

ABSTRACT

In the scope of education, the principal's leadership role is a very important factor in teacher motivation to achieve educational goals. This study aims to analyze the principal's role in applying aspects of transformational and transactional leadership to teacher motivation at Cerdas Ceria Bilingual School. Transformational leadership contributes through inspiration, individual development, and intellectual stimulation, while transactional leadership plays a role through conditional rewards and agreement-based supervision. This study is to examine the influence of the independent variables of transformational and transactional leadership styles of school principals on teacher motivation. This research is expected to make a practical contribution to principals in developing effective leadership strategies to increase teachers' work motivation, thus having a positive impact on the quality of learning and the achievement of educational goals at Cerdas Ceria Bilingual School.

The research method used in this study is descriptive quantitative by distributing questionnaires to Cerdas Ceria Bilingual School teachers as many as 126 respondents. The sampling technique uses saturated samples and uses SEM-PLS data analysis techniques to test the relationship between independent and dependent variables and further analysis in the form of Multi Group Analysis (MGA) with the Structural Equation Modeling-Partial Least Square (SEM-PLS) approach based on teacher gender. The results showed that the relationship between the principal's transformational leadership style on teacher motivation has a positive and significant influence as evidenced by the t-statistic of 12.3096, and the relationship between the principal's transactional leadership style on teacher motivation has a positive and significant influence as evidenced by the t-statistic of 15.1491.

Keywords: Principal, Transformational Leadership, Transactional Leadership, Teacher Motivation