

The Role of Transformational Leadership in Improving Teacher Motivation at SMP Muhammadiyah 7 Medan

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Abstract: This study was conducted with the aim of determining the role of transformational leadership in improving teacher motivation at SMP Muhammadiyah 7 in Medan. The research method used was qualitative and focused on accurate descriptions of events in the field. Data collection was carried out through library and field research using interviews, observations and documents. The results of the study showed that transformational leadership implemented by the principal had quite significant changes in teacher motivation and created a supportive and positive work environment where teachers felt important and motivated to participate effectively. By showing appreciation regularly, managers can create a cohesive vision and inspire their employees. This improves the quality of teaching and learning and affects student performance. In addition, this approach is effective in overcoming resistance to change through open communication and effective conflict management. Finally, change Teachers feel more motivated because they see themselves as an important part of the larger school vision at SMP Muhammadiyah 7 Medan. This plays an important role in improving teacher motivation and the overall quality of education and shows the need for personal leadership to achieve better educational goals, motivate and involve something together.

Keywords: Role of Leadership, Transformational Leadership, Teacher Motivation

INTRODUCTION

Teachers not only play a leading role in the learning process and transmission of information, but also bear great responsibility in shaping the character, morals, and abilities of their pupils. (Munawaroh et al., 2023; Setiawan & Abrianto, 2021). In a growing educational ecosystem, the motivation of teachers is a key factor in ensuring the quality of education. Motivation not only forms the basis of teacher behavior and involvement, but also forms a learning environment that triggers student enthusiasm and innovation. (Riowati & Yoenanto, 2022; Setiawan & Abrianto, 2021).

The trigger for the poor quality of education in Indonesia is the quality of the human resources of education that is still below the standard. (Agustang et al., 2000). The quality of education is closely linked to the motivation of teachers. An intrinsically motivated teacher tends to create a dynamic learning ecosystem, develop an emotional relationship with the

student, while encouraging the student to reach his or her maximum potential. (Lafendry, 2020; Riowati & Yoenanto, 2022).

Similar research was also conducted by (Armiyanti et al., 2023). Research findings reveal that the head of SMPN 01 Purwakarta improves the education service of his school by developing a strong vision, motivating participation, fostering innovation, building capacity and creating a culture of collaborative learning. The difference between this research and current research lies in the focus of its research. If this research is focused on improving education services in SMPN 1 Purwakarta, then this study researchers focus on increasing the motivation of teachers in SMP Muhammadiyah 7 Medan.

Next is a study entitled “The role of transformational leadership of the head of school in improving the performance of teachers” conducted by (Rahmawati & Karwanto, 2021). First, this study revealed whether the leadership of the head of the school can be successful on the performance of teachers. Second, a head of school who always gives a positive attitude judges teacher performance, and the school culture is indirectly formed through the habits and attitudes of the Head of school that are motivating teachers to keep improving their performance.

Third, a good teacher's performance is measured by the height of their commitment to teaching. This is different from current research that focuses on improving teacher motivation in schools, whereas previous research focused on improved teacher performance in schools. To boost the motivation of teachers, proper concepts such as transformational leadership need to be introduced in schools. The concept of transformational leadership offers hope as a strong foundation for increasing teacher motivation (Armiyanti et al., 2023; Rahmawati & Karwanto, 2021).

This leadership not only focuses on duty and responsibility, but also on its implications, motivating and guiding teachers in realizing greater shared goals. Conceptually and theoretically, transformational leadership is about inspiring and supporting followers and subordinates to train themselves to be problem solvers and develop their abilities as leaders so that they can common goals, more generally understood as a form of guiding leadership style. (Armiyanti et al., 2023; Rahmawati & Karwanto, 2021).

Generally, transformational leadership is adopted or applied by the head of school. Through this study, we hope to gain in-depth insight into how transformational leadership can be the key to boosting teacher motivation and, in turn, improving the overall quality of education. By understanding the nature of the role of teachers and the results of transformational leadership, we open a new era in building an educational environment that inspires and empowers.

We hope the results of this research will improve the well-being of teachers, create a dynamic learning ecosystem, and encourage students to reach their full potential and create a better and more competitive generation of successors. I hope this can be a foundation for guidance.

METHOD

The research was carried out at SM Muhammadiyah 7 Medan, Jalan Pelita II, Sidorame West I, Kecamatan Medan Perjuangan, Kota Medan. The survey was conducted from January 2024 to March 2024. This research focuses on the role of transformational leadership in increasing teacher motivation in the Muhammadiyah 7 Field High School. Qualitative research describes methods that emphasize interpretation and in-depth understanding of various aspects of the problem being studied. (Harahap, 2020; Mahariah, 2020).

This research is usually carried out in the context of nature and aims to understand and interpret phenomena based on the meaning given by those involved. The head of school, the deputy head of the school who is responsible for the curriculum, and the teacher is the respondent to this research. The researchers used the respondents based on the method of sampling snowballs (Lenaini, 2021; Suriani et al., 2023). Sampling Snowballs is a non-probability sample technique.

For subjective data about respondents or sample communities, this type of sample-taking technique is specifically used. In other words, the desired sample item is very rare and tends to be grouped into sets (Lenaini, 2021; Suriani et al., 2023). The researchers then used two forms of data collection: library and field studies. Data collection methods on library research included collection of books, journals, and previous research that supported research topics, such as leadership literature, including transformational leadership models and teacher motivation. (Adlini et al., 2022; Mauludi et al., 2022).

Data collection techniques in field research include interviews, observations, and documentation. Once the data is collected, the process of data analysis is interactive and continuous through several stages taken from the theory. (Miles & Huberman, 1992). The data analysis activity is structured over four stages that include the collection, reduction, dissemination, and inference of data.

RESULTS AND DISCUSSION

RESULTS

The Role of Leadership in Developing Teacher Motivation

Transformational leadership in the Muhammadiyah High School 7 Field is described as a living philosophy by the Head of School, which is not only about the style of leadership but also as the foundation that shapes the entire educational ecosystem.

"Transformational leadership is not just a style of leadership for me; it is a living philosophy that shapes the entire education ecosystem in the Muhammadiyah High School. My definition of transformational leadership involves the ability to shape a shared vision, motivate with inspiration, and create an environment in which each staff member feels valued and appreciated. In this school, I apply these principles in every aspect of school management."

Based on the interview that, according to the Head of School, the core of a transformational leadership role is the ability to create an environment in which every staff member feels valued and appreciated. This is reflected in the way the head of the school communicates transparently and involves

all staff in the decision-making process. Observations at school show that this approach has created a collaborative and positive working environment.

Teachers feel more motivated because they see themselves as an essential part of a larger school vision. The head of the school actively digs the core values of the schools and formulates visions that reflect collective ideals, which are then consistently communicated to the entire staff. The commitment of the Head of School to strengthen this vision continuously provides a clear direction for the entire staff to work together to a common goal.

Appreciation of individual contributions is also an important part of the transformational leadership that is applied. The head of the school regularly gives appreciation and positive feedback, which makes a real contribution to improving the motivation and enthusiasm of teachers. Observations show that teachers who feel appreciated tend to be more excited and committed in carrying out their duties. This positive feedback also helps in creating a working atmosphere that supports professional growth.

In addition, transformational leadership in the Muhammadiyah 7 Fields also involves the personal and professional development of each individual. The head of the school supports training and development programmes, planning measures to empower teachers to be leaders in their respective fields. It not only inspires but also empowers teachers to reach their full potential. With sustained support, teachers feel more confident and motivated to keep growing.

In conclusion, the result of the development of the ideal teacher motivation of transformational leadership in SM Muhammadiyah 7 Field is seen in the improvement of the motivation and performance of teachers. By creating a shared vision, giving appreciation, and supporting professional development, the Chief School managed to build a positive and collaborative environment. Teachers feel supported and appreciated, which in turn enhances their enthusiasm and commitment to teaching. It reveals that effective transformational leadership can create significant positive changes in teacher motivation and performance.

The Role of Leadership in Improving Teacher Inspirational Motivation

Transformational leadership at the Muhammadiyah 7 Field highlighted the importance of inspirational motivation as a key component in leadership. The head of the school strives to create an environment in which staff are motivated to shared goals by communicating openly and listening to their ideas and aspirations. It creates a sense of commitment and ownership among the teachers, which is essential toining a high working spirit.

Regular appreciation also plays an important role in increasing teacher motivation. Observations show that the inspirational motivation implemented by the Head of School succeeded in forming a supportive and empowering work ecosystem. Teachers feel appreciated and motivated to do their best in carrying out their work. This approach also encourages creativity and innovation in teaching methods.

Teachers who feel supported to try new things and take the initiative in teaching tend to be more enthusiastic and committed in their tasks.

"Transformational leadership for me also involves the personal and professional development of every individual in the school. I actively support training and development programmes, planning measures to empower teachers to be leaders in their respective fields. Thus, transformational leadership is not just about inspiring, but also about empowering individuals to reach their full potential."

Based on the interviews, training and development programmes tailored to individual needs help teachers feel continuously evolving and observed throughout their careers. This support not only improves professional competence but also improves the intrinsic motivation of teachers. Teachers who feel supported in their career development tend to have a higher commitment to their duties. Besides, inspirational motivation also involves giving the teacher the freedom to create and implement innovative learning methods.

The head of the school gives room for creativity and innovation, which gives additional impetus to the motivation of teachers. Teachers feel that they have positive results in shaping the students' future, which greatly motivates them to continue to give the best. This increase in motivation is reflected in improved quality of teaching and learning in the classroom. In conclusion, the inspirational motivation applied by the Head of School at the Muhammadiyah 7 Field High School has a positive, significant effect on the motivation and performance of teachers.

By creating an ecosystem of learning that supports, gives appreciation, and supports professional development, the head of school has succeeded in increasing the spirit and commitment of the teacher.

Challenges in Implementing Transformational Leadership

One of the major challenges in implementing transformational leadership in the Muhammadiyah 7 Fields is resistance to change and managing uncertainty. Changing the organizational culture and way of working that already exists takes time and patience. The Chief is aware of the importance of clear and sustained communication in addressing these challenges. By sharing transformational vision and goals openly with the entire staff, the Chief strives to reduce uncertainty and overcome resistance.

Observations show that clear and sustained communication helps reduce uncertainty and improve staff understanding of change. Continuous education about the reasons behind change and long-term benefits helps staff feel more confident and support the transformation that is taking place. The head of the school also provides the necessary support during the change process, which is important to keep staff motivated. Managing conflict is also a challenge in applying transformational leadership.

"I understand that any change requires wise conflict management. I create space for staff to convey their concerns, and we work together to find adequate solutions. Involving staff in the decision-making process helps them feel part of change, which in turn increases their motivation to support transformation."

By engaging staff in decision making, the head of the school helps them to feel that they have a part in change, and that in turn boosts their motivations to support the transformation. Observations show that this approach succeeds in reducing conflict and improving collaboration among staff. The

consistency and commitment of the Head of School to implement transformational leadership is also an important factor in overcoming the challenge.

By continuing to provide support, affirming the vision, and showing that change is a sustainable and positive process, the Chief School managed to build staff confidence in transformation. The staff felt more confident that the change would bring long-term benefits, which increased their motivation to support the process. In conclusion, despite the challenge of implementing transformational leadership in the Muhammadiyah 7 Field High School, the approach used by the Head of School managed to overcome the challenge.

With clear communication, sustained support, and wise conflict management, Chief School manages to reduce resistance to change and increase staff motivation. It shows that effective transformational leadership can overcome challenges and create positive change in organizational culture and employee motivation.

The Role of Teacher Motivation in Improving Student Performance and Achievement

The increased motivation of teachers in Muhammadiyah High School 7 Fields has significant positive changes in school performance and student performance. Motivated teachers tend to see their work as a call to deliver positive results on student life. This is reflected in improved quality of teaching and learning in the classroom. Observations show that motivated teachers are more involved in the development of school initiatives and actively participate in extracurricular activities and innovative projects.

Better collaboration and communication among staff is also the result of increased teacher motivation. In a collaborative working environment, ideas and best practices can be easily shared, which in turn results in improvements in the quality of learning and teaching throughout the school. Teachers who feel supported and motivated tend to be more enthusiastic about working together and sharing knowledge with their peers. Observations show that this creates a strong and solid teaching team. High teacher motivation also works on a more positive relationship between teacher and student. Motivated teachers tend to provide more inspirational teaching and build more positive relationships with students.

“Improved teacher motivation results are reflected in student achievement. It creates a pleasant learning environment and triggers a student's interest in learning. As a result, thanks to the involvement and encouragement of teachers, student performance improves.”

Based on the interview, it shows that the level of motivation of the teacher has the ability to make an ecosystem of learning pleasant and trigger students' interest in learning. Observations show that students taught by motivated teachers tend to be more engaged and have better learning performance. Increased teacher motivation also encourages innovation in teaching methods. Teachers who feel motivated to try new and creative teaching methods tend to create more interesting and effective learning for students.

Observations show that these innovations help students gain a better understanding of the subject matter and improve their learning outcomes. Teachers who innovate in teaching also set good examples

for their peers, encouraging best practices throughout the school. In conclusion, increased motivation of teachers in the Muhammadiyah 7 Field High School has a significant positive effect on school performance and student performance.

Motivated teachers create a positive and creative learning environment, which in turn improves the quality of learning and teaching. With better collaboration, positive relationships with students, and innovation in teaching methods, high teacher motivation contributes to better student academic performance. It reveals that effective transformational leadership can create significant positive changes in teacher motivation and student learning outcomes.

DISCUSSION

The Role of Leadership in Developing Teacher Motivation

Leadership in education plays a very important role in determining the direction, quality, and efficiency of the learning process. One crucial aspect that should not be ignored is the development of teacher motivation. Motivated teachers will not only teach more effectively but will also inspire students to learn enthusiastically. Leadership in education serves as the main director who determines the school's vision and mission (Juhji, 2020).

A good educational leader is able to communicate these goals clearly to all staff, including teachers (Suryadi, 2023). When teachers understand and support the school's vision and mission, they will feel like an important part of the organization (Qomaruzzaman, 2012). This can increase their motivation because they feel that their work has a greater purpose. A good educational leader will ensure that teachers have the opportunity to develop themselves professionally. This can be done through training, workshops, seminars, or other professional development programs.

When teachers are given the opportunity to learn and develop, they will feel more competent and confident in carrying out their duties. This not only increases their motivation but also the quality of the teaching they provide. Effective communication between leaders and teachers is essential in building positive relationships and increasing motivation. Educational leaders must be open to input and suggestions from teachers, and be ready to provide support and guidance whenever needed (Rahmi, 2024). Good communication will create mutual trust and strengthen the relationship between leaders and teachers, which in turn will increase teacher motivation and performance.

Teacher motivation is a key element in improving the quality of education. A motivated teacher has a greater ability and willingness to create an effective learning environment and support student development (Palembangan, 2023). First, motivated teachers will be more enthusiastic in teaching, which will improve the quality of learning and student learning outcomes. Second, high motivation can also reduce teacher absenteeism and turnover rates, because they feel satisfied and appreciated in their work. Third, the overall school environment will be more positive and productive, because motivated teachers will tend to create a fun and inspiring learning atmosphere for students.

In addition, the principal uses a personal approach to motivate and inspire teachers. This approach includes direct interaction and attention to the individual needs of each teacher. Principals often give personal appreciation for the hard work and achievements of teachers, which has a positive effect on their morale and work motivation (Permatasari et al., 2023). Principals ensure that all teachers feel heard and appreciated, which in turn increases their enthusiasm and dedication to their work (Hidayatuloh, 2023). This shows that the implementation of transformational leadership in this school not only focuses on achieving long-term goals, but also on developing individual employees and increasing work motivation. This holistic approach is successful in teacher performance and improving the quality of education provided to students as a whole. The results of this study confirm that transformational leadership is the key to creating a supportive educational environment. So that leadership in education can run as it should. Through a clear vision, a supportive work environment, rewards and recognition, professional development, and effective communication, an educational leader can create conditions that motivate teachers to work better and more enthusiastically. Motivated teachers will not only provide better teaching, but will also inspire students to reach their full potential. Therefore, it is important for educational leaders to always strive to develop and maintain teacher motivation in order to achieve better educational goals.

The Role of Leadership in Improving Teacher Inspirational Motivation

The role of leadership in increasing teacher inspirational motivation is very important to create an inspiring and productive learning environment. Through a clear vision and mission, positive relationships, consistent support, opportunities for self-development, the application of transformational leadership, and appreciation for creativity and innovation, an educational leader can increase teacher inspirational motivation (Iryani, 2022). Teachers who are inspired will be more enthusiastic, creative, and dedicated, which ultimately has a positive effect on student achievement and well-being. Therefore, it is important for educational leaders to continue to strive to increase teacher inspirational motivation in order to achieve better educational goals.

Inspirational motivation is a drive that comes from within a person, which is driven by goals, values, and desires to achieve something greater than just individual achievement. In the context of education, inspirational motivation in teachers has significant results on teaching effectiveness, education quality, and student well-being. Inspirational motivation in teachers refers to the inner drive that motivates them to carry out teaching tasks with enthusiasm, dedication, and commitment (Uno, 2023).

Teachers who are inspirationally motivated tend to have a clear vision of their role in shaping their students' futures and the positive outcomes they can create in their students' lives. This motivation is often fueled by a belief in the importance of education, a sense of social responsibility, and a desire

to make a meaningful contribution to society. In addition, the principal provides strong support for teacher professional development (Putri, 2019).

This includes providing training and workshops that are relevant to teachers' needs and opportunities to attend educational seminars. This support not only improves teachers' skills and knowledge but also encourages greater self-confidence in carrying out their duties (Ayuningrum, 2021). The results of Inspirational Motivation in Teachers are: 1) improving the Quality of Teaching: Inspirationally motivated teachers tend to be more creative, innovative, and dedicated in designing and implementing learning. They are more likely to use varied and engaging teaching methods, which can increase student engagement and learning outcomes; 2) creating a Positive Learning Environment: Inspired teachers create a positive and supportive learning environment. They are able to build good relationships with students, create a safe and inclusive environment, and motivate students to learn with enthusiasm, 3) increased Teacher Job Satisfaction and Well-Being: High inspirational motivation contributes to increased teacher job satisfaction and well-being. Teachers feel more satisfied with their work, have a high sense of achievement, and feel appreciated for their contributions. This can also reduce stress and burnout levels among teachers, 4) positive Outcomes for Students: Inspired teachers can be strong role models for students. A teacher's positive attitude, dedication, and passion can inspire students to achieve higher, have a more positive attitude towards learning, and develop better social and emotional skills (Akbar, 2019).

Inspirational motivation in teachers is an important element in creating quality and positive successful education. Factors such as school vision and mission, inspirational leadership, continuous professional development, recognition and appreciation, and work-life balance play an important role in maintaining and enhancing this motivation. The result is an increase in the quality of teaching, the formation of a positive learning environment, increased job satisfaction and teacher well-being, and significant positive results in student development. Therefore, all parties involved need to work together to create conditions that support inspirational motivation in teachers in order to achieve better and more sustainable education. Transformational leadership also succeeded in increasing collaboration among teachers. The principal encouraged the formation of work teams and discussion groups to discuss teaching strategies and solve problems faced in the learning process. Another positive result of transformational leadership is seen in the level of teacher job satisfaction. A supportive work environment and recognition of their contributions increase their sense of satisfaction and pride in their work (Kosasih, 2020). Overall, the transformational leadership implemented in this school has succeeded in creating a productive, innovative, and collaborative work environment. The results are clearly visible in improving teacher performance, both in terms of motivation, teaching ability, teamwork, and job satisfaction. This research shows that transformational leadership is not just a theory, but can be applied effectively to achieve real results in an educational context.

Challenges in Implementing Transformational Leadership

Transformational leadership is a leadership style that focuses on inspiring and motivating subordinates to achieve their maximum potential and bring about positive change in the organization. In the context of education, transformational leadership can have quite significant implications for teacher performance and student learning outcomes. However, implementing transformational leadership is not easy and faces various challenges. The challenges in implementing transformational leadership are: 1) **resistance to Change:** One of the main challenges in implementing transformational leadership is resistance to change. Many individuals in the organization tend to be comfortable with the status quo and are afraid of change. Change can create uncertainty and discomfort, which can lead to resistance from teachers and staff. To overcome this resistance, leaders must be able to clearly communicate the benefits of the change and show how the change will improve the quality of education and the welfare of all parties, 2) **Lack of Resources:** The implementation of transformational leadership often requires sufficient resources, either in the form of finance, time, or energy. Lack of resources can be a major obstacle in realizing the vision and mission that have been set. Leaders must be creative in finding solutions to overcome these limitations, for example by seeking support from various parties, both internal and external, and utilizing technology and innovation to increase efficiency and effectiveness, 3) **Limitations of Leader Ability:** Not all leaders have the abilities and skills needed to be transformational leaders. Transformational leadership requires leaders who are charismatic, visionary, empathetic, and able to motivate and inspire others. Leaders must also have good communication skills to convey the vision and mission of the organization. To overcome this challenge, leaders must continue to develop themselves through training, education, and experience 4) **Unsupportive Organizational Culture:** An unsupportive organizational culture can be a major obstacle to implementing transformational leadership. A rigid, hierarchical, and non-innovative organizational culture can hinder change and innovation efforts. Transformational leaders must work hard to change the organizational culture by creating an environment that supports collaboration, creativity, and innovation. This can be done through training programs, rewards, and recognition, and by modeling desired behaviors; 5) **Measuring Success:** Measuring the success of transformational leadership can be a challenge. The success of transformational leadership is often difficult to measure quantitatively because many aspects are qualitative, such as changes in motivation, job satisfaction, and organizational culture. Leaders need to develop the right tools and methods to measure the implications of transformational leadership, whether through surveys, interviews, or direct observation; 6) **Maintain Consistency and Commitment:** Consistency and commitment are the keys to success in implementing transformational leadership. The biggest challenge is maintaining consistency in implementing the values and principles of transformational leadership amidst the pressures and challenges faced. Leaders must remain committed to the vision and mission that have been set and continue to encourage and support teachers and staff to do the same (Rahayu, 2023).

This shows that implementing transformational leadership in the context of education does face various challenges, ranging from resistance to change, lack of resources, limited leadership abilities, unsupportive organizational culture, to difficulties in measuring success and maintaining consistency and commitment. However, with the right approach, these challenges can be overcome. Transformational leaders must be able to communicate the vision and mission clearly, find creative solutions to overcome resource limitations, continue to develop their abilities, change the organizational culture, develop appropriate measuring tools, and maintain consistency and commitment. Thus, transformational leadership can be implemented effectively and provide quite significant positive results for the entire school community.

The Role of Teacher Motivation in Improving Student Performance and Achievement

Teacher motivation plays a very important role in improving student performance and achievement. Motivated teachers will teach enthusiastically, create a positive learning environment, and develop creative teaching methods. The results for students are very significant, ranging from increased engagement and academic achievement to the development of social and emotional skills (Tenriningsih, 2011).

Therefore, it is important for educational leaders to implement various strategies that can increase teacher motivation, such as providing rewards and recognition, providing professional development opportunities, creating a positive work environment, and encouraging participation in decision making. Thus, we can create a better and more effective education system for all parties involved. Teacher motivation plays a significant role in improving student performance and achievement. The following are among others: 1) Increasing Student Engagement: Motivated teachers are able to create an interactive and participatory classroom atmosphere. Students will be more involved in the learning process, which can improve understanding and retention of the material, 2) Increasing Academic Achievement: Students taught by motivated teachers tend to achieve higher academic achievement. Motivated teachers will provide the necessary guidance and support, and set high standards for student achievement, 3) Development of Social and Emotional Skills: Motivated teachers not only focus on academic achievement, but also on the development of students' social and emotional skills. This is important to form students who are balanced and ready to face various challenges in the future (Mulyani, 2012).

This makes an increase in teacher motivation which has a positive effect on their involvement in various school initiatives. In addition, it was found that there is a positive correlation between increased teacher motivation and student academic achievement. Data analysis shows that the higher the level of teacher motivation, the better the academic achievement of students in various subjects. Thus, teacher motivation not only has an effect on their involvement in school activities but also has a direct effect on students' academic achievement. This is in line with research conducted by (Giawa et al., 2020). In

his research, he revealed that the results of learning motivation on student learning achievement in class were found.

Measuring the success of transformational leadership in the school context is measured through several main indicators (Variyani et al., 2024). First, active staff participation is considered one of the important indicators. In addition, performance evaluation is also considered an important indicator in assessing the success of transformational leadership. By conducting regular evaluations of school and staff performance, school leaders can monitor the progress of implementing established strategies and policies.

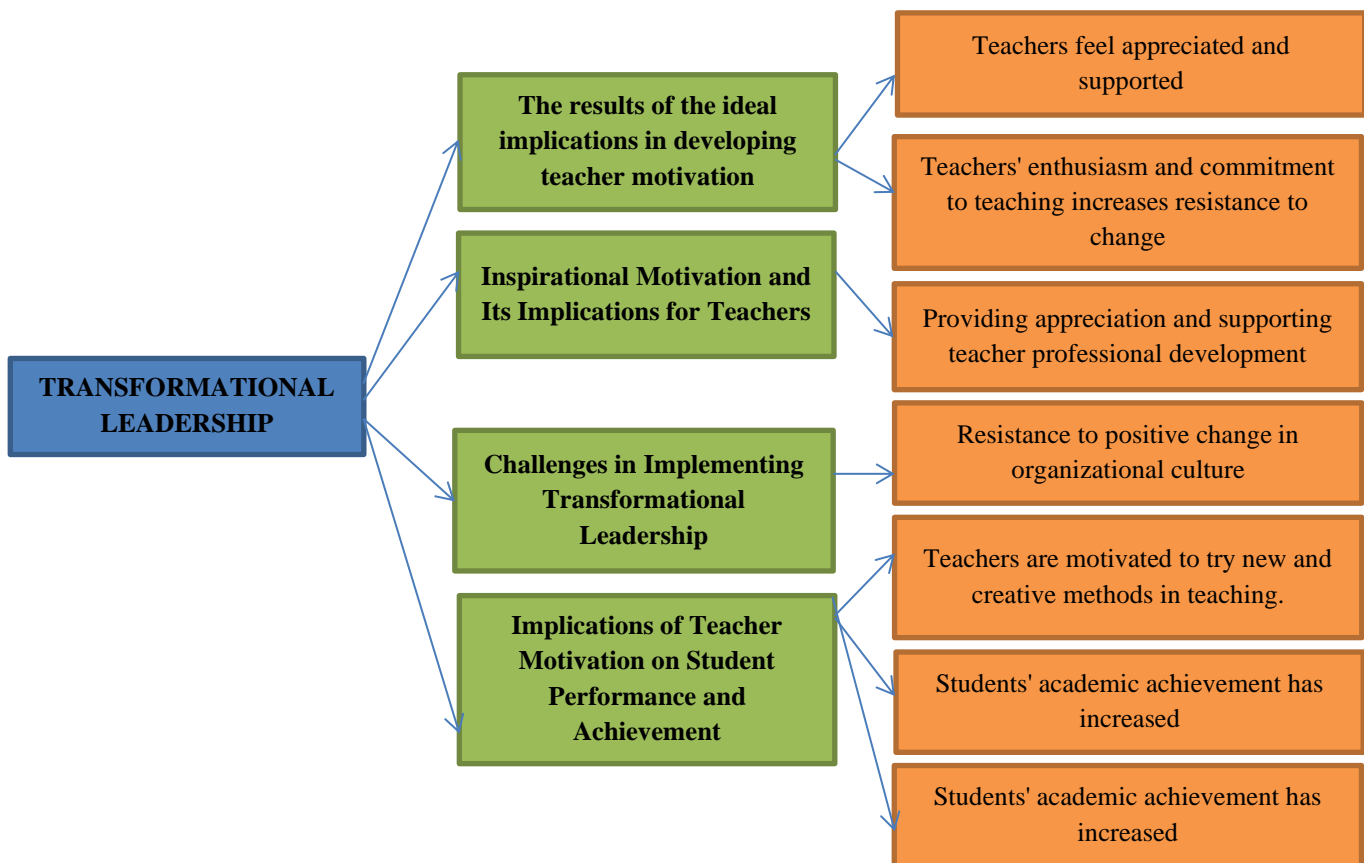


Figure 1. Research Findings

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Transformational leaders at SMP Muhammadiyah 7 Medan are able to create a clear and inspiring vision for their teachers. This vision helps teachers understand long-term goals and provides concrete direction towards achieving school goals, thereby increasing their motivation. Transformational leaders provide awards and recognition to teachers who excel and show high dedication. This recognition can be in the form of formal or informal awards, which can increase teacher morale and motivation. Transformational leadership at SMP Muhammadiyah 7 Medan pays special attention to the individual

needs of each teacher. Leaders understand the strengths and weaknesses of each teacher and provide appropriate support and guidance for their professional development. Transformational leadership has a significant role in increasing teacher motivation at SMP Muhammadiyah 7 Medan through a clear vision, awards and recognition, individual support, competency enhancement, empowerment, and harmonious relationships. Effective leadership is able to create a work environment that supports the professional and personal growth of teachers, which ultimately has a positive effect on the quality of education at the school.

SUGGESTION

School leaders must develop a clear vision and mission and involve all teachers in the process of developing it. This will create a sense of ownership and commitment to the school's goals. Schools should hold award and recognition programs for outstanding teachers. These awards can be in the form of certificates, plaques, or incentive bonuses that can increase work enthusiasm. Provide ongoing training and workshops to improve teacher competency. This not only improves their skills but also shows that the school is investing in their development. By implementing these suggestions, it is hoped that teacher motivation at SMP Muhammadiyah 7 Medan can increase, which will ultimately have a positive impact on the quality of education and student academic achievement.

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