

Job Satisfaction and Teacher Performance: The Role of Transformational Leadership, Work Environment, Motivation

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Abstract. This study aims to examine the connections between transformational leadership and job satisfaction, transformational leadership and teacher performance, work environment and job satisfaction, work environment and teacher performance, and motivation and job satisfaction and teacher performance. This approach to research is quantitative. This study was carried out in Indonesian schools. 490 school instructors made up the study's sample of respondents. Simple random sampling is the sampling technique employed. Techniques for gathering data that involve online surveys and social media. In this study, a Likert scale with a 1–5 rating scale was used as the assessment tool. Data analysis utilizing the data processing program SmartPLS software and structural equation modeling (SEM). The dependent variable in this study is teacher performance, while the independent factors are transformational leadership, job satisfaction, and work environment, all of which have a positive and significant impact on motivation and job satisfaction. According to the findings of the key data analysis, transformational leadership has no significant impact on job satisfaction, but it does have a positive and significant impact on teacher performance, the work environment has a positive and significant impact on job satisfaction, but it has no significant impact on teacher performance, and motivation has no significant impact on job satisfaction or teacher performance.

Keywords: Job satisfaction, teacher performance, transformational leadership, work environment, motivation

1. Introduction

Education, in the opinion of [1], [2], is an attempt to raise the standard of living for people. In this sense, education is viewed as a strategic program that must be able to address both domestic and global demands and issues in the here and now. The leadership of the head school will certainly affect performance the teachers in the school. Leadership transformational is a style leadership that is currently seen the most Appropriately applied at school because of style transformational leadership if possessed the principal will bring about change and improvement for the school itself. With transformational leadership that owned by the principal has a significant share very large in teacher performance. Transformational leadership is required to

give high trust to the teacher to be able to achieve performance maximum, in other words the teacher will exceed the target if gain trust from the principal. The principal as a manager must be able to develop work programs, be able to arrange staffing organizations, be able to provide direction, be able to optimize school resources [3] . The ability to create and implement an educational supervision program is a requirement for the principal in his or her capacity as a supervisor. The principle, as an administrator, must be able to manage the administration of the educational process and counseling guidance, as well as the administration of students, employees, finances, buildings, and infrastructure. They must also be able to manage mail administration. The principal as a leader must have a strong personality, understand the conditions of teachers, employees and students, understand the school's vision and mission, be able to make decisions, be able to communicate [4], [5]. The principle must also be able to complete his work constructively, artistically, delegatively, integratively, rationally, and objectively in order to be considered an innovator. As a motivator, the principal must also be able to control the physical environment, the work environment, enforce discipline, encourage the educational staff to act professionally, and administer awards.

Education is a key factor in developing qualified people, i.e., people with balance and intellectual, emotional, and spiritual intelligence in daily life, according to [4], [6]. The role of educators is to provide students with a high-quality education, a supportive learning environment, and a process that allows them to actively develop their potential for religious and spiritual strength, self-control, personality, intelligence, noble character, and other skills needed by themselves, society, the nation, and the state. The key factor in raising educational standards is a teacher. Teachers are leaders in education who take strong positions in the classroom learning environment. The way instructors perform their tasks will be a reflection of this leadership role. This indicates that the effectiveness of the instructor is a key determinant of the standard of education. Organizational culture and principals' transformative leadership are essential for good teacher performance.

According to [5]–[8], transformational leadership, job satisfaction, motivation, work environment, and organizational citizenship behavior are only a few of the aspects that affect teacher performance (OCB). It is believed that teacher performance is correlated with the low levels of inspiration and stimulation provided to teachers as subordinates in order for them to achieve great work results. Teachers who exhibit poor work habits are less able to provide good models for students and improve schools. Additionally, poor work ethics prevent teachers from providing beneficial contributions to organizations, in this case schools. The effectiveness of teachers in deciding organizational advancement or failure in schools is influenced by their capacity to overcome challenges or survive in circumstances that arise around them. Low organizational culture results in low behavioral norms and values that are understood and accepted by employees as members of the organization and are used as the basis for behavior in the organization, which raises the possibility that it is related to employee performance, according to [4], [9]. In the end, there won't be a growing awareness from within the teacher to be able to finish his work as effectively as possible, hence it is considered to be related to teacher performance. Teacher job discontent results in the teacher's poor desire to love the profession.

The translation performance of the word job performance which can be equated with the meaning of performance as measured by the efficiency and effectiveness of a manager in achieving a goal. Performance is the performance displayed by a manager as a measure of how efficient and effective a manager is in achieving the goals that have been set. If applied in schools, efficient and effective principals are principals who use energy, time, facilities/infrastructure and minimal costs to achieve school goals with optimal results.

Performance, according to [1], [7], [8], is the degree of success in completing tasks and the capacity to meet objectives. The principal's performance reflects the principal's success in

carrying out his duties in managing the school and achieving school goals. To achieve good performance, principals must have high abilities in the field of school management. Performance is a measure of success in carrying out a job. Performance is influenced by a number of elements, including employee characteristics (locus of control, ability), employee views and motivations, environment, and leadership behavior/style (directing, supporting, participating, orientation towards achievement/achievement) (traits of the employee), the nature of the task, the formal authority system, the main work group. According to [6], performance is influenced by individual differences and their needs, support and training from leaders in this case supervisors, performance goals, task characteristics. Motivation in this case is in the form of hard efforts made by a person at work. Additionally, the working environment and outside barriers have an impact on performance.

A conducive work environment supported by quality equipment and facilities, a school that is quite spacious, clean, shady, bright, calm, safe and the establishment of a harmonious relationship between school personnel can motivate to improve the performance of the principal [10], [11]. With high work motivation, school principals become diligent and enthusiastic in working. The leadership of the principal's superiors can provide guidance to the principal and help solve problems in the school so as to improve the performance of the principal. If the school is in a bad working environment, hot, dirty, incomplete and not good, the state of facilities/infrastructure is not good and comfortable, then communication is not smooth, the work group is not compact and interpersonal relationships are not pleasant. Leadership that does not foster principals well, this does not motivate principals to be enthusiastic and active in working in managing schools. This means that the principal lacks high motivation to advance the school. These elements develop into issues that impede the attainment of educational objectives and have an impact on the principal's performance. [12] claim that the work environment, which includes the physical and psychological environment of the workplace, has a significant impact on employee performance and work motivation. The environment is all external phenomena that have the potential to affect an organization. The environment in question is all that is outside the school's surroundings that affect the smooth running of the school and performance, for example outside the school there are medical clinics, sports facilities, roads, bridges, education department policies, technology, and the social economy of the community [1], [5], [6]. The surroundings of a workplace, both inside and outside of an organization, are referred to as the work environment. External environmental factors, namely government regulations and laws, procedures and recruitment of trade unions, national and international economic conditions, competitiveness, workforce strength, organizational location. Environmental factors in (internal environment) namely strategy, goals, organizational culture, tasks, work groups, style and experience of leaders and conditions of the workplace environment.

According to [8], the work environment in question is an internal environment in which there is an organizational climate consisting of the following dimensions: structure, responsibility, rewards, warmth of interpersonal relationships, support, organizational identity and loyalty, risk. From this opinion, these dimensions are the psychological environment. The physical environment (physical environment) refers to environmental factors including temperature, noise, illumination, and water quality that might have an impact on behavior and attitudes, according to [6]. According to the remark, employees who typically work long hours in unpleasant environments—such as hot temperatures, poor lighting, air pollution, or a small, filthy workspace—don't have as much privacy as they would in a living room because they don't have their own desks or cabinets. safe, healthy, and pleasurable physical activity that can influence performance [6]. Physical work environment such as work sites, parking lot size, building location, lighting, sound, banks, parks, shops, hospitals, fitness centers, workplace office design, location and size office. Employee motivation and performance are also impacted by the

psychic work environment, which includes the task structure provided by a leader that is simple to understand and simple to complete, the authority system provided to carry out tasks with full responsibility, and work groups that support, assist, and collaborate.

Employees like to work in pleasant working settings that are both physically and psychologically comfortable, according to [1], [5], [6]. Workspaces that are too hot or too little lighting, too noisy, can cause physical discomfort. Unclean air or lack of ventilation, can be physically harmful. Employees prefer to work if the equipment and supplies are adequate. Pleasant psychological conditions in the form of close interpersonal relationships, mutual support and mutual assistance in difficulties can motivate and improve employee performance. This study aims to examine the connections between transformational leadership and job satisfaction, transformational leadership and teacher performance, work environment and job satisfaction, work environment and teacher performance, and motivation and job satisfaction and teacher performance.

2. Research Method

This approach to research is quantitative. This study was carried out in Indonesian schools. 490 school instructors made up the study's sample of respondents. Simple random sampling is the sampling technique employed. Techniques for gathering data that involve online surveys and social media. In this study, a Likert scale with a 1–5 rating scale was used as the assessment tool. Data analysis utilizing the data processing program SmartPLS software and structural equation modeling (SEM). The dependent variable in this study is teacher performance, while the independent factors are transformational leadership, job satisfaction, work environment, job satisfaction, and motivation.

The hypothesis of this research is;

H1: Job satisfaction is positively and significantly impacted by transformational leadership.

H2: The performance of teachers is positively and significantly impacted by transformational leadership.

H3: Work environment has a positive and significant effect on job satisfaction

H4: Work environment has a positive and significant effect on teacher performance

H5: Motivation has a positive and significant effect on job satisfaction

H6: Motivation has a positive and significant effect on teacher performance

H7: Job satisfaction has a positive and significant effect on teacher performance

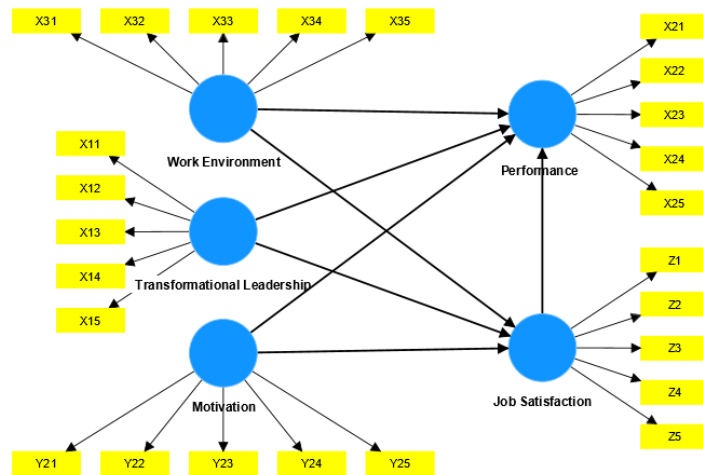


Fig 1. Research Model

3. Result dan Discussion

3.1 Convergent Validity

It is known that each of the study variable indicators has a value of outer loading > 0.7 based on the information shown in Fig. 1. According to the data in Fig. 1, all indicators have been deemed practicable or valid for use in research and can be employed in future study. There are no indicator variables with outer loading values lower than 0.7.

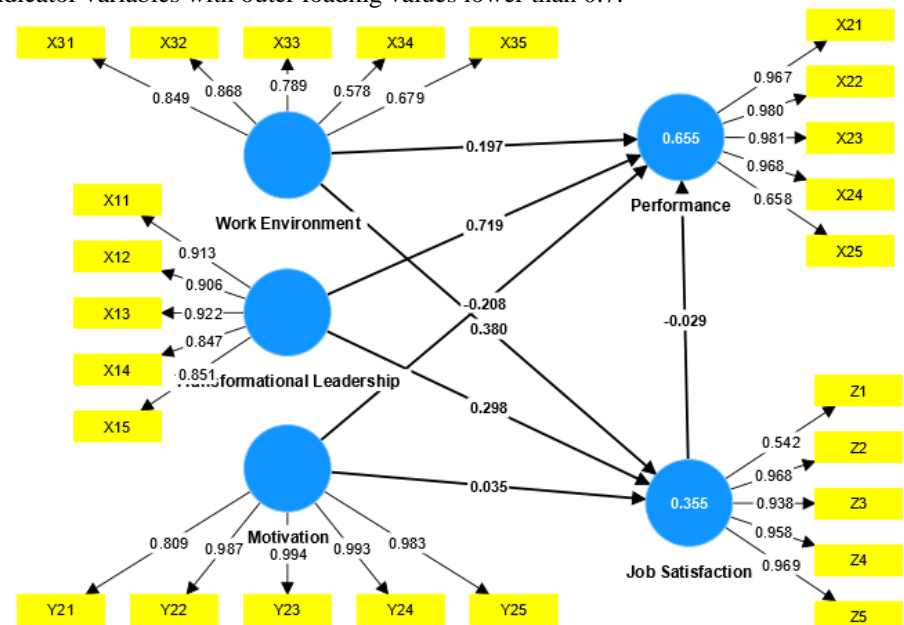


Fig 2. Loading Factors

3.2 Discriminant Validity

Table 1's statistics indicate that all of the variables' AVE values are more than 0.5. With the composite reliability value of all research variables being > 0.7 , it can therefore be said that each variable has excellent discriminant validity. With the Cronbach's alpha value of each study variable being greater than 0.7, these results show that each variable has achieved composite reliability, allowing it to be said that all variables have a high level of reliability. Thus, based on these findings, it can be said that all research variables have a high degree of reliability since they all matched the criteria for Cronbach's alpha values.

Table 1. Reliability Testing

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Transformational leadership	0.843	0.832	0.759	0.631
Job Satisfaction	0.812	0.875	0.887	0.645
Teacher performance	0.856	0.865	0.712	0.634
Work environment	0.813	0.817	0.831	0.616
Motivation	0.834	0.816	0.813	0.687

3.3 Coefficient of Determination

Table 2. R Square

	R Square	R Square Adjusted
Performance	0.655	0.632
Job Satisfaction	0.355	0.321

It is clear from the information in Table 2 that the performance variable's R Square value is 0.655. According to the calculated figure, 65.5 percent of performance may be attributed to transformational leadership, job satisfaction, the workplace environment, and motivation, while the remaining 34.5 percent can be attributed to other elements not covered in this study. The job satisfaction variable's R Square value is 0.355. The calculated figure indicates that 35.5 percent of job satisfaction may be attributed to transformational leadership, the workplace environment, and motivation, while the remaining 64.5 percent can be attributed to other elements not covered in this study.

3.4 Hypothesis Testing

Hypothesis testing in this study was carried out by looking at the T-Statistics value and the P-Values value. The research hypothesis can be declared accepted if the P-Values < 0.05

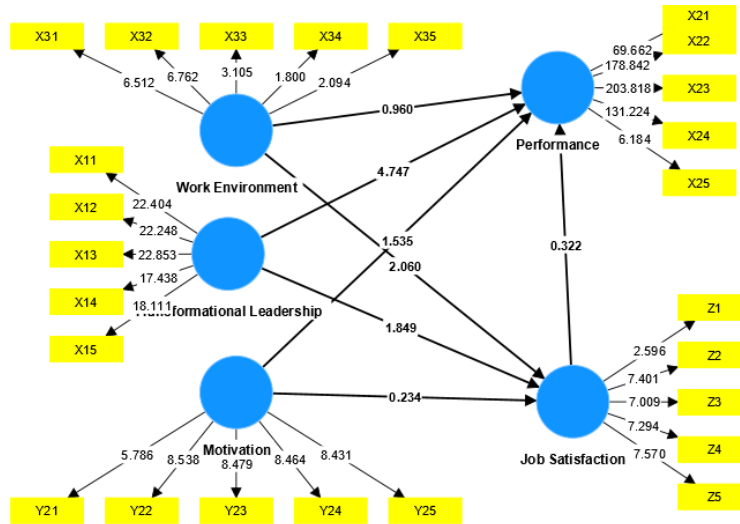


Fig 3. Hypothesis testing

Table 3. Hypothesis testing

Hypothesis	T Statistics	P Values	Result
Transformational leadership and Job Satisfaction	1.848	0.065	Not Supported
Transformational leadership and Performance	4.747	0.000	Supported
Work environment and job satisfaction	2.060	0.000	Supported
Work environment and teacher performance	0.960	0.213	Not Supported
Motivation and job satisfaction	0.234	0.343	Not Supported
Motivation and teacher performance	1.535	0.123	Not Supported
Job satisfaction and teacher performance	0.322	0.632	Not Supported

3.4.1 Relationship between Transformational Leadership and Job Satisfaction

Based on the results of the hypothesis test, it was determined that the T value was 1.848 and that transformational leadership does not significantly affect job satisfaction. This finding is consistent with those of [10], [11], [13] who have also found this to be the case.

3.4.2 Relationship between Transformational Leadership and Performance

The conclusion that transformational leadership has a positive and significant impact on teacher performance was reached based on the findings of hypothesis testing, and this finding is consistent with Transformational leadership has a favorable and significant impact on teacher performance, according to [12], [14], [15].

3.4.3 Relationship between Work Environment and Job Satisfaction

Based on the findings of the hypothesis test, it was determined that the T value was 2.060 > 1.96 and that the work environment has a positive and significant impact on job satisfaction. This finding is consistent with those of [6], [10], [16]. Job happiness is positively and significantly impacted by the workplace environment.

3.4.4 Relationship between Work Environment and Teacher Performance

Based on the results of the hypothesis test, it was determined that the T value was 0.960 1.96 and that the work environment has no discernible impact on teacher performance. This finding is consistent with that of [16]–[18], who have all stated that this is the case.

3.4.5 Relationship between Motivation and Job Satisfaction

According to the results of the hypothesis test, the T value was 0.234 1.96, and it was determined that motivation had no discernible impact on job satisfaction. This finding is consistent with those of [1], [2], [9]. Job satisfaction is not much impacted by motivation.

3.4.6 Relationship between Motivation and Teacher Performance

According to the findings of the hypothesis test, the T value was 1.535 1.96, which led to the conclusion that motivation had no positive or significant impact on instructors' performance. This finding is consistent with those of [1], [2], [7]. The performance of instructors is not significantly and positively impacted by motivation.

3.4.7 Relationship between Job Satisfaction and Teacher Performance

According to the findings of the hypothesis test, the T value was 0.322 1.96, and it was concluded that job satisfaction has no discernible impact on teacher performance. This finding is consistent with those of [12]–[15]. The performance of teachers is not much impacted by job happiness.

One of the elements that affects teacher effectiveness, according to [12]–[15], is the principal's leadership style. Therefore, when the principal's leadership quality improves, so will the performance of the teachers. The findings of this study suggest that teacher performance is influenced by the principal's leadership style. This is a concern for schools, especially principals, to enhance the caliber and efficacy of the leadership approach taken so that teacher performance is rising. Some educational institutions that are required to be able to produce graduates with the skills and credentials needed in the competitive world of work are vocational high Schools. [17], [18] all claim to share the same goal, which is to create human resources that are capable of competing at both the national and international levels and who are prepared to enter the workforce with a professional attitude in line with their areas of expertise. not really realized. There are still a lot of graduates who go on to higher education, ostensibly because they believe their skills are insufficient to prepare them for the workforce. They also feel discouraged about the obstacles their undergraduate graduate rivals will face in their job search. In this situation, the leadership of the head of school has a significant impact on these elements of organizational development and human resource development. Therefore, the administration of learning facilities, the teaching performance of teachers, and the learning process carried out in vocational high schools are all positively correlated with the leadership of the principle.

Based on the results of the analysis, it was found that transformational leadership has a positive effect on performance. This means that the higher the transformational leadership of the principal, the higher the teacher performance. According to [16], through their research explains the reason why transformational leadership has a significant influence on employee performance, namely that transformational leadership can influence employees to contribute sincerely to the

company. They are also willing to contribute their ideas so that the company can get the best results. In addition, employees also complete the work perfectly and do the work in accordance with the required amount. This reasoning is in line with the statement of [11], [16], that with transformational leadership, followers feel trust, admiration, loyalty, and respect for the leader, and they are motivated to do more than they were originally expected to do and transformational leaders empower followers and pay attention to their individual needs and personal development, helping followers to develop their own leadership potential. [13], [14], [19] found that transformational leadership indirectly affects employee performance. This indirect effect is caused by the moderator variable, namely job satisfaction, meaning that transformational leadership and employee performance are moderated by job satisfaction. The higher the employee's job satisfaction with leadership, the better the performance will be. Meanwhile, in this study, researchers made job satisfaction an independent variable and the results obtained were that there was a positive effect of job satisfaction on teacher performance. The results of this study are corroborated found that job satisfaction had a significant effect on teacher performance. [11], [13] found that job satisfaction had a positive and significant effect on employee performance. These three studies indicate that the higher the level of teacher job satisfaction, the higher the performance.

A calm and pleasant workplace will inspire and arouse passion at work. This is supported by the findings of a pre-survey of researchers conducted in December 2015, which found that teachers want a work environment that meets their expectations, such as standard and complete facilities, openness in schools, attention, support, appreciation, and a proper and fair wage, in addition to expecting material and non-material rewards. The existence of a work environment both physically and virtually constitutes the desired work environment. The physical work environment is the setting in which employees carry out their tasks. Employee morale and emotions are impacted by the workplace's physical surroundings. Temperature, noise, illumination, and air quality are the variables of the physical work environment [13], [19]. There are substantial individual variances for the variable of temperature. Therefore, it is crucial that teachers operate in an atmosphere where the temperature is controlled such that it falls within the work range that can be tolerated by each individual in order to enhance productivity. According to noise, predictable or constant noises normally do not lead to a decline in performance; on the contrary, unpredictable noises have a negative effect and interfere with instructor focus. Second, the non-physical work environment includes all circumstances relating to professional interactions, including those with superiors, coworkers, and subordinates. This collection of non-physical work situations is also one that cannot be disregarded. Since the surrounding environment is consciously employed as a tool in the educational process, the school environment has a significant impact on students' learning processes overall. The environment essentially consists of three components: (1) place (physical environment); climatic conditions, soil conditions, and natural conditions; (2) culture (cultural environment); with specific cultural heritage of language, art, economy, science, way of life, and religion; and (3) group living together (social environment or society); families, play groups, villages, and associations.

One of the most well-known management issues is leadership, which, according to [11], [13], [16], is the practice of inspiring others to work hard to fulfill critical tasks. To assist people, carry out plans and controls, which are nothing more than ensuring that things go as they should, leadership will provide the dedication and excitement that they require. Great leaders inspire and motivate others toward the same objective, which enables them to do exceptional things inside their businesses. Visionary leadership, or having a clear perspective of the future and a grasp of the steps required to successfully accomplish it, is what makes someone a good leader. It takes leadership to have a vision and the ability to make it a reality. The personality traits of a leader are said to be alertness, energy, the ability to reduce stress, emotional maturity, personal integrity

(wholeness, honesty, sincerity), and self-confidence, all of which combine to create effective leadership [14], [19]. Leadership will boost productivity and motivation. The attention, direction, encouragement, and praise provided by the leader will drive subordinates to be active and passionate at work, which will boost the performance of subordinates, according to the sentence's meaning. In the Path Goal theory, leader behavior can be tolerated if employees perceive it as a source of satisfaction [6]. The VDL model emphasizes the value of leadership development programs to strengthen relationships with subordinates, which will boost employee happiness and performance. Leadership is defined as involving influence and relationships between employees, both of which result in changes that affect employee behavior and performance [8]. The quality of leadership is the capacity to motivate followers to attain objectives. Researchers from Michigan came to the following conclusions: highly favored executives who exhibit employee-focused behavior. Leaders that place a strong emphasis on interpersonal interactions are employee-oriented. Production-oriented leaders, on the other hand, prioritize the technical or task-related facets of the work. Performance and job satisfaction are affected by both types of leader orientation. Employee-focused leaders have a greater impact on performance and excellent work satisfaction.

This demonstrates how crucial transformational leadership elements are in affecting teacher performance. In essence, transformational leadership is a strong desire to succeed at work that is characterized by self-actualization efforts, care for quality, and the best job execution based on competitive calculations, the outcomes of which are accomplishments for themselves. This demonstrates that in order for school principals to perform their duties to the highest possible standard and to attain the appropriate levels of teacher performance, transformational leadership is a prerequisite. These findings demonstrate that teacher performance increases as transformative level increases. The degree of teacher performance, on the other hand, is inversely correlated with the organizational climate and level of transformational leadership in the school. These findings suggest that the most significant variables or predictors of teacher performance satisfaction that require attention are transformational leadership and school organizational climate. A principal of a school with strong levels of transformational leadership performs better. This is evident in my ability as a teacher and principal to accomplish worthwhile educational objectives.

4. Conclusion

According to the findings of the key data analysis, transformational leadership has no significant impact on job satisfaction, but it does have a positive and significant impact on teacher performance, the work environment has a positive and significant impact on job satisfaction, but it has no significant impact on teacher performance, and motivation has no significant impact on job satisfaction or teacher performance. Transformational leadership is an important aspect of the madrasa education system. The existence of leaders who carry out their leadership functions in dealing with changes that occur in schools by setting goals as a whole, empowering subordinates, and based on professional leadership is needed to answer the demands in the world of education. In shaping optimal teacher performance, principals need to always provide democratic policies, provide rewards, make good personal relationships and approaches and create a sense of security and comfort at work. Principals also need to conduct systematic and directed guidance and supervision, so that the ability of teachers in teaching will always experience improvements and improvements which will have an effect on improving the quality of education. The results of this study can be used as a reflection material for always trying to increase work motivation intrinsically in carrying out the task as a teacher. With motivation high work will be able to

increase school quality through student achievement, and (4) for further researchers it is recommended to develop and refine research on student achievement by involving variables that other than transformational leadership principal, teacher work motivation, and school culture that is expected to be able make a contribution that can improve student achievement and also by using the observation method, in-depth interviews and teacher performance assessments.

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