

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE ON WORK MOTIVATION AND ITS IMPLICATIONS FOR TEACHER PERFORMANCE IN THE IMPLEMENTATION OF MTSS (MULTI-TIER SYSTEM OF SUPPORT) AT LAZUARDI GCS SCHOOL, DEPOK

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Abstract

Teacher performance plays a crucial role in the success of inclusive education, particularly in the implementation of the Multi-Tier System of Support (MTSS). MTSS is a framework designed to provide academic, social-emotional, and behavioral support through tiered interventions. This study examines the impact of transformational leadership on work motivation and its implications for teacher performance at Lazuardi Global Compassionate School (GCS) in Depok. A quantitative research approach was employed, using Smart Partial Least Square (SmartPLS) analysis. Data were collected from 35 teachers using a structured questionnaire. The findings indicate that: (1) transformational leadership has a positive and significant effect on teachers' work motivation, (2) transformational leadership has a positive but non-significant effect on teacher performance, (3) work motivation has a positive and significant effect on teacher performance, and (4) transformational leadership significantly influences teacher performance when mediated by work motivation. Given that the direct impact of transformational leadership on teacher performance is not significant, this finding confirms the complete mediation role of motivation in teacher performance.

Keywords: Transformational Leadership, Work Motivation, Teacher Performance, MTSS, Inclusive Education.

Abstrak

Kinerja guru memainkan peran penting dalam keberhasilan pendidikan inklusif, terutama dalam implementasi Multi-Tier System of Support (MTSS). MTSS merupakan pendekatan yang bertujuan memberikan dukungan akademik, sosial-emosional, dan perilaku melalui intervensi yang dilakukan secara berjenjang. Penelitian ini mengkaji pengaruh gaya kepemimpinan transformasional terhadap motivasi kerja dan implikasinya terhadap kinerja guru di Sekolah Lazuardi Global Compassionate School (GCS) Depok. Pendekatan penelitian yang digunakan adalah kuantitatif, dengan analisis Smart Partial Least Square (SmartPLS). Data dikumpulkan dari 35 guru melalui kuesioner terstruktur. Hasil penelitian menunjukkan bahwa: (1) gaya kepemimpinan transformasional berpengaruh positif dan signifikan terhadap motivasi kerja guru, (2) gaya kepemimpinan transformasional berpengaruh positif tetapi tidak signifikan terhadap kinerja guru, (3) motivasi kerja berpengaruh positif dan signifikan terhadap kinerja guru, dan (4) gaya kepemimpinan transformasional memiliki pengaruh signifikan terhadap kinerja guru ketika dimediasi oleh motivasi kerja. Mengingat bahwa pengaruh langsung gaya kepemimpinan transformasional terhadap kinerja guru tidak signifikan, hasil ini mengonfirmasi mediasi sempurna (complete mediation) motivasi terhadap kinerja guru.

Kata Kunci: Kepemimpinan Transformasional, Motivasi Kerja, Kinerja Guru, MTSS, Pendidikan Inklusif.



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INTRODUCTION

The development of education in Indonesia continues to be directed towards improving quality, accessibility and inclusivity.¹ One of the main challenges is providing adequate support to students with diverse needs, particularly those at risk of experiencing learning difficulties. Inclusive education, as mandated by Minister of National Education Regulation No. 70 of 2009, encourages schools to create an educational environment that welcomes all students, including those with special needs. However, in practice, gaps remain, such as the lack of systematic support for students with learning difficulties.

In inclusive schools, teachers have special responsibilities, such as creating a conducive learning climate, conducting assessments for all students, developing individual education programs (IEP), implementing teaching and learning activities, and providing remedial or enrichment programs.²

Lazuardi Global Compassionate School (GCS) is one of the inclusive schools in Indonesia that has adopted the Multi-Tier System of Support (MTSS) approach to support students with diverse needs. MTSS is a comprehensive approach to providing academic, social-emotional, and behavioral support through interventions carried out in stages.³ This approach includes three levels:⁴

Tier 1: General instruction to all students, with differentiation to meet individual needs.

Tier 2: Additional interventions for groups of students who are less responsive to general teaching.

Tier 3: Intensive intervention tailored to the individual needs of students

The implementation of MTSS at Lazuardi School demonstrates a promising approach in supporting students who have difficulty mastering literacy and numeracy skills according to grade standards. One of the important aspects of MTSS implementation is comprehensive data collection, including scheduling, initial and final test results, types of interventions, monitoring, and communication with parents, to support the sustainability of this intervention.⁵

¹ Arriani Farah et al., "Panduan Pendidikan Inklusif," *Kepala Pusat Kurikulum Dan Pembelajaran Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi*, 2022, 3.

² Edi Purnomo, "Kebutuhan Guru Sekolah Dasar Inklusi Dalam Meningkatkan Kompetensi Melalui Media Video," *Jurnal Kwangsan* 4, no. 2 (2016): 95, <https://doi.org/10.31800/jurnalkwangsan.v4i2.88>.

³ Kaitlin M. Leonard et al., "Implementing MTSS in Beginning Reading: Tools and Systems to Support Schools and Teachers," *Learning Disabilities Research and Practice* 34, no. 2 (2019): 110–17, <https://doi.org/10.1111/ldrp.12192>.

⁴ Orla Higgins Averill and Claudia Rinaldi, *Research Brief: Multi-Tier System of Supports (MTSS)*, no. May (2009): 1–6.

⁵ Wayne Sailor et al., "Preparing Teacher Educators for Statewide Scale-Up of Multi-Tiered System of Support (MTSS)," *Teacher Education and Special Education* 44, no. 1 (2021): 24–41, <https://doi.org/10.1177/0888406420938035>.

To implement MTSS effectively and efficiently, it is necessary to prepare teachers and school principals specifically.⁶ In this context, teacher performance is a key factor in the successful implementation of MTSS. Teacher performance, according to [the term], is the level of success of a teacher in carrying out their duties in accordance with established responsibilities and standards.⁷ Teacher performance includes not only teaching effectiveness, but also skills in designing and implementing interventions for students with diverse needs.

One of the internal factors that influences teacher performance is teacher competence. According to the Regulation of the Director General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology No. 2626/B/HK.04.01/2023 Concerning Teacher Competency Model, Teacher performance that a teacher must have, namely: (1) Pedagogical Competence, (2) Personality, (3) Social, (4) Professional. These four competencies are related to teacher performance, so to have good performance, a teacher must have good competencies.

Challenges in implementing MTSS at Lazuardi include consistency of implementation, time constraints, and teacher skills. Busro⁸ identified that internal motivation and external factors, such as leadership, influence teacher performance. Teachers with high motivation tend to be more innovative and adaptive in their teaching strategies to support student success.

This study focuses on transformational leadership, the dominant leadership style at Lazuardi Global Compassionate School (GCS). This leadership style is characterized by the ability to inspire, support individual development, and promote shared goals.⁹ Previous research shows that transformational leadership style is effective in improving teacher motivation and performance.¹⁰ On the other hand, different findings, such as those in Novitasari et al.'s study, demonstrate the importance of exploring contextual factors that influence its effectiveness.¹¹

⁶ Sailor et al., "Preparing Teacher Educators for Statewide Scale-Up of Multi-Tiered System of Support (MTSS)."

⁷ Barnawi and Mohammad Arifin Arifin, *Instrumen Pembinaan, Peningkatan & Penilaian Kinerja Guru Profesional*. (Ar-Ruzz Media, 2014).

⁸ M Busro, *Teori-Teori Manajemen Sumber Daya Manusia (Pertama)*. Prenadamedia Group, 1st ed. (Prenadamedia Group, 2018).

⁹ Firmansyah Firmansyah et al., "Transformational Leadership Effect on Teacher Performance in Asia: A Meta-Analysis," *Cypriot Journal of Educational Sciences* 17, no. 6 (2022): 2127–46, <https://doi.org/10.18844/cjes.v17i6.7552>.

¹⁰ I. Benjamin Prabahar and V. Bastin Jerome, "The Leadership Styles of Administrators and the Professional Effectiveness of Teachers - Enlighten Innovation and Creative Learning Among Educational Institutions," *International Journal of Professional Business Review* 8, no. 5 (2023), <https://doi.org/10.26668/businessreview/2023.v8i5.1996>.

¹¹ Dewiana Novitasari et al., "The Role of Religiosity, Leadership Style, Job Satisfaction and Organizational Citizenship Behavior Mediation on Woman Teachers' Performance Quality Management Strategies View Project Pendidikan Pancasila View Project Dewiana Novitasari," *Solid State Technology* 63, no. 6 (2020): 2953–67.

This study aims to examine the influence of transformational leadership style on teacher work motivation and performance in the implementation of MTSS at Lazuardi GCS School. By analyzing the relationships between variables, this study is expected to contribute to the development of more effective leadership strategies to support inclusive education in Indonesia.

RESEARCH METHODS

This study adopts a quantitative approach that aims to statistically evaluate the relationship between independent, intervening, and dependent variables. The research design applied is causal-comparative, which is designed to analyze the influence of Transformational Leadership Style (X) as an independent variable on Teacher Performance (Y) as a dependent variable, with Work Motivation (Z) as an intervening variable.

This research was conducted at Lazuardi Global Compassionate School, Depok, involving 35 teachers teaching at the elementary and junior high school levels. The sampling technique used was a saturated sampling method, where the entire population was used as the sample. This approach was chosen to ensure maximum representation and minimize bias in the sampling process.

Primary data collection was conducted through a questionnaire designed using a Likert scale to describe respondents' perceptions of the research variables. Meanwhile, secondary data was obtained through a literature review, including scientific journals, books, and relevant research reports to support this study.

In analyzing the data, this study used an inferential method based on Partial Least Square (PLS) with the help of SmartPLS software version 3.2.9 x64 (2024). Data analysis was carried out in two main stages, namely the Measurement Model (Outer Model) which is used to evaluate the validity and reliability of indicators in measuring the research construct, and the Structural Model (Inner Model) which aims to test the causal relationship between the predetermined variables and test the research hypothesis.

Operational Definition

According to Sugiyono, operational variables are everything that researchers have determined to be studied so that information about it can be obtained, and then conclusions can be drawn.¹² The operational variables of each in this study can be described in the following table:

¹² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D* (Alfabeta, 2013).

Table 1. Variables & Indicators

Variables	Indicator	Indicator Items
Transformational Leadership Style of School Principal (X) (BM Bass & Riggio, 2006) ¹³	Charisma	<p>X.1 The principal is a role model in implementing inclusive values.</p> <p>X.2 The principal supports teachers in providing inclusive services to all students.</p> <p>X.3 The principal encourages teachers to practice the valuesinclusion in schools.</p>
	Inspiration	<p>X.4 The principal actively motivates teachers to support student needs at all levels of intervention (Tier 1, Tier 2, and Tier 3)</p> <p>X.5 The principal motivates teachersby communicating high expectations regarding the implementation of MTSS.</p>
	Intellectual Stimulation	<p>X.6 The principal opens a discussion roomfor teachers to share ideas in overcoming the challenges of implementing MTSS.</p> <p>X.7 The principal encourages teachersto find innovative solutions in dealing with students' learning difficulties</p> <p>X.8 The principal supports professional developmentby encouraging teachers to participate in training that focuses on teaching innovation.</p>
	Individual Considerations	<p>X.9 The principal pays attention to individual needsevery teacher in implementing MTSS.</p> <p>X.10 The principal provides time for personal consultationswith teachers regarding the problems they face</p>
Teacher Motivation (Z): McClelland inBusro(2018) ¹⁴	There is a need for achievement (needs for achievement)	<p>Z.1 Teachers have targets for each task that must be completed.</p> <p>Z.2 Teachers are enthusiastic about receiving feedback from the principal.</p> <p>Z.3 Teachers are motivated to get the best rating on Performance Appraisal</p>
	There is a need for power (needs for power)	<p>Z.4 Teachers strive to build good relationships with all stakeholders to support the success of school programs.</p> <p>Z.5 Appreciation from leaders encourages teachers to give the best results in every job.</p>
	There is a need for affiliation	<p>Z.6 Teachers build good relationships with students in providing support through MTSS</p>

¹³ Regi Sanjaya, "Kepemimpinan Transformasional Yang Paling Baik? (Sebuah Kajian Pustaka)," *Prosiding Seminar Nasional*, no. November (2016): 1–15.

¹⁴ Busro, *Teori-Teori Manajemen Sumber Daya Manusia (Pertama)*. Prenadamedia Group.

		Z.7 Teachers build good relationships with parents in supporting the MTSS program
Teacher Performance (Y): Minister of Education, Culture, Research and Technology Regulation No. 2626/B/HK.04.01/2023	Pedagogy	Y.1 Teachers conduct ongoing assessments to tailor support for each student's development.
	Personality	Y.2 Teachers can maintain emotional balance when facing teaching challenges, especially in dealing with students who need MTSS support. Y.3 Teachers have the motivation to continuously improve their quality.
	Social	Y.4 Teachers involve parents/guardians of students through regular communication about student learning progress. Y.5 Teachers proactively seek feedback from the principal to improve effectiveness in supporting students in need.
	Professional	Y.6 Teachers adapt teaching approaches to support the learning effectiveness of all students. Y.7 Teachers master the application of MTSS in supporting students' needs.

RESULTS AND DISCUSSION

Overview of Research Object

Lazuardi Global Compassionate School (GCS) is an educational institution located at Jl. Garuda Ujung No. 35, Griya Cinere I, Limo, Depok City, West Java. Established in 1996, the school offers education from pre-kindergarten to high school. Under the auspices of the Lazuardi Hayati Foundation, led by Dr. Haidar Bagir, the school promotes Islamic education with a global perspective and a focus on the values of compassion.

Lazuardi GCS adopts a national curriculum combined with the international curriculum from the University of Cambridge International Examinations. As part of this curriculum implementation, the school implements a bilingual learning system. Furthermore, Lazuardi instills the values of diversity and tolerance in the educational process, including by adopting an inclusive education system that allows students with special needs to learn in a supportive and equitable environment.

Respondent Data Characteristics

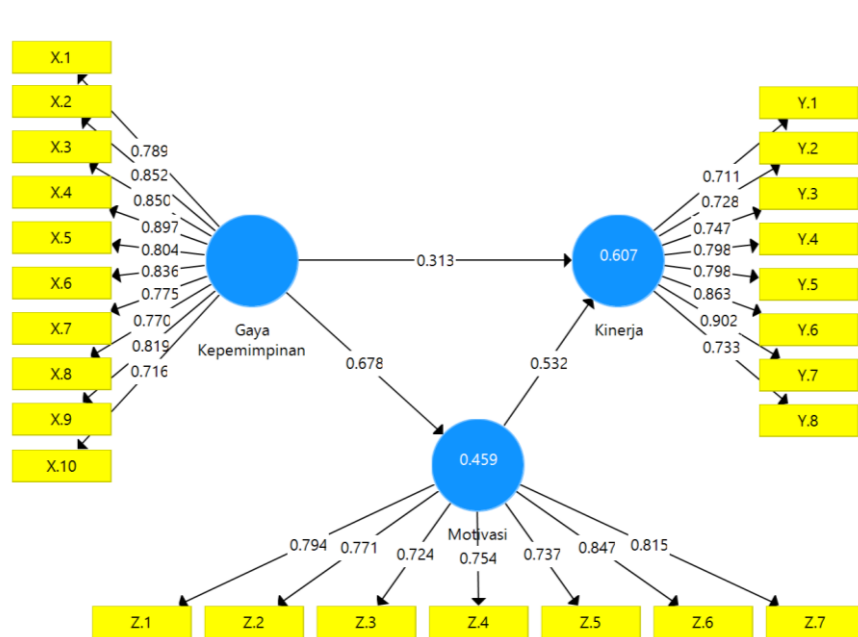
The characteristics of the respondents revealed that the majority were in the 41-50 age range, amounting to 21 people (60%). This indicates that teachers at Lazuardi School are predominantly educators in their productive adult years. Teachers in this age range generally

possess extensive experience and considerable energy to continue developing their professional competencies. Although productivity at this age tends to decline, teachers are still able to adapt to developments in technology and science, as well as innovate in the world of education. Furthermore, they remain quick to establish professional relationships with colleagues.¹⁵ Meanwhile, based on length of service, the dominant teacher is those who have worked for 21-25 years, amounting to 15 people (42.9%). Meanwhile, those with a work period of 1-10 years and 21-30 years are both 10 people (28.6%). This shows that teachers at Lazuardi GCS School are predominantly experienced and have high loyalty because they have worked for a long time at Lazuardi School.

Validity Test Results

Validity testing is conducted to determine the extent to which the questionnaire is able to accurately measure the intended variables. There are two types of validity in SEM-PLS: convergent validity (in this study, factor loading and AVE values are considered) and discriminant validity (in this study, Fornell-Larcker and crossloading values are considered).

Figure 1. Structural Model



Source: Primary Data (2024)

An indicator is considered valid if its loading factor value exceeds 0.70 (Garson, 2016). Figure 1 shows that all indicators representing transformational leadership style, motivation, and

¹⁵ Anita Nita and Rusi Rusmiati Aliyyah, *Pemerataan Dan Produktivitas Guru Sd: Studi Kasus Di Provinsi Bangka Belitung*, no. June (2022).

teacher performance have loading factor values exceeding 0.7. This indicates that the research instrument used to measure each variable has met validity standards.

In addition to loading factors, convergent validity can also be measured through the Average Variance Extracted (AVE) value as follows:

Table 2. AVE Value

	Average Variance Extracted (AVE)
Transformational Leadership Style (X)	0.660
Teacher Motivation (Z)	0.606
Teacher Performance (Y)	0.620

Source: Primary Data (2024)

An Average Variance Extracted (AVE) value above 0.5 is used as an indicator of convergent validity. If the AVE is less than 0.5, then the construct is considered not to meet convergent validity. Therefore, the ideal AVE value is more than 0.5. Based on Table 2, the AVE value for the Transformational Leadership Style (X) variable is 0.660, Teacher Motivation (Z) is 0.606, and Teacher Performance (Y) is 0.620, all of which are greater than 0.5. This indicates that the research instrument used to measure transformational leadership style, work motivation, and teacher performance is valid.

Reliability Test Results

Reliability testing is carried out in two ways, namely based on Cronbach's Alpha and Composite Reliability values as follows:

Table 3. Cronbach's Alpha and Composite Reliability Values

	<i>Cronbach's alpha</i>	<i>Composite reliability (rho_a)</i>	<i>Composite reliability (rho_c)</i>
Transformational Leadership Style (X)	0.942	0.943	0.951
Teacher Motivation (Z)	0.891	0.893	0.915
Teacher Performance (Y)	0.911	0.920	0.929

Source: Primary Data (2024)

An instrument is categorized as reliable if the Cronbach's alpha value exceeds 0.6 and the composite reliability value is greater than 0.8. Based on Table 3, the Cronbach's alpha value for the transformational leadership style variable is 0.942, teacher motivation is 0.891, and teacher performance is 0.961, all of which are greater than 0.6. This indicates that the research instrument used to measure these three variables is reliable.

Likewise, if viewed from the Composite reliability (rho_a) and (rho_c) values, the Composite reliability (rho_a) value of the leadership variable is $0.943 > 0.8$ with (rho_c) of 0.951

> 0.8; the Composite reliability (ρ_a) value of the teacher motivation variable is $0.893 > 0.8$ with (ρ_c) of $0.915 > 0.8$; and the Composite reliability (ρ_a) value of the teacher performance variable is $0.920 > 0.8$ with (ρ_c) of 0.929 . This shows that the research instrument used to measure transformational leadership style, motivation, and teacher performance is reliable.

Hypothesis Testing Results

Hypothesis testing in this study aims to identify the direction and significance of the relationship between exogenous variables (Transformational Leadership Style) and endogenous variables (Teacher Performance), both directly and through intervening variables (Work Motivation).

Table 4. Path Coefficient Estimates and t-Test Results

	Original Sample (O)	T statistics (O/STDEV)	P values	Conclusion	
Direct Influence					
Transformational Leadership Style (X) → Motivation (Z)	0.678	6,472	0,000	Significant Positive	H1 Supported
Transformational Leadership Style (X) → Teacher Performance (Y)	0.313	1,750	0.081	Positive Not Significant	H2 Rejected
Teacher Motivation (Z) → Teacher Performance (Y)	0.532	2,989	0.003	Significant Positive	H3 Supported
Indirect Influence					
Transformational Leadership Style → Motivation (Z) → Teacher Performance (Y)	0.361	2,713	0.007	Significant Positive	H4 Supported (Z perfect mediation)
Total Influence					
Transformational Leadership Style (X) → Teacher Performance (Y)	0.674	6,527	0.000	Significant Positive	

Source: Primary Data (2024)

Based on the table above, the following hypothesis test results can be obtained:

1. The analysis results show that transformational leadership style has a positive and significant effect on teacher motivation with a path coefficient of 0.678, a t-statistic of 6.472 (> 1.96), and a p-value of 0.000 (< 0.05). This indicates that increasing the principal's transformational leadership style significantly increases teacher work motivation.

2. The path coefficient of 0.313, t-statistic 1.750 (<1.96), and p-value 0.081 (>0.05) indicate that although transformational leadership style has a positive influence on teacher performance, this influence is not significant.
3. The analysis shows that teacher motivation has a positive and significant influence on teacher performance, with a path coefficient of 0.532, a t-statistic of 2.989 (>1.96), and a p-value of 0.003 (<0.05). This means that the higher the teacher's work motivation, the higher the teacher's performance.
4. The indirect effect through teacher motivation has a path coefficient of 0.361, a t-statistic of 2.713 (>1.96), and a p-value of 0.007 (<0.05), indicating a positive and significant effect. Considering that the direct effect of transformational leadership style on teacher performance was insignificant, these results confirm complete mediation by teacher motivation.

Discussion

The Direct Influence of Transformational Leadership Style on Teacher Work Motivation

The analysis of this study shows that transformational leadership has a positive and significant influence on teacher work motivation. This means that the more optimally the principal applies the transformational leadership style, the higher the level of teacher work motivation in carrying out their duties.

The results of this study are in line with the findings of previous studies which stated that transformational leadership style contributes significantly to increasing teacher work motivation.¹⁶ In addition, the view of Rafferty & Griffin (2004: 330) also supports this finding by stating that leaders who apply a transformational leadership style can inspire and encourage their followers to achieve performance that exceeds expectations by transforming attitudes, beliefs, and values that are held, thereby increasing compliance and commitment in carrying out their duties and responsibilities.¹⁷

Survey data shows that respondents strongly agree that the principal has been a role model, motivating, encouraging teacher self-development, and addressing teachers' needs to improve their competency in implementing inclusive services at Lazuardi School. With the principal's support, teachers can more easily fulfill their responsibilities to work optimally in serving all students

¹⁶ Zulkarnaen Zulkarnaen et al., "Pengaruh Budaya Sekolah, Gaya Kepemimpinan Transformasional, Dan Motivasi Kerja Terhadap Kinerja Guru SMK," *Jurnal Akuntabilitas Manajemen Pendidikan* 8, no. 2 (2020), <https://doi.org/10.21831/jamp.v8i2.33867>.

¹⁷ Sanjaya, "Kepemimpinan Transformasional Yang Paling Baik? (Sebuah Kajian Pustaka)."

according to their needs, one of which is through the implementation of the MTSS (Multi-Tier System of Support).

The Direct Influence of Transformational Leadership Style on Teacher Work Performance

The results of the study indicate that transformational leadership has a positive but insignificant influence on teacher performance at Lazuardi GCS School. This suggests that although improving the quality of transformational leadership is expected to improve teacher performance, the effect tends to be small and insignificant. In other words, transformational leadership is not a primary factor driving improved teacher performance at Lazuardi GCS School.

This finding is in line with the research results of Novita et al. which states that transformational leadership style does not have a significant effect on teacher performance in schools.¹⁸ According to the research, other factors have a more significant influence than leadership style, such as religiosity and job satisfaction.

Different conditions were found in the research results of Zulkarnaen et al.¹⁹, Sri Hartinah et al.²⁰, Wijayanto et al.²¹, and Kurniawati²², which shows that transformational leadership style has a positive and significant influence on teacher performance. This difference in results is likely influenced by other, more dominant factors, such as the work environment, management support, and individual teacher motivation.

Teacher performance is not only influenced by leadership but also by external factors, such as the work environment, compensation, and management systems.²³ The mature inclusive environment at Lazuardi, both culturally and practically, is a key factor supporting teacher performance. Furthermore, Lazuardi teachers have extensive work experience, with the majority having worked for 11–20 years (28.6%) and 21–25 years (42.9%), and 60% are in their productive adult years. This indicates that Lazuardi teachers possess the necessary competencies to effectively implement student-centered education.

¹⁸ Novitasari et al., “The Role of Religiosity, Leadership Style, Job Satisfaction and Organizational Citizenship Behavior Mediation on Woman Teachers’ Performance Quality Management Strategies View Project Pendidikan Pancasila View Project Dewiana Novitasari.”

¹⁹ Zulkarnaen et al., “Pengaruh Budaya Sekolah, Gaya Kepemimpinan Transformasional, Dan Motivasi Kerja Terhadap Kinerja Guru SMK.”

²⁰ Sri Hartinah et al., “Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah, Iklim Sekolah, dan Motivasi Kerja terhadap Kinerja Guru SMP Swasta Kabupaten Batang,” *Didaktik : Jurnal Ilmiah PGSD STKIP Subang* 9, no. 3 (2023), <https://doi.org/10.36989/didaktik.v9i3.1468>.

²¹ Slamet Wijayanto et al., “Pengaruh Gaya Kepemimpinan Transformasional, Motivasi Kerja, Dan Kepuasan Kerja Terhadap Kinerja Guru Sekolah Dasar,” *Jurnal Akuntabilitas Manajemen Pendidikan* 9, no. 1 (2021), <https://doi.org/10.21831/jamp.v9i1.35741>.

²² Nur Rohma Kurniawati, “Pengaruh Gaya Kepemimpinan Transformasional Kepala Madrasah, Motivasi Kerja Dan Disiplin Kerja Terhadap Kinerja Guru Madrasah Aliyah,” *JIIIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 1 (2023), <https://doi.org/10.54371/jiip.v6i1.1395>.

²³ Busro, *Teori-Teori Manajemen Sumber Daya Manusia (Pertama)*. Prenadamedia Group.

The Direct Influence of Teacher Motivation on Teacher Performance.

The results of this study indicate that teacher motivation contributes positively and significantly to teacher performance at Lazuardi GCS. This means that the higher the level of work motivation a teacher possesses, the better the quality of their performance. High motivation encourages teachers to carry out their professional duties more optimally, such as designing effective lesson plans, collaborating with various stakeholders, and providing optimal educational services to students.

This result is in line with Kurniawati's research²⁴, Asri et al.²⁵, and Santi, NS, Putra, RS, & Zhulqarnain²⁶ which states that work motivation has a significant influence on teacher performance in schools. In addition, this finding is in line with the opinion of Busro which confirms that one of the internal factors influencing employee performance is motivation. Teachers with high motivation tend to be more enthusiastic about improving the effectiveness of learning and developing student character.

Teacher motivation consistently drives the achievement of optimal performance in schools. Based on the results of this study, teacher motivation in certain aspects, such as appreciation from leaders (Z.5, mean = 4.20) and encouragement for the best performance assessment (Z.3, mean = 4.14), can still be optimized. A more strategic approach is needed from the principal, such as providing more specific appreciation, performance assessments that give higher weight to inclusive programs such as MTSS, and improving the performance assessment system that is transparent and supports teacher professional development.

Indirect Effect of Transformational Leadership Style on Teacher Performance through Teacher Motivation

The results of this study indicate that transformational leadership style has a positive and significant influence on teacher performance indirectly through the mediating role of work motivation at Lazuardi GCS School. Furthermore, these findings also indicate that the direct effect of transformational leadership style on teacher performance is insignificant, although it has a positive direction. Thus, teacher motivation functions as the main mediator, forming a perfect

²⁴ Kurniawati, "Pengaruh Gaya Kepemimpinan Transformasional Kepala Madrasah, Motivasi Kerja Dan Disiplin Kerja Terhadap Kinerja Guru Madrasah Aliyah."

²⁵ Nopen Asri et al., "Pengaruh Gaya Kepemimpinan Dan Profesionalisme Melalui Motivasi Kerja Terhadap Kinerja Guru Di Sekolah Menengah Atas Negeri 1 Merangin," *J-MAS (Jurnal Manajemen Dan Sains)* 8, no. 2 (2023): 1892, <https://doi.org/10.33087/jmas.v8i2.1495>.

²⁶ M. R. Santi, N. S., Putra, R.S., & Zhulqurnain, "Pengaruh Gaya Kepemimpinan Terhadap Kinerja Guru Dengan Motivasi Sebagai Variabel Intervening (Studi Kasus Pada Guru SMP Baitussalam Surabaya)," *Jurnal UMAHA* 1, no. 1 (2021): 264–68.

mediation, where through increased work motivation, which ultimately encourages teachers to achieve more optimal performance.

The same finding was found in previous research, such as Zulkarnaen et al., which stated that transformational leadership style has a positive and significant effect on teacher performance through motivation as a mediator. This is also consistent with research by Santi, NS, Putra, RS, & Zhulqarnain.²⁷, Wadjo et al.²⁸ and Asri et al.²⁹ which shows that the influence of leadership style in general on teacher performance is more effective if mediated by teacher motivation.

Different results were shown by research by Silvi Novita, Elfiswandi, and Zefriyenni³⁰. who found that work motivation had no significant influence on employee performance and did not mediate the relationship between principal leadership and performance. According to their research, principal competence and leadership style played a more direct role in improving performance, compared to motivation.

In the context of leadership theory, Bass and Riggio³¹ explains that a transformational leadership style can increase subordinate motivation through inspiration, empowerment, and individual attention. This creates an intrinsic drive that is essential for driving optimal performance. High teacher motivation, driven by transformational leadership, enables teachers to be more committed to carrying out their duties and achieving educational goals, including in the implementation of programs such as the Multi-Tier System of Support (MTSS).

CONCLUSION

Based on the research and analysis conducted, transformational leadership has a significant impact on teacher work motivation, although it does not directly affect teacher performance significantly at Lazuardi GCS School. Conversely, work motivation has been shown to play a key role in improving teacher performance and serves as a perfect mediator in the relationship between transformational leadership and teacher performance. In other words, the effectiveness of transformational leadership in improving teacher performance is more optimal when accompanied by increased work motivation.

²⁷ Santi, N. S., Putra, R.S., & Zhulqurnain, "Pengaruh Gaya Kepemimpinan Terhadap Kinerja Guru Dengan Motivasi Sebagai Variabel Intervening (Studi Kasus Pada Guru SMP Baitussalam Surabaya)."

²⁸ Iid Pua Wadjo et al., "Pengaruh Etos Kerja Islam Dan Gaya Kepemimpinan Terhadap Kinerja Guru MTS Melalui Variabel Motivasi," *Journal Of Administration and Educational Management (ALIGNMENT)* 6, no. 1 (2023), <https://doi.org/10.31539/alignment.v6i1.5482>.

²⁹ Asri et al., "Pengaruh Gaya Kepemimpinan Dan Profesionalisme Melalui Motivasi Kerja Terhadap Kinerja Guru Di Sekolah Menengah Atas Negeri 1 Merangin."

³⁰ Silvi Novita, "Pengaruh Kepemimpinan Kepala Sekolah Dan Kompetensi Terhadap Kinerja Pegawai Melalui Motivasi Kerja Sebagai Variabel Intervening," *Journal of Business and Economics (JBE) UPI YPTK* 7, no. 2 (2022): 156–61, <https://doi.org/10.35134/jbeupiypk.v7i2.164>.

³¹ Sanjaya, "Kepemimpinan Transformasional Yang Paling Baik? (Sebuah Kajian Pustaka)."

This confirms that, in the context of inclusive education at Lazuardi GCS, teacher motivation is a crucial aspect that must be strengthened to enable them to perform optimally and maintain a strong commitment to the learning process. Therefore, improving teacher performance depends not only on the principal's leadership style but also on strategies that can build and sustain teacher motivation.

SUGGESTION

Several recommendations can be implemented to improve the effectiveness of MTSS implementation at Lazuardi GCS and other schools implementing inclusive systems. Principals need to pay more attention to individual teacher needs by providing more tailored support. Furthermore, the application of a transformational leadership style should be optimized by emphasizing motivation, emotional support, and inspiration to create a conducive and productive work environment for teachers.

On the other hand, teachers are expected to remain committed to improving their professionalism through ongoing training, competency development, and collaboration with colleagues. Proactively seeking and utilizing feedback from the principal is also crucial for improving teaching practices and the implementation of MTSS in the classroom. To support this, schools can hold regular training programs focused on improving MTSS implementation, while also providing awards to teachers as a token of appreciation for their dedication and performance in implementing the system.

In addition to recommendations for education practitioners, this research also opens up opportunities for broader and more in-depth follow-up studies on inclusive education, particularly in the implementation of MTSS. Future research can be conducted with a broader scope, involving more schools or educational institutions to broaden the generalizability of the research results. Furthermore, adding other variables that could potentially influence teacher performance, such as job satisfaction, school environment, and parental support, could provide more comprehensive insights. A combination of diverse research methods is also recommended for a more in-depth and valid analysis.

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