

## The Influence of Transformational Leadership on Work Motivation Has an Impact on Teacher Performance in Senior High Schools in Southwest Sumba Regency

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### Abstract

*The quality of learning is influenced by many aspects, the most important of which is the teacher's ability. This research to analyze and explain the impact of transformational leadership and work motivation on teacher performance. Quantitative research was carried out on high school teachers in the West Sumba district. The number of teachers was 726 people. Determining the number of illustrations using a random sampling method, Morgan's recipe was corrected with Warrich's and Linings's recipes. The results obtained were 300 respondents. The collection uses a closed-type questionnaire with 5 options. The analysis uses the multivariate Structural Equation Modeling (PLS-SEM) method. The research results are: (1) transformational leadership has an important positive direct influence on the encouragement of activity, experimental facts, T-Statistics is 2.517, P-Values is 0.012 (2) leadership has an important positive direct effect on teacher ability T-Statistics experimental fact is 2,795 P-Values is 0.008 (3) encouragement of activities has a direct positive influence on the teacher's ability T-Statistics experimental fact is 14.448 P-Values is 0.000 (4) leadership Transformational leadership indirectly influences teacher ability through activity encouragement as proven by experiments. T-Statistics is 2.461. P-Values are 0.014. Research findings show that transformational leadership and activity encouragement have an important influence and are predictors of increasing teacher ability.*

**Keywords:** Transformational Leadership, Work Motivation, Teacher Performance

### INTRODUCTION

The quality of learning in West Sumba Energy Regency is very low. National test results for SMA/SMK level in 2012 for East Nusa Tenggara province at the lowest graduation level compared to all other provinces in Indonesia with a pass percentage of 95.50%, in the 2011 national test for SMA or Vocational High School (SMK).) only 94.45% and in the 2010 national test for SMA or Vocational High School (SMK) only 48.04% for the important test and 89.72%. Southwest Sumba Regency's 2010 year of graduation rose to the 19th level of 20 districts or cities in NTT, in 2011 graduation was at the 5th level of 21 districts or cities, and in 2012. If analyzed, what causes the quality of learning is ability on the other, the low ability of teachers is influenced by many aspects, including educational qualifications.

According to information from the East Nusa Tenggara Province learning bureau, there are 63% with high school and D3 diplomas and this does not meet the requirements for learning qualifications. In West Sumba Energy Regency, some of the teachers who guide them do not match their skills. Of the 120 teachers in 6 schools, 20 people or 16.7% did not match their skill aspects. It was found that there were 2 teachers with high school/vocational school diplomas and 20 teachers with certificates. This means that there are 22 teachers or 18.3% who do not meet the requirements for academic qualifications to guide senior high schools. Based on the results of monitoring and observing complaints from school principals regarding teachers who have not in an orderly manner prepared to upgrade implementation concepts that refer to competency standards and lower competencies and apply them to upgrading in categories, teachers do not remain unchanged in preparing to upgrade concepts and implementing them in categories. (Mikael Sene, 2016) research of principals' transformational leadership on the abilities of high school teachers in Southwest Sumba Regency).

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Regulation on Teachers and Lecturers Number 14 of 2005, it is claimed that there are 4 competencies that teachers must understand, as reliable teachers, namely pedagogical competence, character competence, social competence, and reliable competence. Not only these 4 competencies, but teachers must have academic qualifications of at least S1. This matter is also stated in (Regulation No 19, 2005) explained by the Minister of National Education Regulation Number. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. What is defined as reliable is a profession that is undertaken becomes a source of income for life that requires skills, expertise, or skills that meet quality standards or specific norms and require job learning. In line with this, the competence and professionalism of a teacher is a reliable teacher with the important obligation to be cheerful, guide, guide, concentrate, train, evaluate, and assess teaching participants in early childhood learning through official learning, lower learning, and secondary learning routes (Regulation No 16, 2007).

The low ability of teachers is influenced by the principal's leadership which is not optimal in producing empowerment of all stakeholders in the school, especially in empowering the teachers they guide. The principal is a reliable administrator in the school body who has a big impact on encouraging teacher activities. The principal, as the superior at the school, has an important position in efforts to improve the quality of alumni, who can demonstrate their fighting energy and competitive character in general competitions, in addition to teachers having an important role in encouraging teaching participants as the next generation in the future. The success of the organization today is determined by the principal's ability to transform himself to support the goals of the organization. In maintaining the continuity of life, the body must be able to increase the capacity of people's energy sources and strengthen habits, so that they can adapt to changes in habits in carrying out their function as a method of creating meaning and control which will later guide and shape the actions and attitudes of employees (Robbins, 2003).

Another aspect is activity encouragement, which is the urge to achieve a goal so that the strengths and weaknesses of the teacher's encouragement also determine a person's ability depending on his motive power in guiding. The motivation plan is expressed in 3 markers, namely: the desire for results, the desire for similar activities, and the desire for power. The drive is a person's desire to make great efforts to achieve body goals, there are 3 key parts to drive, namely; efforts, body goals, and desires. If a motivated person will try as hard as he can to achieve a goal, but it is not certain that great effort will produce great ability, then encouragement is an important aspect for increasing the ability of teachers, the source of energy for people who are ready and able to progress.

Based on various theoretical and empirical facts that have been described, researchers are interested in developing a form of research aimed at examining the nature of the relationship between transformational leadership style and activity support on the ability of teachers in upper secondary schools in Southwest Sumba Regency.

## **LITERATURE REVIEW**

### **Teacher Performance**

In the world of learning through institutional activities, capability can be referred to as (1) the results of activities in sponsoring learning institutions in carrying out learning programs that can produce alumni or output that continues to improve in quality; (2) ability can also be referred to as an effort that can provide teaching participants or tools available in the learning institution and the community outside in the form of good services; (3) the payment that must be paid by the community to entrust their children as teaching participants to fulfill their learning desires is not burdensome and is affordable for all levels of society; and (4) in carrying out their duties, managers of learning institutions such as school principals, teachers, and other educational staff continue to improve and grow and can meet the passions and desires of citizens who are always energetic following the developments and demands of the era (Supardi, 2016: 45-46). In an individual way, a person's ability is determined by several aspects as follows: (a) skill (ability), (b) commitment (c) feedback, (d) complexity of obligations, (e) situation that limits, (f) challenge, goal, (h) means, accuracy, (i) direction, effort, (j) strong energy or intensity, (k) special strategies in experiencing obligations (Locke and Latham, 1990: 253).

Teacher ability is a result that can be observed and measured either in terms of quality or quantity that can be achieved by a teacher in carrying out his obligations and responsibilities as a teacher and following qualification standards, teacher competence, and educational capacity, namely teachers designing, carrying out and assessing methods and practice results, following up on evaluation results and improving the quality of learning in schools (Karo et al., 2020). The elastic ability of teachers in this research has the identity or character of (1) skills in planning training, (2) implementation of training, (3) skills in building relationships with teaching participants, (4) implementation of evaluation, (5) implementation of enrichment programs, (6) implementation remedial program, (7) school development (Noviyanti, 2021).

### **Transformational Leadership**

Transformational leadership is individual needs for the good of the body and can have a tremendous impact on his followers. Transformational identity: beginning, result. The perfect result is the attitude of a superior who shares the vision and goals, creates a feeling of encouragement, and gains the respect and confidence of his subordinates (Panuju & Fahrullah, 2022). The position of transformational leadership in this leadership characteristic further advances the position of leadership which places great emphasis on the direction of dreamer institutional development. Superiors can give real, appropriate, and correct direction to all factors in the body so that the body they guide can run according to a real purpose and direction. Transformational superiors share positive examples in their actions and attitudes toward their subordinates. Superiors pay attention to their subordinates, provide vision, and instill a sense of encouragement in their subordinates (Robbins and Judge (2008: 90).

Transformational bosses can motivate their subordinates' enthusiasm for working in the group increase their subordinates' enthusiasm for achieving common goals and arouse enthusiasm for activities in an inspirational way, namely encouraging employees to improve their abilities beyond their expectations. Third, intellectual stimulation is a superior attitude that can improve the intellect of subordinates to increase their creativity and innovation. Transformational leadership character with the implementation concerning Regimes caused one of the main changes in the learning body, namely from a centralized management system to a decentralized management system (Prasetyo, 2022). This requires various adaptations and changes in various body views as well as leadership patterns and styles. This means that the change in learning management provides opportunities for learning administrators to actualize their skills, especially in improving capabilities. The markers of transformational leadership are (1) the existence of a very important harmony, namely that the running of the organization is not driven by bureaucracy, but by shared understanding; (2) the actors prioritize the needs of the body over individual needs; and (3) there is active participation from followers or people they guide (Yuneti et al., 2019).

Transformational leadership is a leadership style that inspires each teacher or subordinate to change religion, values, strengths, and patterns to improve their abilities beyond individual needs to bodily needs while also creating a sense of self-motivation in their employees. The variables of transformational leadership include markers as follows: (1). Perfect results, (2). Encouragement, (3). Intellectual excitement, and (4). People estimation.

### **Work Motivation**

The concept of motivation in this research is described in 3 (three) indicators, namely: need for achievement, need for cooperation, and need for power. Motivation is an individual's willingness to expend high effort to achieve organizational goals, Maslow's theory of needs is the earliest need and is already known to many (Maslow, 1943). He argued that the lowest needs (e.g., for oxygen, food, drink, and sex) were powerful motivators; physiological, and oriented when they have not fulfilled the sense of satisfaction properly. However, when they are satisfied, the person will look for other higher needs, where needs such as safety and security become their priority. Work motivation in this research is defined as an individual's encouragement, process, and persistence both internally and externally which influences a person's behavior that arises to carry out work in achieving the expected goals both individually and in the organization (Bagou & Sukung, 2020). The work

motivation variable in this research has the following characteristics or characteristics: Physiological needs, Safety needs, Social needs, self-actualization needs, community recognition, leadership appreciation, colleague appreciation coworkers, and awards from students.

The research aims to analyze and explain; the direct effect of transformational leadership on teacher performance, the direct effect of transformational leadership on teacher performance; the direct influence of work motivation on teacher performance, and the indirect influence of transformational leadership on teacher performance through teacher work motivation in high schools in Southwest Sumba district.

## METHOD

### Design of Research

This research is quantitative research, namely studying the effects of transformational leadership, as well as the encouragement of activities and their impact for ability of teachers in the Southwest Sumba district. This research uses an information collection strategy using survey procedures. The cases monitored in this research were observed from the field of research concept, categorized as survey research type. Survey research examines large or small populations by sorting and studying examples selected from that population to determine the relative incidence, distribution, and intercorrelation of variables (Kerlinger, 2006. In connection with surveys, it is usually attempted to extract something abstract from the observations not deep (Sugiyoyo, 2010). The relationship between variables in obtaining information from similar alterations.

This research was carried out in the West Sumba Energy district. The subjects in this research were High School teachers in the West Sumba Energi district and had various case related to their abilities. As a result, in this research, the research subjects were all teachers. This research is headed by "The Effects of Transformational Leadership, and the Encouragement of Activities on Teacher Abilities in High Schools in West Sumba Energy Regency". The research procedure is ex post facto by distributing questionnaires to selected research respondents to serve as an illustration. The information obtained from respondents was then finally processed using the Smart\_PLS method. There is also a research concept interpreted as in painting 1 below

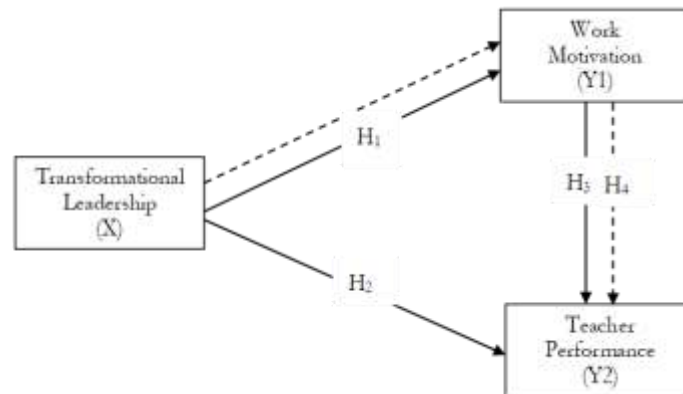


Figure 1 Research Design

### Subjects and Samples Research

The research was all teachers on high school teachers in the Southwest Sumba district. Meanwhile, the determination of the number of illustrations in this research refers to opinion (Hair et al, 1995) where the minimum illustration dimension is 5-10 times the estimated benchmark number. The population is all the parts that will be used as an abstraction area. The population part is the totality of subjects to be measured, which is the part being monitored (Sugiyono, 2021). This research is all high school teachers in Southwest Sumba district spread across 11 sub-districts, namely the sub-districts of North Kodi, West Wewewa, Tambolaka City, Central Wewewa, Loura, Kodi, East Wewewa, South Wewewa, Kodi Balaghar, Kodi Bangedo, as well as North Wewewa, some 726 people.

Example collection method using a random method (Priyono, 2008) says that the method of determining an example using random sampling means that each person has the same chance of being selected as an image body and the method for selecting is random, which does not mean without special provisions but instead uses a method - The methods that have been determined are: (1) lottery method, (2) ordinal method, and (3) randomization method from a random number chart.

The method of collecting illustrations, (Agung, 2014) says that if the method of collecting information uses questionnaires or other types of instruments to collect information for illustrations, you should not decide on the number of illustrations simply or minimally according to that method, because there will be a possibility that some illustrations will not return the questionnaire and it is also possible that some of the instruments collected cannot be used due to conditions such as empty, unclear or questionable information. In this situation, to estimate, researchers in distributing questionnaires do not have a minimum number of examples, so the target of the minimum number of examples will always be achieved. Based on the calculation results above, the number of samples is 300 teachers.

### **Technique of Data Collection**

The procedure for collecting information in this research is carried out through a questionnaire, which is a method of collecting information which is carried out by giving complete questions or written statements to respondents to answer (Sugiyono, 2010). The final ratio used for measuring information is a summated rating from Likert, using 5 alternative responses with the following benchmarks: Strongly Disagree with a score of 1; Disagree number 2, Fair number 3, Agree number 4 and Strongly Agree number 5.

The method for collecting information using instruments is a questionnaire. Functionally, various research instruments are used to obtain the information needed when researchers carry out data collection in the field. Instruments are tools that researchers use to obtain the desired information. The research instrument used in the research is a questionnaire. In this type of questionnaire, the respondent responds to a question or statement by writing down answers in a written way according to what they feel or experience. On the other hand, in an option-type questionnaire, there is a questionnaire where the respondent responds to a question or statement by selecting one of the answers from the substitute answers that have been provided in the questionnaire.

### **Research Instruments**

The research instrument used in this research is in the form of a questionnaire or questionnaire. There are 2 types of questionnaires, namely a filled-in questionnaire, and an option type. A questionnaire is a form where the respondent responds to a question or statement by writing down the answer in a written way according to what is felt or experienced, whereas an option-type questionnaire is a questionnaire where the respondent responds to a question or statement by selecting one of the answers from the replacement answers that have been provided in the questionnaire (Agung, 2014). The instruments used to measure the elasticity of transformational leadership, activity motivation, and teacher ability use questionnaires filled out by respondents either online or offline and then returned to the researchers. Questionnaire figures use the Likert ratio. The form of the statement is a positive statement, this is determined because the scoring positions are the same or do not rotate. There are also research instruments designed with a grid as shown in table 1 below.

**Table 1 Research Instrument Grid**

Variables	Indicators	number of items	Total
Transformational Leadership	1. Ideal Influence	9	35
	2. Motivation	9	
	3. Intellectual stimulation	8	
	4. Individual considerations	9	
Work Motivation	1. Physiological needs	6	38

	2. The need for security	6	
	3. Social needs	7	
	4. Self-actualization needs	6	
	5. Leadership awards	6	
	6. Colleague appreciation	7	
Teacher Performance	1. Planning learning	5	
	2. Carry out learning	9	
	3. Building relationships with students	6	
	4. Carry out assessments and evaluations	5	38
	5. Implement enrichment programs	4	
	6. Implement remedial programs	4	
	7. School development.	5	

### Analysis Techniques

The analysis method uses the intersection of forms with a replacement for Partial Least Square (PLS-SEM). Systemic forms of analysis are statistical techniques that allow the testing of a specific environmental relationship simultaneously and sequentially (Garson, 2016). The information to be processed can be in the form of nominal, ordinal, rest, and comparison information. In essence, the difference between covariance-based and component-based is that it uses a systematic meeting form to try out a philosophy or develop a philosophy for prediction purposes. The PLS approach is more appropriate because this approach takes into account that all dimensions of variance are useful to describe. because the approach to estimating the elastic potential is considered to be a linear mixture of indicators, thereby avoiding the problem of indeterminacy and providing a definite meaning of the part numbers.

### RESULT

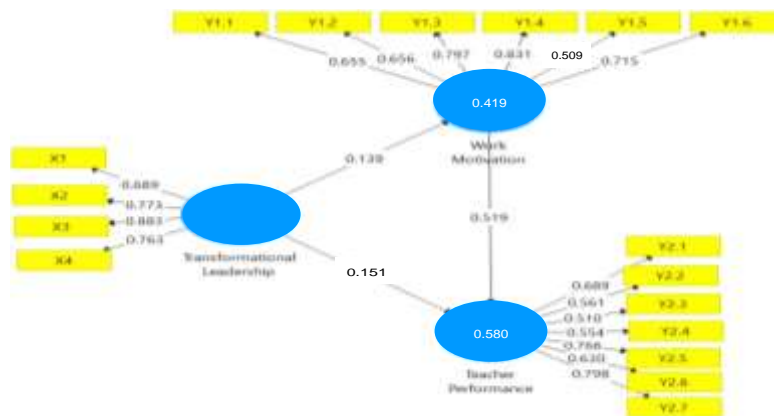


Figure 2 Results of PLS-SEM analysis

Results of the analysis that have been interpreted and to ensure that the form meets the requirements, an assessment must be carried about determine validity and reliability of information presented in chart 2 below.

Table 2 Outer and Instrument Reliability

Variables	Indicator	Loading	T-Statistik	P-Values	Cronbach's Alpha	Composit e Reliability	Average Varian Extract
Transformational Leadership (X)	X -> X1	0,689	4,896	0,000	0,786	0,860	0,608
	X -> X2	0,773	5,781	0,000			

	X -> X3	0,883	8,290	0,000			
	X -> X4	0,763	7,104	0,000			
Work Motivation (Y1)	Y1 -> Y1.1	0,655	13,966	0,000			
	Y1 -> Y1.2	0,656	15,147	0,000			
	Y1 -> Y1.3	0,797	35,994	0,000	0,786	0,840	0,677
	Y1 -> Y1.4	0,831	35,762	0,000			
	Y1 -> Y1.5	0,509	5,471	0,000			
	Y1 -> Y1.6	0,715	18,402	0,000			
Teacher Performance (Y2)	Y2 -> Y2.1	0,689	16,210	0,000			
	Y2 -> Y2.2	0,561	9,025	0,000			
	Y2 -> Y2.3	0,510	8,145	0,000			
	Y2 -> Y2.4	0,554	9,095	0,000	0,779	0,835	0,625
	Y2 -> Y2.5	0,766	26,334	0,000			
	Y2 -> Y2.6	0,630	14,144	0,000			
	Y2 -> Y2.7	0,798	37,924	0,000			

### Discriminant Validity

Another way to view discriminant validity is the Root Square Average Variance Extracts (RSAVE) for each elastic with the relationship accompanying the elastic to other elastics located at the bottom or on the left side as shown in Table 3 below.

**Table 3 Root Square Average Variance Extracts**

Construct	Transformational Leadership	Work Motivation	Teacher Performance
Transformational Leadership	<b>0,780</b>		
Work Motivation	0,139	<b>0,691</b>	
Teacher Performance	0,123	0,526	<b>0,652</b>

Referring to the results of the analysis in Table 3 above, it can be concluded that the variables of transformational leadership, activity encouragement, and teacher ability are ASI, this can be observed in the base number of the square of AVE which has a number that is entirely greater than the elastic accompanying relationship, namely the numbers located on the side left and the numbers below it. In this way, it can be said that all measurement elastics used in this research are claimed to have met validity and reliability.

### Goodness of Fit

The internal assessment of the form includes 2 things, namely the assessment of the suitability of the form (goodness of form) and the assessment of the effect of free elastic on limited elastic through testing presented by the R2 number as in Table 4 on this basis.

**Table 4 R Square of Dependent Construct**

Dependent Constructs	R Square	Adjusted R Square	Category
Work Motivation	0,419	0,416	moderate
Teacher Performance	0,580	0,575	moderate

It is known that the R2 figure for activity encouragement is 0.419, which is categorized as balanced, and teacher ability is 0.580, which is categorized as balanced. It is concluded that the finite variable meets the shape

conformity, if the test results fill the non-decreasing situation, then there will continue to be a lot of elasticity that is influenced so that the R2 number will continue to increase (Chin, 2014).

The calculation of the Stone-Geiser Q Square Test is formulated:

$$\text{Formula } Q^2 = 1 - (1 - 0.419) (1 - 0.580)$$

$$Q^2 = 1 - 0.581 \times 0.420$$

$$Q^2 = 1 - 0.288$$

$$Q^2 = 0.756$$

The limited variables are the encouragement of activities and the ability of teachers to have a predictive prevalence of around 75.6% for the large model and more than 24.40% determined by other elastics. It is concluded that the form obtained is appropriate and therefore used to calculate the results of the analysis.

### Hypothesis Testing

Analysis to test the reality of research assumptions and examine and explain the direct effects and indirect effects along with elasticity are shown in Table 5 below.

**Table 5 Hypothesis Test for Direct and Indirect Effect**

Direct and Indirect Effects	Loading	Mean	Deviasi Standard	T Statistic	P Values	Result
Transformational Leadership → Work Motivation	0,139	0,149	0,055	2,517	0,012	significant
Transformational Leadership → Teacher Performance	0,151	0,054	0,054	2,795	0,008	significant
Work Motivation → Teacher Performance	0,519	0,527	0,036	14,448	0,000	significant
Transformational Leadership → Work Motivation → Teacher Performance	0,072	0,078	0,029	2,461	0,014	significant

Transformational leadership (X) is directly related to work motivation (Y1) the coefficient value is 0,139 result T-Statistic is 2.517 > 1,96 so P- Values are 0.012 < 0,05. Until H<sub>1</sub> is obtained, the opposite H<sub>0</sub> to reject. It is concluded that transformational leadership influences in an important direct way the work motivation. This means that if transformational leadership increases, it can result in the encouragement of activities also increasing.

Transformational leadership (X) is also directly related to the Teacher's performance (Y2) the coefficient value is 0.151 result T-Statistic is 2,795 > 1,96 so P- Values are 0.008 < 0,05. Until H<sub>1</sub> is obtained, the opposite H<sub>0</sub> to reject. It is concluded that transformational leadership influences in an important direct way teacher's performance. This means that improving transformational leadership will be able to increase teacher performance.

Encouragement of activities (Y1) is directly related to the teacher's ability (Y2) the coefficient value is 0.519 result T-Statistics analysis is 14.448 > 1,96 so P- Values are 0,000 < 0,05. Until H<sub>1</sub> is obtained, the opposite H<sub>0</sub> to reject. It is concluded that the encouragement of activities influences in an important direct way teacher ability. This means that if there is an increase in the encouragement of activities, it can increase the teacher's ability.

Transformational leadership (X1) is also indirectly related to teacher performance (Y2) through work motivation (Y1) the coefficient value is 0.072 T-Statistics is 2.461 > 1,96 so P- Values are 0,014 < 0,05 so until H<sub>1</sub> to obtained, the opposite H<sub>0</sub> to reject. It is concluded that transformational leadership influences in an important indirect way the performance of teachers through work encouragement. This means that increasing transformational leadership can increase work motivation and result in increased teacher performance as well.



## **DISCUSSION**

Transformational leadership has an important direct influence on teacher ability in the fact that the T-Statistics results are 2.517 higher than 1.96 and the P-Values are 0.012 less than 0.05. This is explained by leadership as an interaction between bodies of things. The resulting superior group is a reformer, an agent of change, a person whose behavior will influence others more than the attitudes of other people who influence them, and leadership itself emerges when one member of the group changes the needs of other bodies in the group. For (Robbins and Judge, 2008) individual needs for the good of the body can have an extraordinary impact. The position of transformational leadership in this leadership characteristic further advances a leadership position that places great emphasis on the direction of institutional development, urging subordinates to be active and have a strong drive to move forward together. This superior can give real, appropriate, and correct direction to all factors in the body so that the body he guides can run according to a real purpose and direction. This situation is helped by research results (Desmulyati et al., 2018)

Transformational leadership also influences in an important direct way the ability of teachers in the fact that the results of the T-Statistics analysis are 2.795 higher than 1.96 and P-Values are 0.008 less than 0.050. This is explained by the superior individual needs for the good of the body and can have a tremendous impact. Transformational Leadership Identity is the attitude of superiors who share vision and goals, create feelings of encouragement, and gain the respect and confidence of subordinates. Not only that but the attitude of a superior who can communicate big dreams and can inspire his subordinates. Next is the attitude of superiors who can improve the intellect of subordinates to increase creativity and innovation and the attitude of superiors who give individual attention, considering each subordinate individually as a person with different desires, skills, and expectations. The quality of transformational leadership is important for increasing teacher ability and school development. Matches the results of research conducted (Rabialdy, 2020)

The encouragement of activities has an important direct influence on the teacher's ability in the fact that the results of the T-Statistics analysis are 14.448 higher than 1.96 and P-Values are 0.000 less than 0.050. This is explained if the teacher is one a part that has an important position and is very strategic in the learning system. Teachers play a powerful aspect in improving the quality of learning because teachers are an inseparable part of the learning system. As a professional educational force, teachers have different activity incentives from one teacher to another. This will later have an impact on the differences in teachers' abilities in improving the quality of learning. (Herzberg, 1980) reports that activity motivation is not in a single format, but is organized into two aspects, namely aspects (satisfier) and hygiene aspects which lead to the formation of activity happiness, such as the results of the activity, recognition, development, feeling that what they do is meaningful and responsibility. The hygiene aspect is an extrinsic aspect, such as administrative policy, control, and relationships. The role of teachers through their abilities is very important in improving the quality of learning institutions and also in achieving organizational goals with activity partners, income, a sense of comfort in the profession, individual life, and activity conditions. This is in line with research by (Hidayat, 2021)

Transformational leadership influences important indirect way the ability of teachers through the encouragement of activities by results of T-Statistics which is 2.461 higher than 1.96 and P-Values is 0.014 less than 0.050. This is explained by the character of the Transformational boss (Komariah et al., 2006) the boss has far-sighted knowledge and tries to improve the body not for now but in the future and the boss is an agent of change and acts as a catalyst, is the one who gives a position to change the system in a better direction. Catalyst is another title for a transformational leader because it functions to increase all existing human energy sources. Striving to provide responses that generate enthusiasm and energy as quickly as possible, always appearing as a pioneer and changemaker. Leadership has an important position and this is from an organization (Nizar, 2022). Good and efficient leadership results in an organization running with a real direction, achieving goals, achieving development, innovation, and change (Setiawan et al., 2013). If a group or body does not have a superior, its members will receive inhumane treatment. With strong encouragement to teachers, teachers will automatically change and their abilities will increase. The same thing was also found in research carried out by (Van den Broeck et al., 2019)

## CONCLUSION

The results of research and reviews show; 1) transformational leadership has an important direct positive influence on the encouragement of activities, 2) transformational leadership has a direct positive influence on teacher abilities, 3) encouragement of activities influences directly positive ways which is important for the teacher's ability and 4) transformational leadership influences in a positive indirect way which is important for the encouragement of activities and consequently the ability of teachers in high schools in the Southwest Sumba district.

Research findings are that transformational leadership has important positive direct effects on teacher abilities as well as indirect effects on teacher abilities when mediated by elastic activity incentives. In this way, the encouragement of activities has a direct positive and important impact on the teacher's abilities and becomes a good intermediary elasticity.

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