

## The Influence of Transformational School Leadership on Private School Teachers Intrinsic Motivation

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Intrinsic motivation is fundamental for teachers to have. The principal plays a vital role in growing it so that activities in the school run smoothly. Therefore, proper leadership practices are needed. This study examines the effect of transformational school leadership on the intrinsic motivation of 335 private school teachers in South Kalimantan Province, Indonesia. The Krejcie and Morgan technique (1970) utilizes a statistical methodology to ascertain the optimal sample size, taking into account the confidence level, margin of error, and population utilized as a reference. This method enables the researcher to ascertain the necessary number of samples in an objective and scientific manner, hence preventing errors in sample size determination. The researcher effectively disseminated questionnaires to private school instructors in South Kalimantan through WhatsApp groups using Google Forms. The straightforward approach facilitated the collection of significant ideas from respondents who possess relevant expertise and information, hence fitting with the study's aims. It was concluded that transformational school leadership influences the intrinsic motivation of private school teachers in South Kalimantan Province.

Keywords: transformational leadership, teachers, intrinsic motivation, South Kalimantan, teachers, motivation, school leadership, private school teachers

## INTRODUCTION

Motivation is a critical component that has been the subject of intensive research over the last decades. Motivation plays a crucial role in shaping people's behavior, attitudes, and performance in various fields, including education. Tiwari (2020) stated that Motivation refers to the resolution of achieving a goal, marked by goal-directed behavior. A strong motivation is fundamental for teachers to fulfill their obligations. Without Motivation, teachers cannot do their best to perform their educator duties. Teachers with solid Motivation create a better social, psychological, and physical environment for their students to improve school performance, increasing teachers' willingness to participate in improving the educational process (Tsemach & Lishchinsky, 2016).

Research on teacher motivation has evolved and expanded since the late 1990s and the last decade has seen a significant increase in the literature on teacher motivation research in various sociocultural contexts (Han & Yin, 2016). Teacher motivation is essential to enhance classroom effectiveness (Carson & Chase, 2009). The need to address teacher motivation also derives from teacher shortage reported by many Western countries, including the US, Australia, and some other European countries

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like the UK, Germany, and Norway (e.g. Kyriacou & Kunc, 2007; Weiss, 1999). Dörnyei and Ushioda (2011) highlighted the two dimensions of teacher motivation: the motivation to teach and stay in the profession. Their literature review concluded that there are four essential components of teacher motivation: a solid intrinsic motivation, which is closely related to the inherent interest in teaching; social contextual influences related to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors that come from negative influences.

Intrinsic motivation is doing something because it is inherently interesting or enjoyable (Ryan et al., 2000). Intrinsic Motivation is an essential part of commitment to the profession. When applicants of educational degree programs are asked why they chose the profession, their answers are mostly related to intrinsic sources of Motivation, such as liking teaching (Younger et al., 2004). Intrinsic motivation reflects the natural human propensity to learn and assimilate (Ryan & Deci, 2000). Intrinsic motivation is the inner booster of human beings, which contributes significantly to work success (Siagian, 2007). According to Oudeyer and Kaplan (2007), Intrinsic motivation is a crucial concept in developmental psychology and has been argued to be an essential mechanism for open-ended cognitive development in humans. Herzberg (1959) states that two factors influence Motivation, namely motivator factors (intrinsic Motivation) and hygiene factors (extrinsic Motivation). Paying attention to these two factors can increase teacher motivation and the quality of education. He also stated that motivational factors consist of achievement-quality performance, advancement, and growth-new Learning, recognition for achievement, responsibility, and work (Giroux, 1960).

Such studies indicate that high levels of teacher motivation are associated with various educational factors, including positive educational reforms, high-quality teaching practices, improved teacher well-being, and high levels of student motivation (Han & Yin, 2016). Sudarnoto (2016) reported in his research with private teacher participants in Jakarta that 49% of research subjects were in very high work motivation, as well as in the high category as much as 48%, and only 3% of teachers were in the sufficient category of work motivation. The description of this data gives an idea that most elementary teachers in 11 schools, as the unit of analysis of this study, have high and very high work motivation. Work motivation is a positive driver for teachers so that they can work and provide optimal services for students.

According to Siregar (2021), in his research at Budi Murni 6 Private Elementary and Junior High School in Medan City, motivation significantly affects teachers' work performance. The relationship between teaching motivation and teaching behavior of secondary education teachers in Indonesia was reported by Irmidayanti et al. (2020) that (1) perceived controlled motivation does not predict actual teaching behavior; (2) perceived autonomous motivation is a positive predictor of at least some domains of actual teaching behavior. Higher levels of perceived autonomous motivation are associated with higher scores on classroom management and clarity of instruction. High teacher motivation positively correlates with the quality of learning processes and outcomes, while low motivation can negatively impact teaching performance. From the data, the motivation of private school teachers in Indonesia is high.

Regarding the importance of intrinsic motivation for teachers, finding the factor that significantly affects teachers' intrinsic motivation is significant. In the literature, transformational school leadership is one factor that influences teachers' intrinsic motivation. Oktavianna (2018) reported the results of his research, showing that the transformative leadership variable had a positive but not significant effect on the intrinsic motivational variable. Abdullah et al. (2018) reported a significant positive correlation between transformational leadership and teachers' work motivation. They recommended that principals be competent in applying transformational leadership to improve teachers' innovation following the school's suitability and the situation's needs. Transformational leadership has a direct

positive effect on achievement motivation, as revealed by Priyadi (2019) and Nugroho et al. (2020) reported that the better the transformative leadership style, the higher the employees' performance, motivation, and work environment.

There is a positive impact on employee motivation and the work environment on employee performance. The research results by Charbonneau et al. (2001) revealed that isolated intrinsic motivation is a mediator of the relationship between transformational leadership and sports performance, suggesting that transformational leadership may enhance intrinsic interest in the task. Studies have also shown a significant positive relationship between transformational leadership style and autonomous intrinsic Motivation, work persistence, and job performance (Vansteenkiste, Simons, Lens, Sheldon & Deci, 2004; Yukl, 1999). Kappen (2010) found that transformational leadership positively contributes to motivation, and there was a positive relationship between it and intrinsic motivation.

Research on transformational leadership and teacher motivation has already been conducted in Indonesia. For example, Wabibah et al., (2023) conducted research to analyze the direct and indirect Influence of the principal's transformational leadership and work motivation on performance through job satisfaction of private junior high school teachers in Banjarbaru City. The result reported that junior high school teachers in Banjarbaru are strongly influenced by transformational leadership, work motivation, and job satisfaction. Susar et al. (2023) discovered the effect of transformational and instructional leadership on private teachers facing burnout in Indonesia. It was revealed that the principal's transformational leadership negatively and significantly affected teachers' burnout. The principal's instructional leadership also had a negative and significant effect on teachers' burnout. And Pratiwi et al., (2023) determined the impact of transformational leadership style and work motivation on teacher performance at SMP Negeri 17 Kota Cirebon, the results reported a significant influence between both variables. Other than that transformational school leaders' attributes have been found to impact teachers' work performance (Hartinah et al., 2020), job satisfaction, and school commitment (Fuller & Hester, 1996); foster their intrinsic motivation, self-concept (Shamir et al., 1993), and professional growth (Krüger et al., 2015); and impact the school climate (Blatt et al., 2002) and student achievement (Leithwood & Jantzi, 2008). Research on transformational leadership and teacher motivation has already been conducted in Indonesia.

However, the relation of the transformational leadership single variable on teacher intrinsic motivation among private school teachers was yet to be examined. This research aims to test the influence of transformational school leadership on private school teachers' motivation in South Kalimantan Province, Indonesia. From the narrative presented, the gap that exists is that the relationship between transformational leadership and the intrinsic motivation of teachers in private schools, especially in South Kalimantan, has not been studied in depth. Although many studies have examined the influence of transformational leadership on teacher motivation, performance, and job satisfaction, very few have focused on the intrinsic motivation of teachers in private schools in specific geographic and cultural contexts such as in Kalimantan Selatan. The findings of this study have the potential to add new perspectives and references for future studies that discuss the motivation of private school teachers and transformational school leadership. The study results can be a reference for making policies to support private school teachers in taking responsibility, with high motivation, and in making decisions about the development of principals and teachers. The results of this study can also be used to identify important factors related to transformational leadership practiced by school principals to increase the intrinsic motivation of private school teachers.

**METHOD**

This study applied a survey research design to investigate The Influence of Transformational School Leadership on Private School Teachers' Intrinsic Motivation in South Kalimantan. Data on the intrinsic motivation of teachers and Transformational School Leadership were collected simultaneously, allowing us to obtain a description of the relationship between these variables at one point in time. The survey design was chosen to collect data on the characteristics, views, or behavior of the population studied. Researchers distributed questionnaires to randomly selected respondents from the desired population to test hypotheses, make generalizations, or gain a deeper understanding of a phenomenon in the population, namely private teachers in South Kalimantan Province. Overall, the survey research design was the right choice for this study because it allowed efficient data collection on the Influence of transformational school leadership on private school teachers' intrinsic motivation in South Kalimantan, thus allowing researchers to conclude the Influence of independent variables on dependent variables.

Participants were recruited on a voluntary basis, as indicated by their willingness to complete an online survey via a link provided through Google Forms. The selection of this strategy was based on the extensive distribution of the people throughout South Kalimantan. The sample size was estimated using the Krejcie and Morgan tables, which facilitated the procedure by taking into account the constraints of financial resources, manpower, and time. Consequently, a grand total of 335 educators from private schools were chosen as a representative sample. Stratified random sampling was employed to guarantee a heterogeneous set of participants, with the sample stratified according to both years of service and genders. The implementation of this stratification was essential in order to capture the diverse range of characteristics present among the population. The participants were selected at random to take part in the survey by completing a survey link that was sent among their separate groups, ensuring that each participant had an equal opportunity to participate. The ultimate sample consisted of 335 individuals, who were distributed in accordance with the geographical demographics of South Kalimantan.

Table 1  
Sample demographic data

No	Region	Length of Service	Gender		Total Sample
			Male	Female	
1	Banjarmasin	< 5 Years	9	17	26
		5 - 10 Years	16	22	38
		> 10 Years	12	15	27
2	Kabupaten Banjar	< 5 Years	5	6	11
		5 - 10 Years	13	3	16
		> 10 Years	5	4	9
3	Banjarbaru	< 5 Years	5	4	9
		5 - 10 Years	8	9	17
		> 10 Years	5	9	14
4	Balangan	< 5 Years	0	1	1
		5 - 10 Years	4	1	5
		> 10 Years	2	1	3
5	Barito Kuala	< 5 Years	0	1	1
		5 - 10 Years	2	2	4
		> 10 Years	3	3	6
6	Hulu Sungai Selatan	< 5 Years	2	2	4
		5 - 10 Years	3	2	5
		> 10 Years	3	2	5
7	Hulu Sungai Tengah	< 5 Years	1	4	5
		5 - 10 Years	2	6	8
		> 10 Years	2	5	7
8	Hulu Sungai Utara	< 5 Years	4	3	7
		5 - 10 Years	4	1	5
		> 10 Years	2	3	5
9	Tabalong	< 5 Years	3	0	3
		5 - 10 Years	1	1	2
		> 10 Years	2	7	9
10	Tanah Bumbu	< 5 Years	4	7	11
		5 - 10 Years	6	5	11
		> 10 Years	5	9	14
11	Tanah Laut	< 5 Years	3	4	7
		5 - 10 Years	3	3	6
		> 10 Years	3	3	6
12	Kota Baru	< 5 Years	1	4	5
		5 - 10 Years	1	7	8
		> 10 Years	4	5	9
13	Tapin	< 5 Years	0	1	1
		5 - 10 Years	3	2	5
		> 10 Years	0	0	0

Data were collected using a questionnaire and a Likert scale model. In this study, a 5-point Likert scale was used. Respondents were asked to provide their responses by selecting one of the four categories: Strongly Agree (5), Agree (4), Slightly Agree (3), Disagree (2), and Strongly Disagree (1). A 5-point Likert scale can measure respondents' perceptions and opinions on statements or questions in the questionnaire. This research uses a 5-point Likert scale to provide relevant and valuable information regarding respondents' perceptions and views on the variables studied, transformational school leadership, and private school teachers' motivation.

These instruments, such as questionnaires, was specifically tailored in terms of the language they use, the constructs they measure, and the content they include to ensure they are relevant and effective for the research's objectives. The validation of these instruments is conducted by experts to confirm their accuracy and reliability. In this particular case, a total of three experts, each with knowledge pertinent

to the variables being studied, were involved in the validation process to ensure that the instruments are appropriate and can reliably measure what they are intended to measure.

The measurement tools used in this study to assess variables are transformational school leadership and private school teachers' motivation. The questionnaire to be distributed to the Sample is a questionnaire item that has passed CFA analysis because the indicators to be tested have been formed following the questionnaire source used in the previous study. The questionnaire to measure teachers' motivation was created by Sobaih and Hasanein (2020), who adapted from Lundberg et al. (2009), which builds on Herzberg's Theory (1968) with a few editorial adjustments to suit the education sector. The questionnaire developed by Hemsworth, Muterera, and Baregheh in 2013 is designed to measure transformational leadership within the educational sector, based on Bass's 1985 theory. This tool has been slightly modified editorially to better align with the specific contexts and needs of the education field. It assesses the four core components of transformational leadership as identified by Bass: Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence.

In this study, data were analyzed using regression analysis techniques with the aid of the SPSS 25 program. The most common assumption tests are normality, multicollinearity, and linear regression tests. The t-test was used to determine the role of each independent variable in influencing the dependent variable. The F test was used to determine whether the independent variable significantly influenced the dependent variable. The significance level with a significance standard of 5% could be used to determine whether or not the independent variable affected the dependent variable. If the significance level obtained from the results is greater than 5%, H<sub>0</sub> is rejected; if the significance level obtained from the results is less than 5%, H<sub>0</sub> is accepted. This F-test was used in conjunction with the study's first objective. A linear regression analysis model was used as the analysis model. This model was used to determine the effect of the independent variables on the dependent variable.

## FINDINGS

### *Descriptive analysis*

Table 2 displays the result of descriptive analysis of the data. It reveals that the Intrinsic Motivation of Private School Teachers variable has a minimum value of 51 and a maximum value of 85, with a mean score of 70.72.08. The standard deviation is 6.94. The variable of transformational school leadership has a minimum value of 37 and a maximum value of 100, with an average score of 83. The standard deviation is 9.66.

This should describe the design of the experiment and the obtained results. All tables, figures, graphs, statistical analyses, and sample calculations should be presented in this section.

Table 2

Descriptive of intrinsic motivation and transformational school leadership (N=335)

	N	Min	Max	Mean	Std. Deviation
Intrinsic Motivation	335	51.00	85.00	70.7284	6.94854
Transformational School Leadership	335	37.00	100.00	83.0090	9.66706
Valid N (listwise)	335				

### **Hypothesis Testing**

This study used simple linear regression analysis techniques to examine hypothesis testing. The analysis includes the F-test, T-test, and simple linear regression test. Before the hypothesis testing was examined, the data were checked for normality and Multicollinearity.

**Normality test**

The normality test was carried out to test whether the regression equation's residual values were normally distributed. The normality test in this study used the Kolmogorov-Smirnov test. The results showed that the residuals were not normally distributed (significance < 0.05).

Table 3  
Normality test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Intrinsic Motivation	.065	335	.002	.989	335	.010
Transformational School Leadership	.112	335	.000	.947	335	.000

a. Lilliefors Significance Correction

Furthermore, the results of the Q-Q plot are presented in Figure 1. The residual normality and Kolmogorov-Smirnov tests can be seen through the Q-Q Plot of residual normality. Based on these figures, the data used in this study for each variable was not normally distributed.

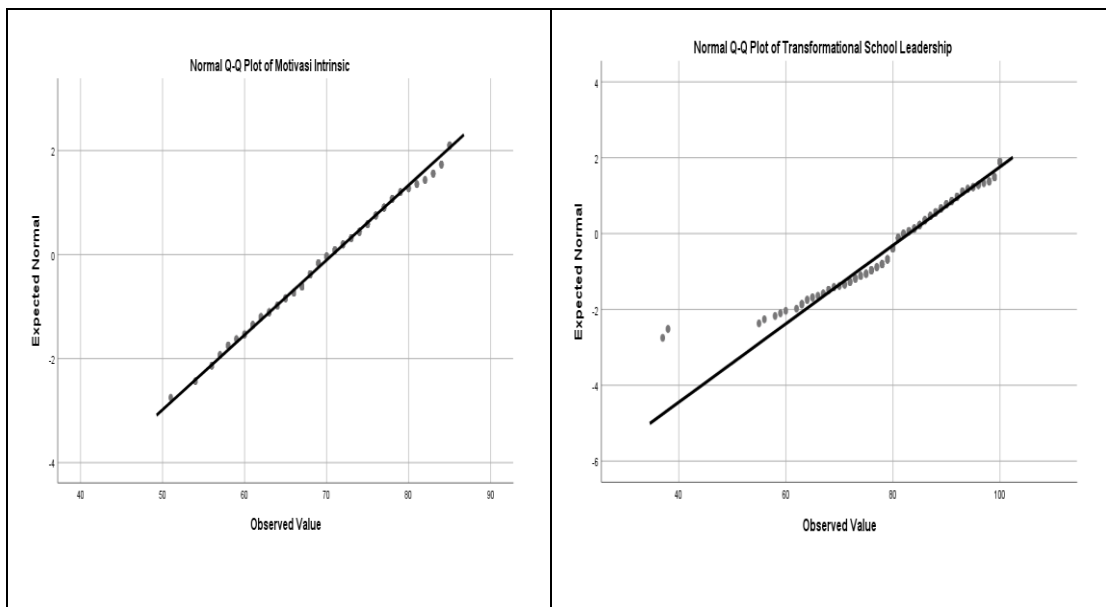


Figure 1  
Q-Q plot of residual normality

**Multicollinearity test**Table 4  
Result of multicollinearity test

Model		Unstandardized		Standardized	t	Sig.	Collinearity	
		Coefficients		Coefficients			Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	29.968	2.404		12.467	.000		
	Transformational Leadership	.491	.029	.683	17.071	.000	1.000	1.000

Table 4 shows that the average Transformational School Leadership value of VIF is 1.000. This value is smaller than 10, and the tolerance value is more significant if higher than 0.1, which is 1.000. Thus, regression models with such data can be said to be clean of symptoms of multicollinearity.

**Linear Regression test**Table 5  
Linear regression test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.683 <sup>a</sup>	.467	.465	5.08197	.467	291.410	1	333	.000

a. Predictors: (Constant), Transformational School Leadership

Table 5 shows simple linear regression test results for intrinsic motivation and transformational school leadership variables. The R-squared value of 0,467 indicates the strong relationship between the independent and dependent variables. The table shows that the transformational leadership of schools has a positive relationship with the variables of intrinsic motivation. It means that the higher the value of transformational leadership in the school, the higher the intrinsic motivation of private school teachers.

Table 6  
ANOVA' test result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7526.078	1	7526.078	291.410	.000 <sup>b</sup>
	Residual	8600.203	333	25.826		
	Total	16126.281	334			

a. Dependent Variable: Intrinsic Motivation

b. Predictors: (Constant), Transformational School Leadership

The simultaneous test was conducted using the ANOVA (Analysis of Variance) table. It is known that the calculated F value is 291.410, and the F table value is 3.023, which means the calculated  $F > F$  table ( $291.410 > 3.023$ ). The Sig value is 0.000, which represents  $0.000 < 0.05$ , so the hypothesis that Transformational school leadership does not influence the intrinsic motivation of private school teachers is rejected ( $H_0$ ), and the variable Transformational School Leadership influences the Intrinsic Motivation of private school teachers ( $H_1$ ). This means that there is a statistically significant influence of transformational school leadership on the teacher's intrinsic motivation.



Table 7  
Transformational school leadership test results

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	t		Tolerance	VIF
1 (Constant)	29.968	2.404		12.467	.000		
Transformational Leadership	.491	.029	.683	17.071	.000	1.000	1.000

Furthermore, the price of variable t values Transformational School Leadership is 17.071 with Sig. or a partial p value t of 0.000 where  $< 0.05$  then Transformational School Leadership by taking into account other variables have a partisan meaningful influence on Intrinsic Motivation of private school teachers. So, it can be concluded that if all variables other than Transformational School Leadership are assumed to be constant/fixe/zero, then the intrinsic motivation of private teachers can change by the coefficient or slope (B), which is 0.491. This estimate is statistically meaningful because the partial t-test p-value is  $0.000 < 0.05$ , meaning the hypothesis that Transformational school leadership does not influence the intrinsic motivation of private school teachers is rejected (H0). So, the variable Transformational School Leadership influences the Intrinsic Motivation of private school teachers (H1).

#### DISCUSSION, CONCLUSION, AND SUGGESTIONS

This study aimed to examine the effect of transformational leadership of school principals on teachers' intrinsic motivation in South Kalimantan private schools. Based on Bass's (1985) theory of transformational leadership, there are four main aspects: individualized consideration, intellectual stimulation, inspirational motivation, and idealized Influence. These four aspects are hypothesized to increase the motivation of subordinates. It aligns with the theory of intrinsic motivation, according to Herzberg (1959).

The normality test shows that the data is not normally distributed. However, single linear regression is still possible because the sample size is relatively large ( $n > 30$ ). The multicollinearity test yielded a VIF below ten and a tolerance above 0.1 for all predictor variables, so the model was free of symptoms of multicollinearity. The results of linear regression testing showed a coefficient of determination (R Square) of 0.467, which means that the variation in teacher intrinsic motivation can be explained by the transformational leadership variable of 46.7%. The positive regression coefficient expresses the same-way relationship between transformational leadership and intrinsic motivation. The t-test results showed a significant partial effect of transformational leadership on intrinsic motivation. Meanwhile, the F test concludes that the regression model as a whole can be used.

This research aligns with the study conducted by Wabibah et al. (2023) in Banjarbaru, which examines the impact of transformational leadership on job motivation and teacher performance. Research conducted by Susar et al. (2023) demonstrates that the implementation of transformational and instructional leadership by school principals can effectively decrease rates of teacher burnout. My research supports the idea that transformational leadership has a favorable impact on teachers' intrinsic motivation. Gultekin and Acar (2014) argue that the motivations and obligations of teachers have a wider influence on societal connections beyond educational institutions. These professionals fulfill the roles of both instructors and lifetime mentors, serving as inspiring, guiding, and motivating figures for their students. Deci et al. (2017) provide evidence that intrinsic motivation has a dual effect of increasing performance levels and improving job quality, while also positively impacting employee well-being. This research highlights the extensive effects of intrinsic motivation, indicating that it is crucial for attaining high-quality results and cultivating a healthy, efficient work atmosphere. The study emphasizes the crucial significance of intrinsic motivation in both personal fulfillment and professional exceptionalism. Finnigan and Stewart (2009) discovered a consistent display of

transformative leadership qualities in educational institutions that demonstrated extraordinary performance. Their research highlights the crucial importance of transformational leadership approaches in creating a favorable climate for achieving academic excellence. Therefore, it can be inferred that transformational leadership is a crucial element that contributes to the enhancement of teacher motivation and performance. This is a strong correlation between the transformational leadership exhibited by school principals and the intrinsic motivation observed in private school teachers in South Kalimantan.

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