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The Role of Transformational Leadership Style, Knowledge, Innovation, Motivation Towards Teacher Performance

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ABSTRACT

This study aims to analyze the role of transformational leadership style on student motivation and learning innovation in schools. Transformational leadership is an approach that focuses on developing individuals, motivating them to reach their full potential. The study involved participants of students from different levels of education in different schools. The research method used was a questionnaire survey given to students to measure their perception of the transformational leadership style demonstrated by the principal. The data were then analyzed using descriptive statistical and regression techniques. The results showed that transformational leadership style has a significant positive influence on student motivation. Principals who are able to motivate students in an inspiring way and attend to their needs and aspirations tend to increase student motivation. In addition, transformational leadership styles also play an important role in enhancing student learning innovation. Principals who encourage students to think creatively, take risks, and find new solutions can encourage innovation in the learning process. The findings have important implications for education practitioners and policymakers. Principals and teachers can use transformational leadership styles as strategies to increase student motivation and learning innovation. In addition, formal education can also pay attention to the importance of developing a transformational leadership style.

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INTRODUCTION

Transformational leadership is a crucial innovation in the context of leadership in the current era. In transformational leadership, leaders use charisma and have the ability to understand subordinates (Sinaga et al., 2021). This is very desirable in an organization. This leadership model is also chosen by many leaders in organizations because it is able to inspire and motivate education professionals, as well as encourage innovation in the provision of educational services (Armiyanti et al., 2023). In the context of Islamic education, transformational leadership is needed to ensure that education can adapt to change and continue to improve (Fadilah &; Hamami, 2021). The overall transformational

leadership pattern is an important factor in improving the performance of education services (Armiyanti et al., 2023). This implies that a leader's leadership plays a significant role in influencing certain situations or environments.significant to the success of the wheels of the organization he runs (Laili &; Maunah, 2022).

Knowledge is the result of the process of knowing related to an object or event experienced by the subject. Mubarak (2011) defines knowledge as everything that is known based on human experience and knowledge will increase according to the process of experience experienced. According to Darsini et al. (2019), knowledge is closely related to education, where higher education is expected to expand one's knowledge. Knowledge is also obtained through the senses of sight and hearing and has a dominant role in the formation of one's behavior (Hendrawan et al., 2019). Devenport and Prusak (2010) define knowledge as a mixture of experience, value, contextual information, and fundamental intuition that provides a framework for evaluating, and uniting new experiences with information. This is in line with Rusmini's opinion (2014) which states that knowledge is a person's understanding of something. Adnan and Hamim (2014) also assert that knowledge is born from the formation of real thoughts about something by using active reasoning of thoughts and feelings.

The term "innovation" in the English context is often interpreted as anything that is new or is a renewal. The concept of innovation refers to changes in various forms, including ideas, practices, goods, or objects, that are carried out systematically with the aim of creating positive change. The adoption of innovation by the general public is influenced by the characteristics of the innovation itself and the right ability to disseminate it (Haryanto, 2007). Educational innovation is directed at solving problems in the world of education, covering components of the education system from the level of educational institutions to In the context of national education systems, innovation can appear in various forms, including products and systems, designed to create new breakthroughs, facilitate the educational process, and lead to development. In the school environment, innovations manifest in the modification of the educational system, including curriculum, discipline, and organizational management of learning resource centers. Educational innovation can be interpreted as ideas, goods, or methods that are considered new to individuals or groups, used to achieve educational goals or solve problems (Mardhiati, 2023). The innovation process in education management is a series of activities, ranging from awareness of innovation to implementation, which occurs with continuous change (Kristiawan et al., 2018). Eggen and Paul (2012) assert that educational norms in the 21st century era refer to the use of technology in learning. Teachers need to prepare students to adapt to the demands of the digital age, including the use of knowledge, learning methods, and technology to support innovative learning experiences. One method that can be adopted is the Blended Learning (MBL) Model, which combines face-to-face learning with virtual learning (Rahayu et al., 2022). Collaboration between innovation and technology can significantly improve the effectiveness of learning, such as in lectures. With the help of technology, learning can become easier and more effective (Susanty, 2020).

A student's academic success can be influenced by his or her level of motivation. Students who have high levels of learning motivation generally achieve higher levels of

achievement, while those who have low motivation tend to experience low levels of learning achievement. Motivation is a term often used to describe results or failures in complex tasks (Rahman, 2021). The role of teachers as implementers of education in schools is crucial. There are cases of teachers who are less enthusiastic in carrying out their duties, which has an impact on not achieving goals. The factor of lack of teacher work motivation can be the cause (Musyadad et al., 2022). Learning motivation arises from students' wants, needs, desires, and encouragement to actively participate and achieve success in learning. These factors encourage students' involvement in academic activities, spur their efforts despite difficulties, and determine the extent of their commitment in learning activities (Bomia et al., 1997) (Adiputra &; Mujiyati, 2017). The significance of learning motivation within the educational framework is a major focus for education practitioners and researchers. Optimal levels of motivation have a striking impact on students' involvement in the learning process, interest in teaching materials, and their academic achievement (Prawita &; Neviyarni, 2022) (Sappaile et al., 2023). Some factors that affect student learning motivation involve ideals, abilities, psychological and physical conditions, environmental conditions, dynamic elements in learning, and how to teach teachers (ARIANTI, 2019; Muawanah &; Muhid, 2021).

Teacher performance in schools can be improved through guidance, lesson planning, application of appropriate learning methods and media, as well as support from qualified principals and mentors (Rimadhani &; Abduh, 2022). With the development of globalization, educators are required to continue to update themselves and follow the dynamic development of education (Azita, 2012; in Ishak &; Rusman, 2018). Effective teachers must be able to set learning goals, plan lessons, improve students' understanding and skills, and relate learning to the context of daily life (Muawanah &; Muhid, 2021). Teacher performance is reflected in the achievements obtained in organizing learning programs, carrying out learning activities, and evaluating learning outcomes (Yulianingsih &; Sobandi, 2017). The role of educators who have high professionalism and qualifications has a very significant influence on the quality of education as a whole. Therefore, corrective steps in the field of education should begin with improving the quality and qualifications of teachers (Lailatussaadah, 2015).

Literature Review

According to Keller in (Qori, 2013) Transformational leadership is a leadership style that prioritizes the fulfillment of the highest needs within the framework of Maslow's hierarchy, the element refers to the level of need for self-esteem and the achievement of self-actualization. This process involves building commitment to organizational goals and giving confidence to followers to achieve the success of these goals (Anggraeni &; Santosa, 2013). According to Halinger, this type of leadership focuses more on stimulating change with a practical approach from the bottom up (Halinger, 2003) also sees transformational leadership can create a climate that allows teachers to engage in learning processes that share knowledge and continuously (Shuen &; Noor, 2022). Transformational leadership is the ability of leaders to improve the performance of their subordinates by prioritizing interests, needs, and providing rewards to subordinates, so

that commitment and work attachment are established in achieving organizational goals (Supandi, 2023).

Transformational leadership refers to a leader's ability to collaborate with other individuals, whether involving direct interaction or through multiple communication channels. them, in order to optimize organizational resources to achieve significant goals in accordance with the achievement targets that have been set (Awaru, 2015). Miftah (2012) expresses the view that effective leaders must have the skills to motivate their team members in carrying out their duties (Guterres &; Supartha, 2016). The principal's transformational leadership style has a significant influence on teacher performance. That is, teacher performance is influenced by the principal's transformational leadership style and has a positive impact. The higher the principal's transformational leadership style, the teacher's performance also increases. Conversely, if the principal's transformational leadership style is low, then the teacher's performance is also low (Monoyasa et al., 2017).

A principal who has a transformational leadership style will encourage teachers in the education unit he leads to be aware of the importance of their job duties, and encourage them to prioritize their education unit more than their own interests, which is manifested in the form of performance A principal with a transformational leadership style encourages teachers in his education unit to realize the importance of their duties and encourages them to prioritize school interests rather than personal interests. This is reflected in their performance (Hermawati et al., 2021). To achieve national education goals, it is important for an educator to have a wide range of professional competencies. This includes mastery of areas of expertise, broad scientific insight, understanding of current issues, involvement in reflection and discussion, and involvement in scientific activities of professional organizations. Professional competence also includes the ability to master teaching materials in full, as well as how to teach them pedagogically and methodically (Devinta &; Santosa, 2022).

Teachers play a central role in the learning process and have a significant contribution in the overall administration of education. Therefore, increasing teacher capacity is a priority that needs continuous attention (Mansyur, 2021). An effective learning process requires teachers who have high competence and performance. The absence of competence in teachers can affect student learning outcomes. Therefore, effective learning can only be achieved with the presence of strong competence on the part of the teacher (Zahra et al., 2016). Homeroom teachers have a strategic role in nurturing and assisting students. To carry out their roles well, homeroom teachers must have qualified leadership skills in order to provide appropriate and effective coaching and mentoring (Marsidik et al., 2022). Every school, whatever its form and type, will need human resources who have the ability to think, act and are skilled in dealing with the success of a school (Najma et al., 2022). Knowledge needs to be possessed by the teacher. In the learning process, the teacher also determines the success of the tasks given to him, the knowledge that the teacher gets to manage information and learning outcomes for students (Safri et al., 2022).

The learning process will be successful if balanced with teachers who have high competence and performance. The lack of teacher competence in delivering teaching

materials can have a direct impact on student learning outcomes. Therefore, teacher competence is very important in the learning process (Marjani et al., 2022). Knowledge management is vital in education. The explicit or implicit utilization of information and data is essential to achieve competitive advantage in an era of fierce competition (Mohd Ghazali et al, 2007) in (Sudargini, 2016). The process of knowledge management and training plays a crucial role in an educational institution, considering the need for educators to remain dynamic in facing environmental changes. Therefore, through the process of knowledge sharing, the process of knowledge exchange can be carried out more efficiently, while training can increase the empowerment and skills of educators in carrying out teaching and learning activities (Jianto, 2017). This knowledge management includes the management of human resources, and information technology in order to achieve quality improvement (Dwinta, 2023).

The process of sharing information can increase a person's competence in increasing his knowledge in the field of information, because different responses will be obtained from sharing information (Shabarrudin et al., 2023). Innovation can be defined as the process or result of developing, utilizing, or mobilizing knowledge, skills (including technological skills), and experience to create or improve products or processes that provide significant added value (Wachidah, 2019). Jong & Hartog (2008) in (Monoyasa et al., 2017) From these conclusions, it can be concluded that innovation behavior is formed from four components, namely exploration of opportunities, generation of ideas, fighting for the idea, and implementation. The innovation ability of teachers becomes a determining factor in the sustainability of education, which depends on the culture of knowledge in the institution (Fayzhall et al., 2020). The quality of education is an important factor in human resource development.

Development The future prospects of a nation are very dependent on the quality or quality it has. education applied today. Excellence in education will be realized if the quality of education at the school level is also maintained and improved (Darmawan, 2019). To innovate, organizations are required to have good and in-depth knowledge, so that in the process of creating knowledge takes place the organization tries to improve its work methods (Puryantini et al., 2017). The innovation implemented by the principal is able to motivate teachers to improve the quality of their work. The findings of this study suggest that principals have a significant influence. positive in encouraging teachers' enthusiasm and responsibility towards their duties (Hardiansyah et al., 2020). The culture of educational institutions, innovation in work actions, and the level of involvement in work play a crucial role in improving the efficiency of educator performance. A positive cultural environment, the application of innovation in the learning process, and an optimal level of involvement in the implementation of professional tasks are needed, as well as increased knowledge and skills to improve teacher performance (Afriko et al., 2021).

The culture of educational institutions, innovation in work activities, and participation in professional tasks have a significant role in the context of improving performance effectiveness. is a key factor for improving the effectiveness of teacher work. The headmaster plays a major role in shaping a positive school culture. They are expected to be role models who are able to form positive character and qualified

performance for all school staff (Asriani, 2022). A culture of innovation is key in encouraging individual creativity to create superior innovative products. Without a culture of innovation, individuals tend not to encourage the creation of innovative products that are more affordable (Khayati, 2015).

The innovation ability of media trader teachers is driven by hard skills and soft skills through organizational culture (Asbari et al., 2020). The performance of teachers and educational institutions as a whole can be influenced by motivation and management carried out by superiors (Riyadi &; Mulyapradana, 2017). Motivation comes from the word "motive," which means encouragement or "to move." Motive is interpreted as the internal force that drives the individual to act. The motive does not operate independently, but has to do with external and internal factors. These factors are categorized as motivational aspects (Prihartanta, 2015). The learning process will be successful when students have motivation in learning. Therefore, teachers need to foster student learning motivation. To obtain optimal learning outcomes, teachers are required to be creative in generating student learning motivation (Suprihatin, 2015). Teachers who have high work motivation, will do more by carrying out teaching tasks outside their regular framework, school efficiency can be increased (Amalda &; Prasojo, 2018).

Motivation is an internal factor that influences individuals to act. Providing motivation to teachers to improve their performance is very important. If the provision of motivation is done ineffectively and unfairly, it can have a negative impact on teacher achievement which in turn will have an impact on performance. on the overall performance of educational institutions (Rizal, 2019). Teachers, in their teaching duties at school, really need motivation from both internal and external factors. This motivation includes a level of earnestness and perseverance in carrying out teaching tasks. With strong motivation, teachers will continue to improve their capacity to provide more optimal teaching services, in accordance with their moral responsibilities (Ahmadiansyah, 2016). The performance of an organization is greatly influenced by the performance of its members in this discussion are teachers, while to improve teacher performance is closely related to the motivation of the teachers themselves (Elazhari et al., 2021). Teacher performance can be improved by the role of work motivation both from internal work motivation and external work motivation. The better the role of work motivation, the better the teacher's performance (Diana et al., 2020).

Decreased teacher motivation can be identified from several indicators, such as lack of guidance from the principal, lack of recognition of achievement, uncomfortable work environment, lack of facilities and infrastructure, lack of socialization regarding career advancement, and uncertainty related to receiving salaries and honorariums (Eros, 2014). Teacher work motivation is very important for the productivity and quality of teaching. Motivation can come from a variety of sources, including fulfillment of needs, recognition of their contributions, and job satisfaction. With strong motivation, teachers will be more enthusiastic in carrying out teaching tasks and providing optimal results for students (Sha'roni et al., 2018). This study aims to find out how the influence of transformational leadership roles, knowledge, innovation, motivation on teacher performance. As for the hypothesis of this study, namely:

H1: Is there a relationship between innovation (X3) and teacher performance (Y)?

H2: Is there an impact of knowledge (X2) on innovation (X3)?
H3: Is there a relationship between knowledge (X2) and motivation (X4)?
H4: Is there any impact of knowledge (X2) on teacher performance (Y)?
H5: Is there any influence of motivation (X4) on teacher performance (Y)?
H6: Is there a transformational influence (X1) on innovation (X3)?
H7: Is there a transformational effect (X1) on motivation (X4)?
H8: Is there a transformational effect (X1) on teacher performance (Y)?

METHODS

This research is quantitative, namely research that relies on data that can be measured quantitatively, uses standardized measurement instruments or tools, and uses statistical analysis to understand patterns, relationships, or effects (Nueman, 2003). The study used survey design and our main tool is an online questionnaire. This questionnaire is part of a transformational leadership questionnaire developed by previous researchers and is widely used to determine teacher performance in schools. The exogenous variable in this study was motivation. Because motivation is an external factor or a factor that comes from the individual himself that can influence other variables is a factor that has the potential to have an impact on related variables. Endogenous variables in the context of this study characterize the internal factor that is the focus of the analysis is teacher performance. Because teacher performance is the result of the influence of transformational leadership, knowledge, innovation, and motivation. The unit of analysis/research subject was teachers who received an online questionnaire in the form of a Likert scale (1 Strongly Disagree - 5 Strongly Agree). From October 20, 2023, to November 20, 2023, we received 214 respondents through Google Forms. There are two types of correlation in PLS-SEM analysis: First, outer model which includes convergent validity testing (convergent is the ability of indicators to measure the same construct), discriminant validity (discriminant is the ability of indicators to distinguish between different constructs), and reliability (reliability is the stability and consistency of measurement). Second, the inner model also includes testing convergent validity, discriminant validity, and reliability. In addition, R-square (coefficient of determination), Q-square (coefficient of prediction), and hypothesis testing are also evaluated in the inner model.

Population is the total number of units or individuals with characteristics to be studied. And these units are called units of analysis and can be people, organizations, things. Population Is a general domain involving objects or subjects with a certain number and characteristics determined by researchers to be investigated and then evaluated to conclude a study. In the perspective of Sekaran (2003), the term "population" includes this concept is a collection of all individuals, objects, or events that have certain characteristics or attributes that are the focus of research. The total population in this study is 214 teachers spread throughout Jambi Province.

To test the power in the analysis of this study, GPower was used to calculate the minimum sample size required, and the test suggested a total sampling of 256, reaching a

strength of 0.95. The data analysis method used is based on the SEM-PLS approach on Smart PLS version 3.2.7 following several steps. The first step is to assess a measurement model that tests construct reliability and validity. Both Steps assess structural models that examine direct relationships between exogenous and endogenous variables (Hair et al., 2017).

Table 1. GPower Analysis Results Minimum Sample Determination

INPUT		OUTPUT	
Tail(s)	Two	Noncentrality parameter δ	3.6184249
α err prob	0.05	Critical t	1.9692739
Power (1-β err prob)	0.95	Df	256
Total sample size	262	Effect size f²	0.0499733
Number of predictors	5	Actual Power	0.9500993

FINDINGS AND DISCUSSION

Findings

Table 2 displays the results of descriptive statistics describing the demographics of respondents in this study. Based on demographic data, it can be seen that teachers are divided by gender, with 89 people (40.3%) being men, and 125 (59.7%) being women.

Table 2. Demographic Profile of Participants

Variable	Demographics	Frequency	Percentage
Gender	Male (1)	89	40,3%
	Women (2)	125	59,7%

PLS-SEM was chosen for use in this study because of its powerful ability to make accurate predictions. In addition, Smart PLS software was selected to analyze the data and test the hypotheses that This study put forward based on the framework proposed by Hair et al. (2017). The method applied in this study is Partial Least Squares Structural Equation Modeling (PLS-SEM) with the aim of developing a model that can explain the relationship between variables that have a significant influence. Transformational, Knowledge, Innovation, Motivation, and Teacher Performance. To ensure a robust design, the instruments used in this study were validated using Smart PLS to accurately measure what should be measured (Hair et al., 2017). The instrument validation process in this study involves the application of convergence validity methods and discriminant validity using Smart PLS 3.2.9. The initial stage involves importing raw data available in CSV format into Excel software. After the raw data is successfully inputted, the data analysis step can be carried out immediately. in accordance with the predetermined procedure.

Table 3. Statistical Description of Questionnaires, Loading Factor, VIF, AVE, and Cronbach's

Construct	Question	Mean	Loading	VIF	AVE	Composite	Cronbach's
Transformational	I improved classroom instruction to deliver lessons successfully	4.061	0.755	1.369	0.538	0.822	0.712
	My teaching became more creative and interesting with guidance from superiors	4.019	0.749	1.446			

Construct	Question	Mean	Loading	VIF	AVE	Composite	Cronbach's
	I have good classroom management after being supervised by the provider. I am better at teaching without receiving guidance from providers. There was an improvement in my teaching after being supervised	3.934	0.648	1.202			
	I improve teaching practice because I often follow teacher advice or feedback. Students enjoy my better teaching style	4.108	0.774	1.408			
Knowledge	When I gain new skills or knowledge, I will share it with students.	4.310	0.732	1.494	0.565	0.865	0.803
	I actively invite my students to discuss lessons that my students do not understand	4.338	0.791	1.798			
	If I learn a new skill or knowledge then I will record it so that the knowledge can be learned by my students	4.239	0.831	2.055			
	If my student learns a new skill or knowledge then he will record it so that the knowledge can be used by my students	4.174	0.774	1.687			
	I am proactively involved in the preparation of the book (LKS) with a view to sharing the knowledge I have with the students.	3.934	0.610	1.226			
Innovation	I have innovated in the development of learning media as a strategy to deliver learning materials.	4.188	0.803	1.758	0.553	0.859	0.796
	I have made innovations in the context of learning, both conventional and information technology-based.	3.962	0.815	1.831			
	I implement learning	3.906	0.725	1.542			

Construct	Question	Mean	Loading	VIF	AVE	Composite	Cronbach's
	programs with consistency to always innovate on learning approaches that focus on using the internet.						
	I have used kahoot, wordwall, quiziz learning media	3.789	0.586	1.252			
	I am constantly searching for and literacy about media and interesting learning innovations, having realized the significance of the importance of developing innovations in educational contexts.	4.146	0.768	1.570			
Motivation	I often provide motivation for students	4.127	0.746	1.454	0.512	0.838	0.757
	I always try to understand the information I get	4.269	0.732	1.500			
	I always get into class on time to provide learning	4.066	0.716	1.411			
	I got carried away in class	3.698	0.541	1.198			
	I like to discuss with the students	4.231	0.814	1.730			
Teacher Performance	I have confidence when teaching classes	4.193	0.738	1.487	0.584	0.875	0.820
	I always give appreciation to every student's achievement	4.377	0.730	1.619			
	I improve science to improve the quality of student learning	4.319	0.782	1.741			
	I practice innovations based on the development of science and technology to students	4.052	0.704	1.509			
	I encourage students to practice new approaches of learning outcomes, exercises etc.	4.202	0.857	2.214			

From the attached table, it can be concluded that based on the mean score value that reaches the highest mean level, it can be observed that (mean 4.22) is on the teacher performance variable, And at the second level, especially on the knowledge variable with an average value (mean 4.19) and at the third level namely on the motivation variable (mean 4.07), and at the fourth level, refers to the transformational variable (mean 4.03) While the lowest is recorded on the innovation variable, with a value (mean 3.99).

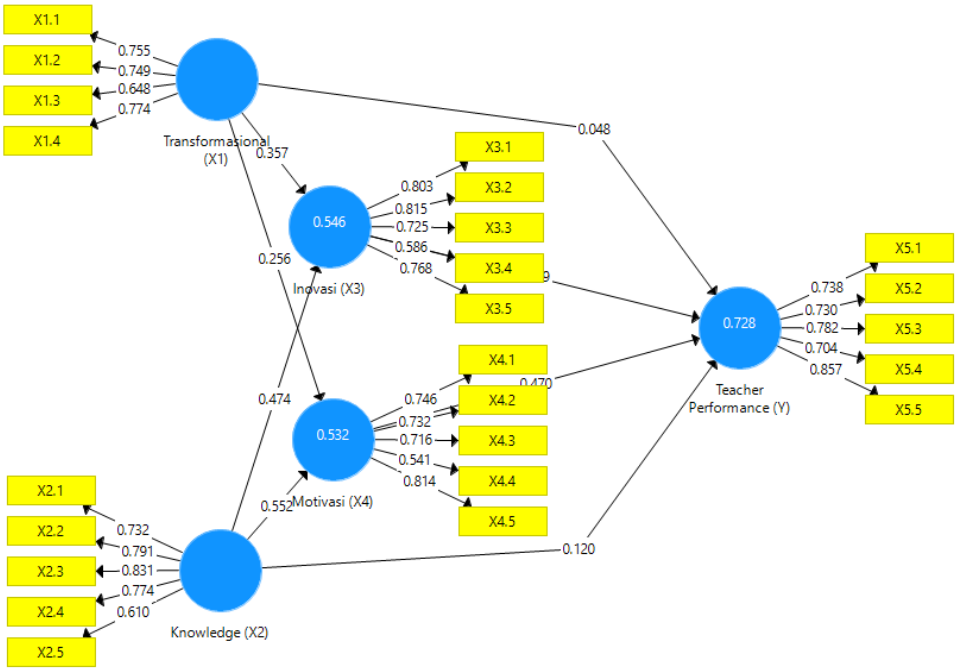

Figure 1: PLS Algorithm Processing Results

Evaluation of Confirmatory Composite Analysis (CCA) Measurement Model

Assess loading indicators and their significance. Standardized loading must have a value of at least 0.541 and a corresponding t-statistic above ±1.96 to be significant in a two-tailed test at a rate of 5% (Hair et al., 2011). T-statistics in PLS-SEM are obtained by performing a bootsrap procedure (Hair et al., 2012). Squaring the load of individual indicators and providing a measure of the amount of variance shared between individual indicator variables and their associated constructs. This is referred to as the reliability indicator (Hair et al., 2019). The reliability of the construct can be measured in two ways - Cronbach's alpha (α) and composite reliability (CR). The rule of thumb for both of these reliability criteria is that it should be above 0.70. Since indicators do not have the same reliability, composite reliability, which has weight, is more accurate than Cronbach alpha and therefore CR must be assessed and reported (Hair et al., 2019). Convergent validity refers to the extent to which indicators used in measuring the same variable correlate with each other and have similarities in measuring the same construct. AVE is one of the metrics used to measure convergent validity. The AVE value reflects the average reliability of the indicators of a construct and measures the proportion of variance described by that construct. In general, the generally accepted AVE value as a convergent validity criterion is 0.5 or higher. This means if the AVE value of a variable reaches 0.5 or more, then the variable is considered to have sufficient convergent validity. Discriminant validity measures the uniqueness of a construct. Discriminant validity is demonstrated when the variants shared within a construct (AVE) exceed the variants shared between them. The method to be used is the heterotraite-monotraite correlation ratio (HTMT), as described by Henseler, Ringle, and Sarstedt (2015).

Table 4. *Fornell-Larscher Criterion*

	Innovation (X3)	Knowledge (X2)	Motivation (X4)	Teacher Performamnce (Y)	Transformational (X1)

Innovation (X3)	0.744				
Knowledge (X2)	0.678	0.751			
Motivation (X4)	0.744	0.698	0.716		
Teacher Performance (Y)	0.770	0.685	0.811	0.764	
Trasformational (X1)	0.628	0.571	0.572	0.579	0.733

Discriminant validity criteria, as described by Fornell-Larcker and the *Cross-Loading* standard, were evaluated using table 4 above. Values outside the diagonal in the table indicate the relationship between each variable analyzed, while values on the diagonal are the square of the average value indicating the *average extracted variance (AVE)* of each variable is higher than the other variables. Thus, it can be summarized that the root value of the average extractive variance (AVE) shows a higher number. rather than the linkage between existing variables. underneath. In this context, the mean square root of each variable shows a higher level than the correlation value between the variable and the other variables to be tested, indicating that the form has optimal discriminant validity In this study, the study refers to the work of Hair et al. (2011), so that it still maintains the essence and values contained therein.the discriminant validity test is carried out by applying the ratio method Heterotraites can be found in Table 5 below.

Table 5. *Heterotraite-Monotraite Ratio (HTMT)*

	Innovation (X3)	**Knowledge (X2)**	**Motivation (X4)**	**Teacher Performance (Y)**	**Transformational (X1)**
Innovation (X3)					
Knowledge (X2)	0.837				
Motivation (X4)	0.939	0.890			
Teacher Performance (Y)	0.943	0.844	1.011		
Transformational (X1)	0.831	0.752	0.787	0.750	

Experts argue that the cross-loading method and the Fornell-Larcker criterion are less sensitive in evaluating the validity of discriminants. Therefore, the recommended alternative method is to use the *Heterotrait-Monotrait ratio (HTMT)* to evaluate the validity of the discriminant. The HTMT method compares relationships between different constructs with relationships between indicators within the same construct. The expected HTMT value must be less than 0.9 in order to indicate the validity of the discriminant between the two reflective variables. If the HTMT value between the two reflective variables is lower than 0.9 as the data results in table 5, therefore, it can be concluded that the measuring instruments used in this study have relevance and accuracy. have sufficient discriminant validity.

Structural Model Assessment

The evaluation of structural model results relies heavily on the concepts and characteristics underlying multiple regression analysis. Therefore, the first step is to evaluate the construct of the structural model to determine if high multicollinearity is a

problem. Structural models characterized by high multicollinearity can affect the size of the beta coefficient by increasing or decreasing the value and/or changing the sign of the same coefficient. Like indicators on formative constructs, VIF values can be checked, and if those values are below 3.0, then multicollinearity is unlikely to be a problem. An alternative approach is to examine bivariate correlations between construct scores. If the bivariate correlation is higher than 0.50, multicollinearity may affect the size and/or mark of the path coefficient. When multicollinearity appears to be a problem, the recommended solution is to create high-level constructs by combining separate constructs into lower level constructs that are conceptually similar and theoretically supportive (Cenfetelli & Bassellier, 2009). In this study, collinearity was measured using *Variance Inflation Factor (VIF)* and the results are presented in Table 3 on data analysis. The table shows that no VIF values exceed 5.0, which means multicollinearity was not an issue in this study (Hair et al., 2017). Thus, based on analysis using VIF, this study shows that there is no problem of multicollinearity between the variables used.

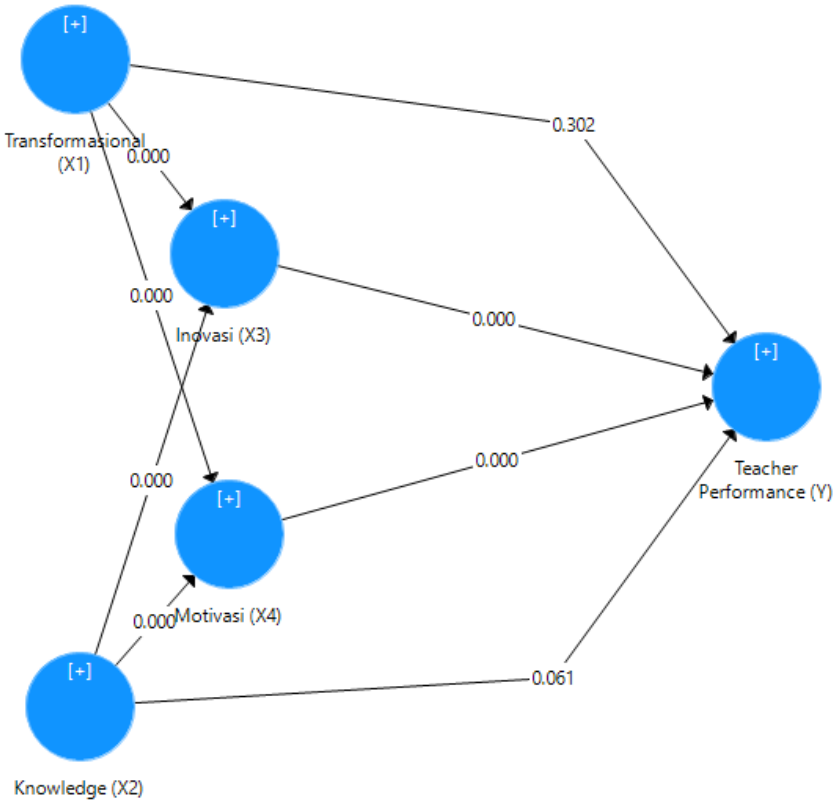

Figure 2. Bootstrapping Processing Results

If multicollinearity is not a problem, the second step is to check the size and significance of the path coefficient. This process allows researchers to test hypothesized relationships between these constructs. The path coefficient is a standardized value that can range from +1 to −1, but rarely comes close to +1 or −1. This is especially true with complex models that have multiple independent constructs in the structural model. The closer the path coefficient value is to 0, the weaker the ability to predict dependent (endogenous) constructs, and the closer those values are to absolute values from 1, the stronger the ability to predict dependent constructs. From the picture presented above, there is a hypothetical model that describes the partial influence of each research variable, including Transformational, Knowledge, Innovation, Motivation on Teacher Performance. To evaluate the structural model, the research data was subjected to the

Bootstraping method (263 sub-samples). The structural model for these five research hypotheses proved significant with P Values values on the Innovation→Teacher Performance hypothesis of 0.000, on the Knowledge→Innovation hypothesis of 0.000, on the Knowledge→Motivation hypothesis of 0.000, on the Knowledge→Teacher Performance hypothesis of 0.047, on the Motivation→Teacher Performance hypothesis of 0.000, on the Transformational→Innovation hypothesis of 0.000, on the Transformational→Motivation hypothesis of 0.000, finally on Transformational→Teacher Performance hypothesis of 0.308.

Table 6. Summary of Hypothesis Test Results

H	Hypothesis	Path Coefficient	P Values	
H1	Innovation (X3) -> Teacher Performance (Y)	0.309	0.000	Supported
H2	Knowledge (X2) -> Innovation (X3)	0.474	0.000	Supported
H3	Knowledge (X2) -> Motivation (X4)	0.552	0.000	Supported
H4	Knowledge (X2) -> Teacher Performance (Y)	0.120	0.047	Supported
H5	Motivation (X4) -> Teacher Performance (Y)	0.470	0.000	Supported
H6	Transformational (X1) -> Innovation (X3)	0.357	0.000	Supported
H7	Transformational (X1) -> Motivation (X4)	0.256	0.000	Supported
H8	Transformational (X1) -> Teacher Performance (Y)	0.048	0.308	Not Supported

As in multiple regression models, the metric most often used to assess structural model predictions is R2. Referred to as the coefficient of determination, it is a predictive measure in a sample of all endogenous constructs. This means prediction is a measure of predictive ability only for the sample of data used in calculating the outcome, and R2 should not be inferred to the population (Rigdon, 2012). The minimum R2 value is 0, but it is rare to achieve such a low value. As in multiple regression, the more independent variables (constructs) in a structural model, the higher the value of R2, assuming those independent variables are actually related to the construct of the dependent variable. The maximum R2 value is 1, but such a high value is rare. In evaluating the R2 size of the structural model, researchers should review similar studies in relevant empirical research and use those results as guidelines, assuming the context of the study is not too different. Lastly, some disciplines also examine adjusted R2, which systematically adjusts R2 values downward based on sample size and number of predictive constructs. As in multiple regression, adjusted R2 is useful when researchers include too many insignificant predictor constructs in structural models (Hair, et al., 2017). For example, if the value of the coefficient of determination (R2) reaches 0.75, 0.50, and 0.25, it shows that the model has strong, medium, and weak levels of strength in explaining the variability of endogenous variables (Sarstedt et al., 2017). The study by Hair et al. (2020) set the standard R2 values at levels 0.67, 0.33, and 0.19 which can generally be interpreted as strong strength levels, It is important to understand that in this study, evaluation was carried out by measuring strong, medium, and weak levels using the coefficient of determination (R2) shown in table 7 below. The data in table 7 shows that Teacher Performance has a high determination test, then Inovasi has a medium determination test, while Motivation has a weak determination test. Thus, based on the measurement

results in this study, the Teacher Performance variable has a high level of strength in explaining its variability, while the Innovation variable has a moderate level of strength in explaining its variability, while the Motivation variable has a weak level of strength in explaining its variability.

Table 7. Coefficient of Determination (R2)

	R Square	R Square Adjusted
Innovation (X3)	0.546	0.541
Motivation (X4)	0.532	0.527
Teacher Performance (Y)	0.728	0.723

The second measure for the predictive ability of a structural model is the effect measure, which provides an estimate of the predictive ability of each independent construct in the model. To calculate this value, each predictor construct is systematically removed from the model (SmartPLS does this automatically) and a new R2 is calculated without that predictor. Furthermore, R2 with the predictor in the model is compared with R2 without the predictor in the model, and the difference between the two R2 values indicates whether the omitted construct is a meaningful predictor of the dependent construct (Hair, et al., 2017). The effect size, referred to as f2, is classified as small, medium, and large. Values above 0.02 and up to 0.15 are considered as Have limited impact; The range of values between 0.15 to 0.35 indicates a significant influence. keep; and values of 0.35 and above are influential (Cohen, 1988). The effect size is also considered a predictive metric in the sample. The value of f2 is presented in table 8 below. From the results in table 8 shows if Knowledge has a major effect on motivation. And for Knowledge has a moderate effect on innovation. In addition, Innovation, Knowledge and Transformational Teacher Performance cannot be said to have an influence.

Table 8. *Effect Size (F2)*

	Innovation (X3)	**Knowledge (X2)**	**Motivation (X4)**	**Teacher Performance (Y)**	**Transformational (X1)**
Innovation (X3)				0.127	
Knowledge (X2)	0.333		0.438	0.023	
Motivation (X4)				0.302	
Teacher Performance (Y)					
Transformational (X1)	0.189		0.094	0.005	

The third metric used to assess predictions is the Q2 value, also known as blindfolding (Geisser, 1974; Stone, 1974). Some scholars regard this metric as an assessment of out-of-sample predictive power, and so far it is. However, this metric is definitely not a model prediction metric as powerful as PLSpredict, which is described in the next step. When interpreting Q2, values greater than zero have meaning, while values below 0 indicate a lack of predictive relevance. In addition, Q2 values greater than 0.25 and 0.50 represent medium and large predictive relevance of the PLS-SEM model. The redundant cross-validation (Q2) test or Q-square test is adopted to assess the significance

of the model's predictions, and the success of the model is considered high if the Q2 value > 0 it indicates that the model is able to make predictions with high accuracy for specific variables. Conversely, if the value If Q2 is less than 0, it indicates that the model has no significant predictive value. significant (Sarstedt, et al., 2017). In this study, measurements were made using *cross-validated redundancy* (Q2)*)* shown in Table 9. And the results show that the Q2 results in this study are Innovation (0.292), Motivation (0.262), and Teacher Performace (0.414).

Table 9. *Q2 Square*

	SSO	SSE	Q2 (=1-SSE/SSO)
Innovation (X3)	1065.000	745.057	0.292
Knowledge (X2)	1065.000	1065.000	
Motivation (X4)	1065.000	785.640	0.262
Teacher Performance (Y)	1065.000	623.764	0.414
Transformational (X1)	852.000	852.000	

Discussion

This study aims to evaluate the extent of the impact of transformational leadership. on knowledge, innovation, and motivation for teacher performance using a sample of 214 respondents where the respondents were teachers in Prov. Jambi. It can be seen the influence of several variables, namely transformational, knowledge, innovation and motivation by formulating 8 hypotheses related to research-related questions. In this study it can be stated that there are several hypotheses proposed to have an influence. This suggests that we can expect a significant relationship between the variables selected in the study and transformational leadership.

Innovation and teacher performance affect each other, the green P value in this hypothesis means that it shows that the variable is supported. The findings in this study are in line with the results of research conducted by Wachidah (2019), which shows that innovation has a significant influence on. teacher performance. Knowledge and innovation affect each other, the green P value means that the variable is supported. The results of this study are in line with the results of research (Zahra et al., 2016), that knowledge is very influential on innovation. Knowledge and motivation affect each other, the green P value means that the variable is supported. The results of this study are in line with the results of research (Jianto, 2017), that knowledge is very influential on motivation. Knowledge and teacher performance affect each other, the green P value means that the variable is supported.

The results of this study are in line with the results of research (Safri et al., 2022), that knowledge is very influential on teacher performance. Motivation and teacher performance affect each other, the green P value means that the variable is supported as shown in the table above. The results of this study are in line with the results of research (Sya'roni et al., 2018), that motivation is very influential on teacher performance. Transformational and innovation affect each other, the green P value means that the variable is supported. The results of this study are in line with the results of research (Wijayanto et al., 2021), that motivation is very influential on innovation. Transformational and motivational influence each other, the green P value means that the variable is supported.

The results of this study are in line with the results of research (Shuen &; Noor, 2022), that transformational is very influential on motivation. Transformational teacher performance has no effect on each other The red P value in this hypothesis indicates that the variable is not supported, as shown in the table above. The results of this study are in line with the results of research (Faruq &; Supriyanto, 2020), that transformational has no effect on teacher performance.

CONCLUSION

By referring to the results of this study, it can be summarized that transformational leadership has a meaningful influence. towards the knowledge, innovation, and motivation of teachers. These findings are in line with the literature showing that transformational leadership styles can stimulate the development of knowledge, innovation, and individual motivation. Positive results on innovation and motivation variables contribute positively to teacher performance, as evidenced by the significant influence on teacher performance. Furthermore, the interaction between knowledge and innovation, knowledge and motivation, and knowledge and teacher performance also showed a positive and significant relationship. This indicates that increasing teachers' knowledge can spark innovation, motivation, and ultimately, improve their performance. These findings support the importance of investing in knowledge enhancement as a strategy to improve teaching quality. Similarly, the positive relationship between innovation and teacher performance confirms the important role innovation plays in improving educational outcomes. However, there are interesting findings related to the relationship between transformational leadership and teacher performance. Although transformational leadership has been shown to affect knowledge, innovation, and motivation, it does not have a significant impact on teacher performance. The findings in the hypothesis indicate that there is no significant relationship between transformational variables and teacher performance. These results suggest that other factors may play a role in determining teacher performance apart from transformative leadership.

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