Judge (2016) argue that transformational leadership is a form of leadership style from a leader who is able to inspire his followers to set aside and go beyond their individual interests for the good of an institution and is able to have a very extraordinary influence on followers or his subordinates. According to Yukl (2010) transformational leadership is a condition in which the followers of the leader transformational sense of a belief, a sense admire, feel loyalty, and have respect for the leader and motivated to do more than anything what they had expected. Based on various expert opinions, a conclusion can be drawn that transformational leadership is a leadership model of a leader who can provide high motivation for his employees and is able to inspire employees to be able to make changes in themselves so that they are able to work harder to achieve goals agency.

Robbins and Judge (2008) argue about transformational leadership indicators include :

1. Idealized Influence
2. Inspirational Motivation
3. Intellectual Stimulation
4. Individualized Consideration

### **Transfer Knowledge**

Pangil and Nasrudin (2010) argue that Knowledge Sharing or Knowledge Transfer is a the ability of the agency or individual in it to share knowledge, especially for institutional knowledge, identified as one of the factors that always provide a contribution to competitiveness in the organization or any within the agency. According to Widuri (2018) argued that Knowledge Sharing or Transfer Knowledge is a process that arranged systematically used in sending, distribute and disseminate knowledge and context multidimensional from an individual or an institution to an individual or even an institution that is so very need this knowledge. Based on the opinions of experts, it can be concluded that Knowledge Transfer is a process in which each individual or each agency is able to discuss, distribute and exchange various kinds of knowledge with each individual and other agencies in order to achieve an agency goal which was expected together.

Widuri (2018) argues that there are several indicators in Transfer Knowledge, among others as follows :

1. Socialization
2. Externalization
3. Combination
4. Internalization

### **Work Motivation**

Robbins in Mamik (2010) suggests that work motivation is a form of encouragement that can make someone act and behave accordingly certain ways that enable the achievement of goals and personal needs in doing any work always they do. Motivation comes from the Latin word *move* which means an urge, desire, cause and reason for each individual to do a certain thing. Motivation is a matter of providing driving force that can generate a person's passion and enthusiasm for work so that they want to work together, work effectively and integrated based on all efforts to achieve satisfaction (Hasibuan, 2008). After seeing the definitions of work motivation from experts, it can be concluded that work motivation is a basis or driving force where the needs and desires of a person can underlie or influence every individual behavior and action in an institution.

According to Hasibuan (2008) states that indicators of work motivation include :

1. Physiological Needs
2. The Need for Security and Safety
3. Social Needs
4. The Need for Self-Esteem
5. The Need for Self-Actualization

### **Teacher Performance**

Performance can be interpreted as a form of work that has been pursued through a work performance that produces a certain output within a predetermined period of time. Good performance is one step in which to go an organizational goal that must be achieved. Performance is a translation of the Latin word *performance* which means as a result of the work of an employee, a management process in an institution as a whole, where a work result must of course be shown concrete evidence and can also be measured according to predetermined standards determined (Al Amrie, Nur, & Wiryawan, 2019). Meanwhile, Mangkunegara (2015) states that performance is a form of achievement of an employee for work income in carrying out the duties and responsibilities of a job that has been given by the leadership to him in quantity and quality. Based on some of the descriptions from the opinions of the experts above, a conclusion can be drawn that the notion of employee performance is a form of work ability, work performance and results or work output produced and achieved by an individual or group in an agency which has been completed in carrying out and completing a task and existing work in accordance with predetermined authority and responsibility based on a certain period or period.

According to Mangkunegara (2015) that the indicators used to assess teacher performance, among others :

1. Work Quality

2. Work Quantity
3. Cooperation
4. Responsibility

### **The Relationship of Transformational Leadership to Teacher Performance**

A successful leader is a leader who can influence all members in carrying out a task and work to achieve the goals set by each agency. A successful leader is a leader who can influence all members in carrying out a task and work to achieve the goals set by each agency. According to Yukl (2010) argues that transformational leadership is a situation where followers of transformational leaders feel a sense of trust, awe, feel loyalty, and have respect for the leader and are motivated to do more than what has been expected of them. Meanwhile, according to Robbins and Judge (2016) argue that transformational leadership is a form of leadership style from a leader who is able to inspire his followers to set aside and go beyond their individual interests for the good of an institution and is able to have a very extraordinary influence on themselves followers or subordinates. According to Mahendra (2015) argues that transformational leadership also has a relationship to teacher performance, namely transformational leadership is a leadership model in which a leader tends to provide direct motivation to his members to work better and tends to focus on all transformational behavior between individuals and agencies. The existence of this, of course can create a harmonious relationship between leaders and members so that this relationship is able to improve teacher performance in each of the existing agencies. According to Yukl (2013) also argues that transformational leadership also has a relationship to teacher performance, namely where a leader who has the characteristics and style of transformational leadership influences teacher performance because in transformational leadership a leader can influence its members so that the goals in agency can be reached. Strategies like this are used by conveying or transmitting something that is owned by leaders such as existing attitudes and skills to members of agencies, so that with this kind of strategy it is able to improve teacher performance in each agency. The results of research conducted by Milasari (2018), Haryadi et al (2021), and Taufik (2019) show that the output of transformational leadership variables has a positive and significant effect on employee (teacher) performance variables.

**H1 : Transformational Leadership influences Teacher Performance.**

### **The Relationship of Transfer Knowledge to Teacher Performance**

Transfer Knowledge is a process whereby each individual or each agency is able to discuss, distribute and exchange various kinds of knowledge with each individual and other agencies in order to achieve an agency goal which has been jointly expected. According to Pangil and Nasrudin (2010) argued that Knowledge Sharing or Transfer Knowledge is an ability of agencies or individuals within it to share knowledge, especially for agency knowledge, identified as one of the factors that always contributes to competitiveness in organizations or even within the agency. Transfer Knowledge really helps individuals and institutions in the process of building new knowledge. Because this allows them to carry out discussions and negotiate on a particular topic that can encourage the creation of a new generation of knowledge. According to Widuri (2018) argues that Knowledge Sharing or Transfer Knowledge is a systematically arranged process that is used in sending, distributing and disseminating knowledge and multidimensional contexts from an individual or an institution to an individual or another agency that really needs it that knowledge. According to Fitrianty in Memah (2017) suggests that the transfer knowledge has a relationship to teacher performance that is with a culture of transfer knowledge in each institution you can quickly find out developments regarding current conditions and can adapt to environmental changes that are felt to be getting faster. The existence of a good transfer knowledge can certainly improve and create good and optimal teacher performance, so that the performance of institutions can indirectly increase, and always have the intensity of excellence in competing with other agencies. The results of research conducted by Memah et al (2017) and Chalifa et al (2014) show that the transfer knowledge variable has a positive and significant effect on employee (teacher) performance variables.

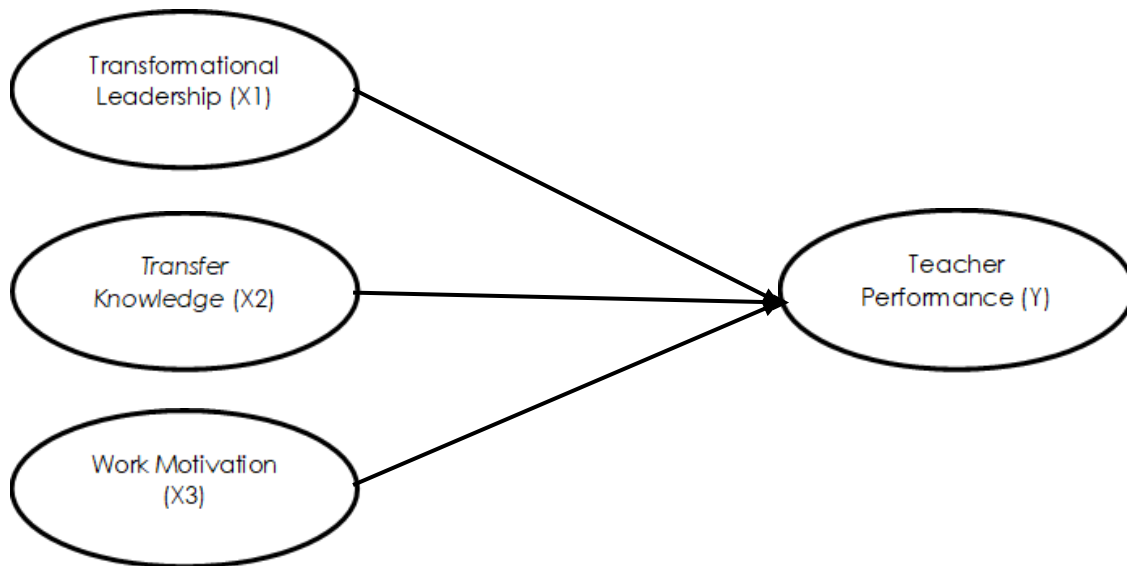
**H2 : Transfer Knowledge influences Teacher Performance.**

### **The Relationship of Work Motivation to Teacher Performance**

According to Robbins in Mamik (2010) suggests that work motivation is a form of encouragement that can make a person act and behave in certain ways that enable the achievement of goals and personal needs in doing every job they always do. Work motivation is very important because work motivation is something that causes, distributes, and supports every aspect of human behavior so that it is always active at work and always enthusiastic in achieving maximum results (Hasibuan, 2010 in Tania, 2017). According to Mangkunegara (2007) argues that work motivation has a relationship to teacher performance, that is, every leader and employee who has high motivation will also have high performance. In line with Kasmir theory (2016) which states that if every employee has a strong urge from within himself, then the employee will be aroused and compelled to do that thing. A teacher needs to increase his motivation so that he can get good and optimal performance, with high and positive motivation, a teacher will work seriously and will show interest, attention, and participate in carrying out tasks or work that can trigger performance improvement process (Yusuf, 2017). This is in line with the opinion of Mulyasa (2003) that the motivation needed for each activity is directly related to the performance improvement process. Meanwhile, according to Mc. Clelland in Mangkunegara (2005) concluded that there is a positive relationship between motivation and teacher performance achievement. This means that a teacher who has high motivation will achieve a high level of performance, conversely those with low performance can be caused by low work motivation. Teachers can work professionally because basically they have high motivation. A teacher who has high motivation usually always carries out tasks with enthusiasm because there are certain motives and goals that are the background of these actions. So that motive is the driving force factor so that the teacher is willing and willing to work hard in order to improve and create a good and optimal teacher performance. The results of research conducted by Milasari (2018), Dwiyantri et al (2019), Wiryawan et al (2020), and Fauzyah (2020) show that the output of the work motivation variable has a positive and significant effect on the employee (teacher) performance variables.

**H3 : Work Motivation influences Teacher Performance.**

**Theoretical Thinking Framework**



**Figure 1.**  
Theoretical Thinking Framework

Information :

- X1 : Transformational Leadership
- X2 : Transfer Knowledge
- X3 : Work Motivation
- Y : Teacher Performance

## Method, Data, and Analysis

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The research design used is a quantitative research design. The purpose of quantitative research is for the process of testing established hypotheses and as a method of analyzing the influence of independent or free variables (transformational leadership, knowledge transfer, and work motivation) and dependent or dependent variables (teacher performance) (Sugiyono, 2017). In this study, researchers tried to explain the effects of Transformational Leadership, Transfer Knowledge, and Work Motivation on Teacher Performance of SMA at Kecamatan Gubug Kabupaten Grobogan. The population comes from the Latin word population, which means total population. According to Sugiyono (2017) population is a generalized area consisting of various objects and subjects that have their own values and characteristics set by the researcher as a reference and reference point in drawing a conclusion. The population used by researchers in this study were all teachers of SMA consisting of male and female teachers at Kecamatan Gubug Kabupaten Grobogan, namely 53 male teachers and 55 female teachers so that the total population in this study was 108 teachers.

The sample is part of a certain quantity or characteristic that has been taken from a population to be studied and analyzed in more detail and detail (Azizah, 2017). With only 108 respondents, the researcher did not select some elements from the population. However, the researcher included the total number of respondents, namely 108 people. The sampling technique in this study uses a non-probability sampling technique. Saturated sample is one type of non-probability sampling technique, so in this study using a sampling method that is saturated sample. A saturated sample is a sample used in a quantitative study without having to select elements in the population, but includes the total number of respondents or the existing population (Sugiyono, 2018). Data collection techniques are the most important step in conducting research, because the main goal in conducting research is to obtain data (Sugiyono, 2019). In this study, researchers used data collection techniques including the following :

1. Observation
2. Questionnaire
3. Interview

The research instrument used in this study was a questionnaire to obtain primary data to be used for later testing. In the process of distributing the questionnaire using a manual paper system, namely the process of distributing the questionnaire directly to the respondents by distributing sheets of paper containing the questionnaire questions that must be answered by the respondents. In the data processing process to calculate each indicator, that is using a Likert scale and then the respondents were asked to provide answers to each of these questions whose measurement value was determined by a Likert scale score, where each question was given a score of 1 - 5. Data analysis techniques in quantitative research can be done using statistics. There are several types of statistics that can be used in analyzing data when conducting research, which include descriptive statistics and inferential statistics (Sugiyono, 2019). Data analysis techniques used in this study include the following:

1. Validity Test
2. Reliability Test
3. Classic Assumption Test
4. Multiple Linear Regression Test
5. Partial Statistical Test (T Test)

## Result and Discussion

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### Results of Data Dissemination

The distribution of this questionnaire was carried out directly (offline) by visiting the respondents directly at their respective high school institutions. The total population obtained was 108 respondents with a sample that met the data processing requirements, namely 108 respondents.

**Table 1.**  
Results of Questionnaire Distribution

Information	Amount	Percentage
Obtained questionnaire	108	100%
Processed questionnaire	108	100%

**Results Respondent Characteristics**

The following is a description of the identities or characteristics of the respondents.

**Table 2.**  
Gender of Respondents

Information	Amount	Percentage
Male	53	49,1%
Female	55	50,9%

**Table 3.**  
Respondent's Last Education

Information	Amount	Percentage
D3	1	0,9%
S1	100	92,6%
S2	7	6,5%
S3	0	0,0%

**Table 4.**  
Respondent Age

Information	Amount	Percentage
< 25 years	3	2,8%
25 – 35 years	49	45,4%
36 – 45 years	31	28,7%
> 45 years	25	23,1%

**Table 5.**  
Length of Respondent's Working Period

Information	Amount	Percentage
< 1 years	16	14,8%
1 – 5 years	29	26,9%
6 – 10 years	17	15,7%
> 10 years	46	42,6%

**Table 6.**  
Respondent's Place of Work

Information	Amount	Percentage
SMA Negeri 1 Gubug	61	56,5%
SMA Muhammadiyah Gubug	25	23,1%
SMA Yasiha Gubug	22	20,4%

**Validity Test**

The validity test can be declared valid if it meets the criteria, namely :



1. If the significance value is  $< 0,05$ , the items in the study can be said to be valid and vice versa if the significance value is  $> 0,05$ , the items in the research can be said to be invalid.
2. If the value of  $r$  count  $> r$  table then the item in the study is declared valid and vice versa if  $r$  count  $< r$  table then the item is declared invalid.

The  $r$  table value in this study was 0.189 which was obtained based on the formula  $df = n - 2 = 108 - 2 = 106$  with a significance level of 5% or 0,05. As for the  $r$  count, it can be seen in the Total Pearson Correlation column. The results of research data processing on the validity test using SPSS version 25 are presented in the following table :

**Table 7.**  
Validity Test Results

Variable	Items	r count	r table (5%)	Sig.	Information
Transformational leadership (X1)	X1.1	0,741	0,189	0,000	Valid
	X1.2	0,727	0,189	0,000	Valid
	X1.3	0,661	0,189	0,000	Valid
	X1.4	0,818	0,189	0,000	Valid
	X1.5	0,795	0,189	0,000	Valid
	X1.6	0,701	0,189	0,000	Valid
	X1.7	0,795	0,189	0,000	Valid
	X1.8	0,722	0,189	0,000	Valid
	X1.9	0,723	0,189	0,000	Valid
	X1.10	0,666	0,189	0,000	Valid
	X1.11	0,680	0,189	0,000	Valid
	X1.12	0,627	0,189	0,000	Valid
Transfer Knowledge (X2)	X2.1	0,666	0,189	0,000	Valid
	X2.2	0,787	0,189	0,000	Valid
	X2.3	0,670	0,189	0,000	Valid
	X2.4	0,703	0,189	0,000	Valid
	X2.5	0,654	0,189	0,000	Valid
	X2.6	0,623	0,189	0,000	Valid
	X2.7	0,719	0,189	0,000	Valid
	X2.8	0,246	0,189	0,010	Valid
Work Motivation (X3)	X3.1	0,648	0,189	0,000	Valid
	X3.2	0,599	0,189	0,000	Valid
	X3.3	0,598	0,189	0,000	Valid
	X3.4	0,672	0,189	0,000	Valid
	X3.5	0,661	0,189	0,000	Valid
	X3.6	0,417	0,189	0,000	Valid
	X3.7	0,630	0,189	0,000	Valid
	X3.8	0,645	0,189	0,000	Valid
	X3.9	0,623	0,189	0,000	Valid
	X3.10	0,658	0,189	0,000	Valid
	X3.11	0,669	0,189	0,000	Valid
	X3.12	0,589	0,189	0,000	Valid
	X3.13	0,604	0,189	0,000	Valid
	X3.14	0,614	0,189	0,000	Valid
	X3.15	0,725	0,189	0,000	Valid
Teacher Performance (Y)	Y.1	0,711	0,189	0,000	Valid
	Y.2	0,709	0,189	0,000	Valid
	Y.3	0,683	0,189	0,000	Valid

Y.4	0,816	0,189	0,000	Valid
Y.5	0,638	0,189	0,000	Valid
Y.6	0,739	0,189	0,000	Valid
Y.7	0,794	0,189	0,000	Valid
Y.8	0,787	0,189	0,000	Valid
Y.9	0,552	0,189	0,000	Valid
Y.10	0,796	0,189	0,000	Valid
Y.11	0,666	0,189	0,000	Valid
Y.12	0,651	0,189	0,000	Valid

**Reliability Test**

The reliability test can be declared reliable if the Cronbach Alpha value is  $> 0,60$  and vice versa if the Cronbach Alpha value is  $< 0,60$  it can be declared not reliable. The results of data processing using SPSS version 25 are presented in the following table :

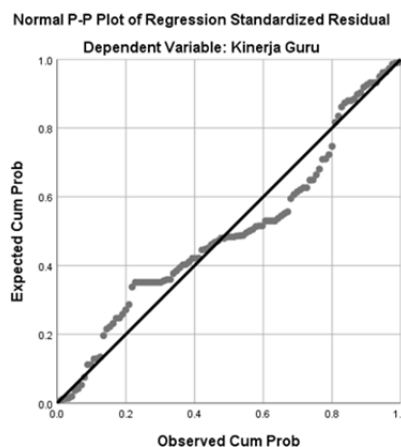
**Table 8.**  
Reliability Test Results

Variable	Results	Information
Transformational leadership	0,916	Reliable
Transfer Knowledge	0,788	Reliable
Work Motivation	0,888	Reliable
Teacher Performance	0,912	Reliable

Based on the table above the reliability test results can be seen that the transformational leadership variable has a Cronbach Alpha value of  $0,916 > 0,60$ , so it can be declared reliable. The transfer knowledge variable has a Cronbach Alpha value of  $0,788 > 0,60$ , so it can be declared reliable. The work motivation variable has a Cronbach Alpha value of  $0,888 > 0,60$ , so it can be declared reliable. The teacher performance variable has a Cronbach Alpha value of  $0,912 > 0,60$ , so it can be declared reliable.

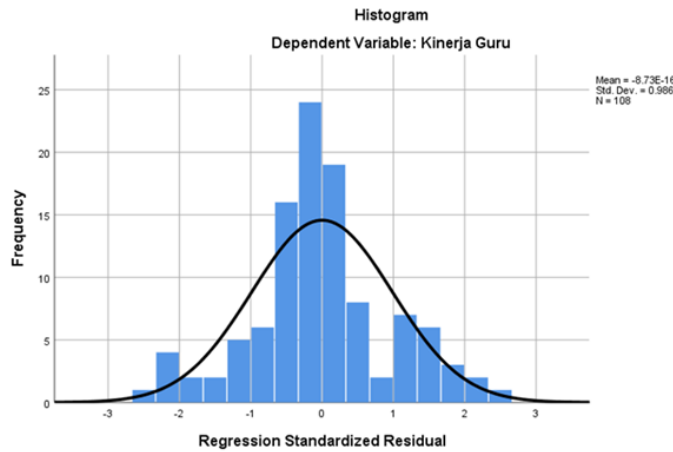
**Normality Test**

The normality test is a test used to test whether in the regression model the residual or confounding variables have a normal distribution or not (Ghozali, 2018).



**Figure 2.**  
Normality Test Results Using P-Plot

Based on Figure 2 above, the p-plot graph shows that the points follow and approach the diagonal line. So it can be concluded that the research data has a good distribution and normal distribution (Ghozali, 2018).



**Figure 3.**  
Normality Test Results Using Histograms

Based on Figure 3 above, it can be seen that the histogram graph shows the diagonal lines forming patterns like mountains or bells and the direction of movement of the diagonal lines is consistent, not leaning to the right or to the left. So it can be concluded that the research data has a good distribution and normal distribution (Ghozali, 2018).

**Table 9.**  
Normality Test Results using Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		108
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.88363708
	Most Extreme Differences	
	Absolute	.127
	Positive	.119
	Negative	-.127
Test Statistic		.127
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the results of the Kolmogorov-Smirnov test above, it can be seen that Asymp. Sig. (2-tailed) in this study has a value of 0,000, which means it is smaller than the provisions of the Kolmogorov-Smirnov test, which is  $> 0,05$  (Ghozali, 2018). So it can be concluded that the data in this study were not normally distributed so that the results were not consistent with the previous test method.

**Multicollinearity Test**

The multicollinearity test is a test used to determine or detect the presence or absence of a multicollinearity symptom by looking at the Variance Inflation Factor (VIF) value and the Tolerance value. If the VIF value  $< 10$  then there are no symptoms of multicollinearity between variables and if the Tolerance value is  $> 0.10$  then there are no symptoms of multicollinearity. Conversely, if the VIF value  $> 10$ , there are symptoms of multicollinearity between variables and if the Tolerance value is  $< 0.10$ , symptoms of multicollinearity occur (Ghozali, 2018).

**Table 10.**  
Multicollinearity Test Results

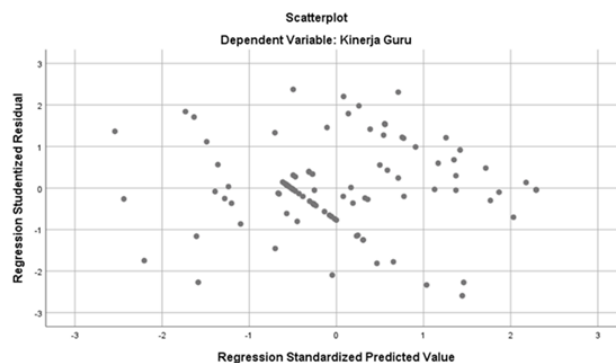
		Coefficients <sup>a</sup>				Collinearity Statistics		
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
Model		B	Std. Error	Beta				
1	(Constant)	5.111	3.044		1.679	.096		
	Kepemimpinan Transformasional	.177	.079	.195	2.226	.028	.389	2.574
	Transfer Knowledge	.909	.138	.580	6.602	.000	.385	2.597
	Motivasi Kerja	.107	.057	.134	1.886	.062	.585	1.709

a. Dependent Variable: Kinerja Guru

Based on the results of the Multicollinearity Test above, it can be seen that the Tolerance value of the transformational leadership variable is 0,389 > 0,10 and the VIF value is 2,574 < 10. The Tolerance value of the transfer knowledge variable is 0,385 > 0,10 and the VIF value is 2,597 < 10. The Tolerance value from the work motivation variable of 0,585 > 0,10 and the VIF value of 1,709 < 10. Therefore, in this multicollinearity test study the variables of transformational leadership, transfer knowledge and work motivation do not show symptoms of multicollinearity.

**Heteroscedasticity Test**

The heteroscedasticity test is one of the classic assumption tests that is used to find out whether the regression model has variance dissimilarity from the residuals of one observation to another.



**Figure 4.**  
Heteroscedasticity Test Results

Based on Figure 4, the results of the Heteroscedasticity Test above can be seen that between the X and Y axes there are points that spread freely and irregularly and these points do not form a certain pattern. Therefore, it can be concluded that in this testing process there are no symptoms of heteroscedasticity.

**Multiple Linear Regression Test Results**

The multiple linear regression analysis technique is used as a statistical analysis tool in this study which aims to determine the effect of two independent (free) variables or more with one dependent (dependent) variable currently being studied.

Based on table 10, the Linear Regression equation is obtained Multiple as follows:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + e$$

$$Y = 5,111 + 0,177X_1 + 0,909X_2 + 0,107X_3 + 3,044$$

Information :

- Y = Teacher Performance
- X<sub>1</sub> = Transformational Leadership
- X<sub>2</sub> = Transfer Knowledge
- X<sub>3</sub> = Work Motivation
- β<sub>1</sub>β<sub>2</sub>β<sub>3</sub> = Regression Coefficient
- α = Constant
- e = Error

**Partial Statistical Test Results (T Test)**

The T test is a test used to determine the extent of the influence of an independent variable individually or partially in explaining the dependent variable (Ghozali, 2018). The basis for decision making in the t test is if the significance value is < 0,05 and the t count value is > t table, it is stated that there is an influence between the independent variables on the dependent variable. Conversely, if the significance value is > 0,05 and t count < t table, it is stated that there is no influence between the independent variables on the dependent variable.

**Table 11.**

Partial Statistical Test Results (T Test)

Model		Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients				
		B	Std. Error			
1	(Constant)	5.111	3.044		1.679	.096
	Kepemimpinan Transformasional	.177	.079	.195	2.226	.028
	Transfer Knowledge	.909	.138	.580	6.602	.000
	Motivasi Kerja	.107	.057	.134	1.886	.062

a. Dependent Variable: Kinerja Guru

Based on table 11 above, the results of the t test show that variables X1 and X2 have a partial effect on variable Y, while variable X3 does not have a partial effect on variable Y. The following is an explanation and elaboration of these results :

1. It is known that the significance value of the effect between the Transformational Leadership variable (X1) on the Teacher Performance variable (Y) is 0,028 < 0,05 and the t value is 2,226 > 1,983 t table. Thus it can be concluded that **H1 is accepted**, which means that there is an influence between Transformational Leadership (X1) on Teacher Performance (Y).
2. It is known that the significance value of the influence between the Transfer Knowledge variable (X2) on the Teacher Performance variable (Y) is 0,000 < 0,05 and the t value is 6,602 > 1,983 t table. Thus it can be concluded that **H2 is accepted**, which means that there is an influence between Transfer Knowledge (X2) on Teacher Performance (Y).
3. It is known that the significance value of the influence between the Work Motivation variable (X3) on the Teacher Performance variable (Y) is 0,062 > 0,05 and the t value is 1,886 < 1,983 t table. Thus it can be concluded that **H3 is rejected**, which means that there is no influence between Work Motivation (X3) on Teacher Performance (Y).

**Discussion**

Based on the results of the analysis that has been done before, then discussion of the results of this study are as follows :

**The relationship between Transformational Leadership on Teacher Performance of SMA at Kecamatan**

### **Gubug Kabupaten Grobogan**

The results of hypothesis testing (H1) state that there is influence between transformational leadership variables on teacher performance variables of SMA at Kecamatan Gubug Kabupaten Grobogan in carrying out his work. In the regression analysis it is known that the transformational leadership variable shows a significance value of  $0,028 < 0,05$  and the t value is  $2,226 > 1,983$  t table so that in this study the hypothesis (H1) is accepted which means that transformational leadership influences on teacher performance of SMA at Kecamatan Gubug Kabupaten Grobogan. Thus it can be concluded that good transformational leadership from a school principal can have a significant impact or influence on teacher performance of SMA in carrying out their work professionally so that the tasks and work that have been given can be completed based on the period or estimated time determined by respective agencies. Meanwhile, transformational leadership that is not good from a school principal can also have a significant impact or influence on the teacher performance of SMA in carrying out their work professionally so that the tasks and work that have been given will be hampered and cannot be completed based on the period or estimated time determined by respective agencies. The results in this study are also in line with previous research conducted by Milasari (2018), Haryadi et al (2021) and Taufik (2019) who obtained research results that there was a positive and significant influence between transformational leadership variables on teacher performance.

### **The relationship between Transfer Knowledge on Teacher Performance of SMA at Kecamatan Gubug Kabupaten Grobogan**

The results of testing the hypothesis (H2) state that there is an influence between transfer knowledge variable on teacher performance variable of SMA at Kecamatan Gubug Kabupaten Grobogan in carrying out their work. In the regression analysis it is known that the transfer knowledge variable shows a significance value of  $0,000 < 0,05$  and a t count value of  $6,602 > 1,983$  t table so that in this study the hypothesis (H2) is accepted which means that transfer knowledge influences on teacher performance of SMA at Kecamatan Gubug Kabupaten Grobogan. Thus it can be concluded that a good and smooth transfer knowledge process can have a significant impact and influence on teacher performance of SMA in carrying out all their duties and work as well as helping individuals and institutions of SMA in the process of building knowledge and enabling them to carry out discussions about a particular topic to encourage the creation of new knowledge generations. While the existence of a transfer knowledge process that is not good and not smooth can also have a significant impact and influence on teacher performance of SMA in carrying out all their duties and work and hinder individuals and institutions of SMA from being able to build knowledge and hinder them from carrying out discussions about a particular topic to encourage the creation of new knowledge generations. The results in this study are also in line with previous studies by Memah et al (2017) and Chalifa et al (2014) who obtained research results that the transfer knowledge variable had a positive and significant effect on teacher performance variables.

### **The relationship between Work Motivation on Teacher Performance at Kecamatan Gubug Kabupaten Grobogan**

The results of testing the hypothesis (H3) state that there is no influence between the variables of work motivation on teacher performance of SMA at Kecamatan Gubug Kabupaten Grobogan in carrying out their work. In the regression analysis it is known that the work motivation variable shows a significance value of  $0,062 > 0,05$  and the t value is  $1,886 < 1,983$  t table so that in this study the hypothesis (H3) is rejected which means work motivation does not affect teacher performance of SMA at Kecamatan Gubug Kabupaten Grobogan. Thus it can be concluded that providing poor or low work motivation can have a significant impact and influence on teacher performance of SMA in carrying out all their tasks and work so that all tasks and work cannot be completed within the period or estimated time determined by their respective agencies. Meanwhile, providing good or high work motivation can also have a significant impact and influence on teacher performance of SMA in carrying out all their tasks and work so that these tasks and work can be completed within the period or estimated time determined by their respective

agencies. The results in this study are not in line with previous studies by Milasari (2018), Dwiyantri et al (2019), Wiryawan et al (2020) and Fauzyah (2020) which stated the results that the variable work motivation has a positive and significant effect on teacher performance.

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### Conclusion

Based on the results of testing the hypotheses that have been carried out and referring to the formulation and objectives of this study, it can be concluded that Transformational Leadership (X1) has a positive and significant effect on Teacher Performance (Y) for SMA at Kecamatan Gubug Kabupaten Grobogan. The test results show that there is a partial effect with a significance value of  $0,028 < 0,05$  and a calculated t value of  $2,226 > 1,983$  t table so that **H1 is accepted**. Transfer Knowledge (X2) has a positive and significant effect on Teacher Performance (Y) for SMA at Kecamatan Gubug Kabupaten Grobogan. The test results show that there is a partial effect with a significance value of  $0,000 < 0,05$  and a calculated t value of  $6,602 > 1,983$  t table so that **H2 is accepted**. Work Motivation (X3) has no positive and significant effect on Teacher Performance (Y) for SMA at Kecamatan Gubug Kabupaten Grobogan. The test results show that there is no partial effect with a significance value of  $0,062 > 0,05$  and a calculated t value of  $1,886 < 1,983$  t table so that **H3 is rejected**.

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