

The Role of Transformational Leadership and Intrinsic Motivation on Job Competence and its Implications for Job Satisfaction: A Case Study of Public High School Teachers in Cirebon City

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ABSTRACT

This study aims to determine the role of transformational leadership and intrinsic motivation on job satisfaction. In addition, it also aims to see job competence as a mediation between these relationships. This research was conducted in Senior High Schools, through filling out questionnaires with saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples. So the sample in this study amounted to 148 respondents, namely public high school teachers in the city of Cirebon. This research was conducted using quantitative methods is a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative or statistical, with the aim of testing predetermined hypotheses. This data was tested using the Structural Equation Model (SEM-PLS). The results of the study found that transformational leadership on job competence has a significant effect, intrinsic motivation has a significant effect on job competence, transformational leadership is significantly influenced by job satisfaction, intrinsic motivation and performance satisfaction have a significant effect, while job competence can have a negative impact on job satisfaction, between transformational leadership and job satisfaction is direct, and job competence does not play a role in this relationship, which weakens job satisfaction.

INTRODUCTION

Teachers play an important role in the educational process, so management must be able to create an environment that can foster a sense of security, loyalty, acceptance, respect, and a sense of success in themselves. This is important to improve the quality of human resources in the field of education. Teachers must be able to foster the best possible work spirit and a sense of security. The achievement of school goals is highly dependent on the work of teachers. Student well-being is influenced by teacher performance. Therefore, educators must have high qualifications in their fields and be able to provide the best possible teaching. (Negeri et al., 2022)

Teachers' level of satisfaction with the way teaching is conducted affects how well they perform. Schools serve as places of research and learning for national education. To be able to provide educational services by the requirements, teachers must work at a high level. To achieve this goal, the implementing staff must be satisfied and demand good performance. Teachers in schools are among the employees whose job dissatisfaction is influenced by the discomfort they experience.

Based on teacher data on the website sekolah.data.kemendikbud.go.id :

- SMAN 4 Kota Cirebon has 32 teachers who have the status of state civil servants and civil servants (ASN and PNS).
- SMAN 5 Kota Cirebon has 29 teachers who have the status of state civil servants and civil servants (ASN and PNS).
- SMAN 7 Kota Cirebon has 57 teachers who have the status of state civil servants and civil servants (ASN and PNS).
- SMAN 9 Kota Cirebon has 30 teachers who have the status of state civil servants and civil servants (ASN and PNS).

There is growing evidence that the establishment of secondary education levels is inseparable from the effectiveness of teachers' performance in their duties, which is supported by education levels that meet regulatory requirements. Despite positive progress in teacher performance, more needs to be done to keep pace with teacher performance in other areas.

The work competencies of teachers, their leadership roles, and motivating others as a whole are factors of job satisfaction. This is still the case in high schools in the Cirebon area. School leaders, namely school organizers, are responsible for organizing and carrying out the task of national education in our country. They must consider this element. Teachers and other members of the educational staff are greatly affected by the functioning of the school principal. They put a lot of energy and ambition into their profession in the hope of becoming respected and successful there. This still needs further attention to ensure the satisfaction of educators and support personnel working in senior high schools in the Cirebon City area.

James V. Downtown introduced the concept of transformational leadership in 1973 (Niphadkar & Kuhil, 2017). James MacGregor Burns expanded the idea of transformational leadership in 1978 (Burns, 1978). Bernard Bass has further developed this idea, which arises when leaders provide encouragement and empower staff to adopt organizational goals as their personal goals and

devote all their resources to achieving those goals (Bass, 1990). Workers are inspired to perform better than before when transformational leadership is present (Bass & Reggio, 2006). Transformational leaders act as role models and strive to realize a clear vision for the future of the organization (Bush, 2007; Jensen et al., 2019). (Metaferia et al., 2023)

According to Huber, Motivation is the process of stimulating people with performance, directing, energizing, arousing, and sustaining behavior to achieve a desired task (Huber & Diane, 2017). An intrinsically motivated teaching workforce becomes energized in carrying out their duties (Khim, 2016). Research conducted in Kurukshetra showed that work motivation achievement was significantly and positively correlated to performance satisfaction and task variety (Kumar & Kaur, 2016). Achievement is also associated with self-feedback since Samson-Akpan et al. (2016) stated that achievement is associated with regular feedback on their performance. (Ayalew et al., 2021)

According to Spencer & Spencer (Moehariono, 2009, p. 3), competence is a person's fundamental quality that relates to how well they perform in a job or a person's fundamental quality that is causally related to criteria related to effectiveness or superior or excellent work or superior performance at work or in a particular location. Competence, according to Spencer & Spencer (Palan, 2007), is the fundamental quality that a person possesses and is causally related to the fulfillment of the requirements needed to maintain a job. In short, competence is the sum of a person's Knowledge, abilities, and other unique internal components that enable them to perform work based on their expertise. (Dr.muhammad Busro, 2018). Teachers are professional educators who have the main responsibility of evaluating, training, assessing, teaching, guiding, and educating students in formal education, secondary education, higher education, basic education, and even early childhood education by the Law of the Republic of Indonesia – number 14 of 2005 concerning Teachers and Lecturers. Teachers function as learning engineers, inspirers, motivators, encouragers, and facilitators for their students or as *learning* agents. Article 8 of Law No. 14/2005 defines teacher competencies as professional, social, personality, and educational skills, all of which can be achieved through professional education.

a. Pedagogical Competence

Pedagogy is defined as a teaching strategy that builds on the psychological evaluation of the child. The main purpose of this approach is to assist students in completing their studies. The collection of teaching skills related to the science and art of teaching is known as pedagogical competence.

According to Government Regulation Number 19 of 2005, article 28, paragraph 3 defines competence as the ability to manage the learning process, which includes understanding students, designing and implementing the learning process, evaluating learning outcomes, and assisting students in realizing their various potentials. The formulation of this competency is based on the National Education Standards.

This ability is called learning management competence, according to the Ministry of National Education (2004). The capacity to organize educational programs, interact or supervise the teaching and learning process, and conduct evaluations are indications of this ability.

b. Personality Competence

Personality is a subtle concept that is shown through a person's appearance, behavior, conversation, and clothing. Each person is unique in their personality. A teacher must have personal competence, namely personal performance (traits). Meanwhile, Article 28, paragraph 3, Letter B of the National Education Standards defines this competency as a personality capacity that can be a role model for students, noble character, maturity, dignity, stability, and wisdom.

A teacher must possess various personality qualities, such as self-actualization, interpersonal communication skills, a whole personality, and the ability to advance in his or her career. Thus, personality skills are associated with an educator's identity as a kind, accountable, and transparent individual who also has an understanding of student growth and the capacity to provide individualized attention to them.

c. Social Competence

The capacity of educators to recognize their interdependence with society and to carry out their responsibilities as citizens and members of that community is known as teacher-social competence. The capacity to interact with students and their environment is the focus of this skill. According to Mulyasa (2009), a teacher must have seven social competencies to interact and communicate with students successfully. These abilities include: 1). Being loyal to human dignity and worth. 2). Having a good attitude towards work and Knowledge. 3). Having social appreciation and awareness. 4). Knowledge of aesthetics. 5). Knowledge of democracy. 6). Culture-related Knowledge. 7). Knowledge related to customs, both religious and social. (E.Mulyasa, 2009)

d. Professional Competence

Professional competence as referred to in Law Number 14 of 2005 concerning Teachers and Lecturers is the ability to master subject matter in depth and breadth. According to Surya (2003), professional competence refers to a set of skills needed to recognize oneself as a professional teacher. A sense of responsibility for their responsibilities, a sense of community with other teachers, and mastery of the content to be taught and its techniques are components of professional competence. (Surya, 2003)

Mulyasa (2009) states that professional competence can generally be determined by looking at its scope, which includes: 1) Able to foster personality in students. 2). Able to evaluate learning outcomes in each student. 3). Can implement learning programs while organizing. 4). Able to use and develop various learning resources, media, and appropriate tools. 5). Able to apply, understand and vary methods. 6). Able to develop and handle the field of study he/she teaches. 7). Can apply and understand learning theory by the stages of learner development. 8). Can implement and understand the foundation of education. (E.Mulyasa, 2009)

Job satisfaction is associated with an employee's more favorable attitude toward his or her job as a result of appraisal and evaluation of his or her performance (Luthans, 2011; Robbin, 2003; Robbins & Hakim, 2013). It shows how a person feels about his/her job and its various aspects (Robbins, 2009; Ghost, 1997). It is the extent to which employees' basic requirements, such as safety, relationships with coworkers, security, food, and trust, are met while they work (Munir & Khatoon, 2015). Job satisfaction is a journey for employees when carrying out tasks that are not finalized (Basu, 2016). Job satisfaction can also be explained as a general attitude towards an employee's job that includes interactions with employees, salary, work environment, supervision, type of work, and benefits (Badmapriya & Bharathi, 2018; Kalisz, 2007). Therefore, it is related to the work environment (working conditions, tasks, benefits, salary, job security), general characteristics of employees (interests, attitudes, values, skills, needs, values, etc.), and the results obtained from the interaction of the two characteristics of workers and the work environment such as tension, friendship, competitive, cooperative, loose and rigid (Rajeswari & Adhimoolam, 2015). (Metaferia et al., 2023)

LITERATURE REVIEW

Transformational Leadership

Started from the concepts of Luka Bakar (1978) and Bass (1985). According to Bass, the intellectual Stimulation provided by transformational leaders causes subordinates to see leadership from a different perspective. Through charisma and inspiring Motivation, leaders can shape their views of themselves as people who can help and provide individual rewards to their subordinates (Bas, 1985). Mekpor and Dartey-Baah (2017) define transactional leadership as a management leadership style that emphasizes managing, allocating, supervising, and recording everyone's performance. Transactional leaders monitor staff performance, provide direct incentives to high-performing employees, and issue warnings and sanctions to underperforming staff members who deviate from established guidelines. (Li et al., 2023).

Intrinsic Motivation

Can enhance creativity by increasing positive emotions, cognitive flexibility, risk-taking, and perseverance (Grant & Berry, 2011). These psychological states, along with intrinsic Motivation, might lead to creative engagement. With this psychological state, employees may spontaneously consider various task parameters. They may explore more creative and even risky solutions to fundamental problems through cognitive, robust, and deep engagement (Mainemelis et al., 2015). Empirical studies also show a positive relationship between intrinsic Motivation and job satisfaction (Fischer et al., 2019; Hur et al., 2018; Malik et al., 2019; Zhu et al., 2018). (Karimi et al., 2022)

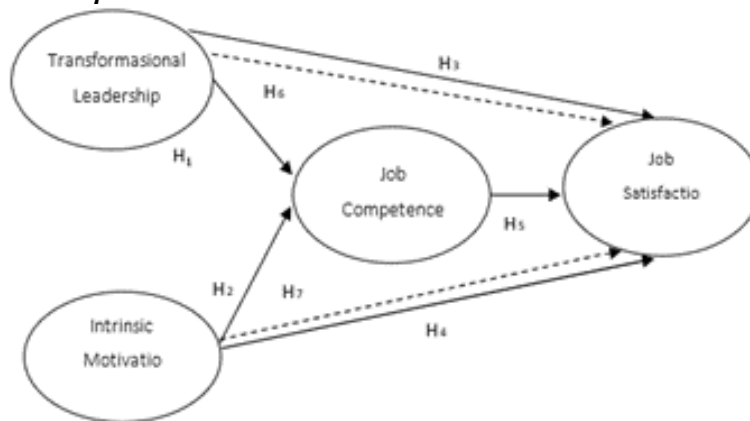
Competence

Work competency is defined by Clark (2007: 297) as follows: "Competency is a knowledge or knowledge for doing an effective job." Competency is the Knowledge or Knowledge of how to do a job effectively; meanwhile, according to Mathis and Jackson (2001: 241), work competency is a basic characteristic that can be linked to improving the performance of individual employees or teams. (Dr.muhammad Busro, 2018)

Job Satisfaction

Furnham, Eracleou, and Chamorro-Premuzic (2009) define job satisfaction as how satisfied employees are with their jobs. This is often the case when the two concepts are discussed together, as it is said that a person feels satisfied at work because some factors and conditions motivate him. Robbin (2006) states that job satisfaction is a common behavior toward job performance as long as there are appropriate rewards and achievements. Theoretically, job satisfaction has a relationship with Transformational Leadership, Intrinsic Motivation, and work competence. Organizations with more satisfied employees tend to be more effective and productive. (Chen, 2006)(Li et al., 2023)

Conceptual Framework



Hypothesis

a. The Relationship between Transformational Leadership and Work Competence

Transformational leadership, which is the behavior of leaders who transform and inspire followers (Avolio et al., 2009), strongly influences followers' affective experiences (Ng, 2017). For example, researchers note that leaders who engage in transformational leadership "move the hearts of their followers" (Erez et al., 2008, p. 602), engendering followers' happiness, enthusiasm, and optimism (Bono & Ilies, 2006; Bono et al., 2007). The relationship between transformational leadership and work competence can be concluded, and effective transformational leadership can generate work competence, which ultimately affects individual or organizational performance better.(Kurniawan et al., 2020)

Hypothesis 1: Transformational leadership has a positive and significant effect on work competence

b. *The Relationship between Intrinsic Motivation and Work Competence*

Intrinsic Motivation can enhance creativity by increasing positive emotions, cognitive flexibility, risk-taking, and perseverance (Grant & Berry, 2011). The relationship between intrinsic Motivation and work competence is that high intrinsic Motivation can generate work competence and work ethic, which ultimately affects individual or organizational performance better. (Abbas, 2013)

Hypothesis 2: Intrinsic Motivation has a positive and significant effect on work competence

c. *Relationship between Transformational Leadership and Job Satisfaction*

The approach where school leaders provide guidance and inspiration has a higher influence on teacher job satisfaction, especially the transformational leadership dimension.(Metaferia et al., 2023).The relationship between transformational leadership and performance satisfaction strongly influences performance satisfaction, so it is very relevant in the managerial context.(Azhari & Sutisna, 2016)

Hypothesis 3: Transformational leadership has a positive and significant effect on job satisfaction.

d. *Relationship between Intrinsic Motivation and Job Satisfaction*

Intrinsic Motivation can enhance creativity by increasing positive emotions, cognitive flexibility, risk-taking, and perseverance (Grant & Berry, 2011). These psychological states, along with intrinsic Motivation, might lead to creative engagement. With this psychological state, employees may spontaneously consider various parameters of the task (Karimi et al., 2011). (Karimi et al., 2022)

It can be concluded that intrinsic Motivation has a considerable influence on job satisfaction. The relationship between intrinsic motivation and performance satisfaction can be seen as a positive and significant network in a managerial context. (Widyaputra & Dewi, 2018)

Hypothesis 4: Intrinsic Motivation has a positive and significant effect on job satisfaction

e. *Relationship between Job Competency and Job Satisfaction*

Competence is a fundamental quality that a person possesses and is directly related to meeting the requirements needed to hold a job. In short, competence is the sum of a person's abilities, Knowledge, and other unique internal components that enable them to perform work based on their expertise. (Dr.muhammad Busro, 2018). Performance satisfaction is an important factor affecting employee performance, so the relationship between work competence and performance satisfaction is very relevant.

Hypothesis 5: Job Competence has a positive and significant effect on job satisfaction

f. *The Relationship between Job Competence Mediates Transformational Leadership and Job Satisfaction*

Job competence can mediate the relationship between transformational leadership and performance satisfaction. Job relatedness, which can be interpreted as commitment or emotional involvement to work, mediates the relationship between transformational leadership and performance and performance satisfaction. (Azhari & Sutisna, 2016)

Hypothesis 6: Job Competency mediates transformational leadership on job satisfaction

g. *The Relationship between Job Competence Mediates Intrinsic Motivation and Job Satisfaction.*

Job competence can mediate the relationship between intrinsic motivation and performance satisfaction. This study conducted on educators found that intrinsic Motivation has a significant influence on teacher performance, and there is a significant positive relationship between competence and performance satisfaction.

(Abbas, 2013)

Hypothesis 7: Job Competency mediates intrinsic Motivation on job satisfaction

METHODOLOGY

The study was conducted in a high school, and participants completed the questionnaire using saturated sampling as part of the quantitative research approach. When all members of the population are sampled, a sampling approach called saturated sampling is used. (Sugiyono, 2016)

Therefore, quantitative methods can be seen as positivist-based research techniques used to study a specific population or sample, collect data through the use of research equipment, and analyze the data quantitatively or statistically to evaluate prejudices.

Operational Variables

Independent Variable

We refer to this variable as the independent variable. Variables that influence, cause, or arise from dependent variables are called independent variables. (Sugiyono, 2016)

- Transformational leadership (X1)

There are four indicators from the journal (Shafi et al., 2020) to calculate the transformational leadership variable, namely:

1. Individual Consideration refers to a leader paying attention to each employee by personally listening to their problems and providing support,
2. Idealized Influence Leaders who influence employees to follow them and act as role models.
3. Inspirational Motivation refers to a dreamer who stimulates employee motivation levels.

4. Intellectual Stimulation refers to leaders who can stimulate employees' ability to think out of the box while solving problems.
- Intrinsic Motivation (X2)
According to the journal, The role of transformational leadership on employee performance moderates the role of intrinsic Motivation (Shafi et al., 2020). There are three indicators, namely:
 1. Responsibility
 2. Stimulate employee performance to work innovatively.
 3. Develop innovative, creative ideas.According to the journal The Influence of the Relationship Between Proactive Personality and Employee Creativity: The Mediating Role of Intrinsic Motivation and Creative Self-efficacy. (Karimi et al., 2022) There are two indicators, namely:
 1. Proactive personality at work
 2. Effectiveness mechanisms related to creativity

Dependent Variable

The term dependent variable is often used to describe the dependent variable. Variables that are affected or caused by the existence of independent variables are called dependent variables. (Sugiyono, 2016)

- Job satisfaction (Y)
According to the journal Satisfaction with Human Resource Practices Satisfaction and Employee Performance: A Moderated Model of Engagement and Health Mediation (Stirpe et al., 2022)
There are three indicators:
 1. Improving welfare.
 2. Encourage employees' intention to contribute to the success of the organization.
 3. Employees fulfill the company's priorities.According to the journal, job satisfaction and organizational commitment have an effect on transformational leadership on employee performance (Eliyana et al., 2019)
There are 3 Indicators, namely:
 1. Employees who have low turnover
 2. Appropriate rewards and achievements
 3. Typical behavior toward employee performance

Mediating Variable

Mediating factors affect the relationship between the independent variable and the dependent variable (Sugiyono, 2016)

- Job Competency
According to the Law on Teachers and Lecturers Competence, as referred to in Article 2, is a set of Knowledge, skills, and behaviors that must be owned, lived, mastered, and actualized by teachers in carrying out their professional duties.
Four teacher competencies are indicators in this study, namely:

1. Pedagogical competence, as referred to in paragraph 2, is the teacher's ability to manage student learning, including understanding the insights and foundations of education, understanding students, designing learning, developing curriculum or syllabus, and evaluating learning outcomes.
2. Personality competence, as referred to in paragraph 2, at least includes a personality that is faithful and pious, noble, wise and prudent, democratic, stable, mature, honest, sportive, a role model for students and the community, objectively evaluates its performance, and develops itself independently and continuously.
3. Social Competence Personality competence, as referred to in paragraph 2, at least includes communicating orally, in writing or gestures, using communication and information technology functionally, getting along effectively with students, fellow educators, teaching staff, leaders of educational units, parents or guardians of students, and applying the principles of true brotherhood and the spirit of togetherness.
4. Professional Competence Personality competence, as referred to in paragraph 2, is the teacher's ability to master the Knowledge of the field of science, technology, arts, and culture he/she teaches the material is broad and deep by the content standards of the education unit program, the subjects to be taught and the concepts of relevant scientific, technological, or artistic disciplinary methods, which conceptually overshadow or are coherent with the education unit program, subject or group of subjects to be taught.

RESEARCH RESULT AND DISCUSSION

Respondent Characteristics

The following table illustrates the respondents' data for this study. Respondents in this study were civil servant teachers of public high schools in Cirebon City, namely SMAN 4 Cirebon City, SMAN 5 Cirebon City, SMAN 7 Cirebon City, and SMAN 9 Cirebon City totaling 148:

Table. 1
Respondent Characteristics

Characteristics	Total	Percentage
Gender		
Men	65	44%
Women	83	56%
Age		
20 - 30	45	30%
31 - 35	48	32%
36 - 40	35	24%
> 41	20	14%
Last Education		
Bachelor (S1)	85	57%

Postgraduate (S2)	63	43%
Length of Service		
> 1 Year	49	33%
6 - 10 Years	69	47%
11 - 15 Years	30	20%

The data above shows 65 male respondents (44%) and 83 female respondents (56%). As the majority of respondents are women, women's rights can be attributed to the findings of this study, which may be different for male respondents. Respondents who answered this questionnaire were mostly Bachelor (S1) and Postgraduate (S2) graduates, considering their last level of education. Of the respondents, 85 (57%) had completed a Bachelor's degree; 63 (43%) had completed a Postgraduate degree.

Forty-five respondents (30%) were between 20 - 30 years old, 48 respondents (32%) were between 31 - 35 years old, 35 respondents (24%) were between 36 - 40 years old, and 20 respondents (14%) were over 41 years old. Based on this data, most respondents are between 31 and 35 years old, and most are still in their prime of life. To focus more on the majority of respondents at this age when examining task innovations, it is useful to distinguish age from frequently used innovations. One hundred and forty-eight surveys were disseminated through questionnaires and collected for this study, and all 148 data were processed.

Outer Loading

Table. 2
 Outer Loading

	KJ	KK	KP	MI
KJ.1	0,752			
KJ.2	0,764			
KJ.3	0,765			
KJ.4	0,729			
KJ.5	0,812			
KK. 1		0,721		
KK. 2		0,765		
KK. 3		0,755		
KK. 4		0,790		
KK. 5		0,782		
KK. 6		0,804		

KP. 1			0,915	
KP. 2			0,915	
KP. 3			0,706	
KP. 4			0,917	
KP. 5			0,779	
KP. 6			0,780	
KP. 7			0,784	
MI.1				0,780
MI.2				0,842
MI.3				0,760
MI.4				0,784
MI.5				0,874

Source: SmartPLS 4, 2024

The findings of the external loading test in Table 2 show that the study is considered genuine as the external loading has a value greater than 0.70. Construct Reliability and Validity

Table. 3
Construct Reliability and Validity

	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
KJ	0,830	0,866	0,585
KK	0,863	0,866	0,593
KP	0,925	0,939	0,692
MI	0,867	0,871	0,654

Source: SmartPLS 4, 2024

Table. Three shows that the AVE values on the following variables are as follows: Job Satisfaction variable of 0.585, Job Competency variable of 0.593, Transformational Leadership variable of 0.692, and Intrinsic Motivation variable of 0.654. Now, it is clear that each AVE value for these variables is valid at the same time.

Table 4
 R Squared

	R-square	Adjusted R-square
KJ	0,562	0,553

Source: SmartPLS 4, 2024

Table 4 presents the results of the study. This shows that 55.3% of the Job Satisfaction variable can be explained by Transformational Leadership, Intrinsic Motivation, and Job Competence; these variables cannot explain the remaining 44.7%.

Hypothesis Testing

Table. 5
 Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Significant
KK -> KJ	0,144	0,154	0,082	1,761	0,078	Not Significant
KP -> KJ	0,569	0,564	0,076	7,492	0,000	Significant
KP -> KK	0,200	0,205	0,084	2,375	0,018	Significant
MI -> KJ	0,195	0,193	0,065	2,983	0,003	Significant
MI -> KK	0,426	0,437	0,077	5,511	0,000	Significant
KP -> KK -> KJ	0,029	0,033	0,025	1,156	0,248	Not Significant
MI -> KK -> KJ	0,061	0,066	0,037	1,658	0,097	Not Significant

Source: SmartPLS 4, 2024

Table 5 shows that the first hypothesis was tested, resulting in a t-statistic value of 2.375 (>1.65) and a p-value of 0.018 (<0.05). This shows that transformational leadership has a significant effect on work competence, thus supporting the acceptance of premise 1.

The t-statistic value of 5.511 (>1.65) and p-value of 0.000 (<0.05) after testing hypothesis 2 shows that intrinsic Motivation has a positive effect on work competence, so hypothesis 2 is accepted.

The third hypothesis test results show that transformational leadership has a significant positive effect on job satisfaction. Assumption 3 is accepted with a p-value of 0.000 (less than 0.05) and a t-statistic value of 7.492 (greater than 1.65).

The t-statistic value of 2.983 (>1.65) and p-value of 0.003 (<0.05) after testing hypothesis 4 shows that intrinsic Motivation has a positive effect on job satisfaction, so hypothesis 4 is accepted.

The t-statistics value of 1.761 (greater than 1.65) and p-value of 0.078 (less than 0.05) show that job competencies do not strengthen job satisfaction, leading to the rejection of hypothesis 5.

Research findings: The Hypothesis 6 test shows that job competence does not improve the relationship between transformational leadership and job satisfaction. This is supported by the t-statistic value of 1.156 (<1.65) and p-value of 0.248 (>0.05), which shows the rejection of hypothesis 6.

After testing, hypothesis 7 is considered false because job competence does not appear to mediate intrinsic Motivation on job satisfaction, as indicated by a t-statistic value of 1.658 (less than 1.65) and a p-value of 0.097 (greater than 0.05).

Transformational leadership relationship has a positive and significant effect on work competence.

The test results of hypothesis 1 show that transformational leadership has a significant positive effect, with a t-statistic value of 2.375 (>1.65) and a p-value of 0.018 (<0.05). This shows that transformational leadership successfully has a positive effect on generating work competence. This finding is in line with previous research (Kurniawan et al., 2020). The relationship between transformational leadership and work competence can be concluded as follows: effective transformational leadership can generate work competence, which ultimately affects individual or organizational performance better.

The relationship between intrinsic Motivation and work competence is positive and significant. The t-statistic value is 5.511 (>1.65), and the p-value is 0.000 (<0.05) after testing hypothesis 2 is accepted. The results show that intrinsic Motivation has a greater tendency to improve work competence. This finding is in line with previous research (Abbas, 2013). The relationship between intrinsic motivation and work competence can be concluded, and high intrinsic Motivation can generate work competence and work ethic, which ultimately affects individual or organizational performance better.

According to the hypothesis 3 test, it is accepted with a p-value of 0.000 (less than 0.05) and a t-statistic value of 7.492 (greater than 1.65). Shows that transformational leadership has a significant effect on increasing performance satisfaction. The relationship between transformational leadership and performance satisfaction greatly affects performance satisfaction, so it is very relevant in the managerial context. (Azhari & Sutisna, 2016). Previous research results (Metaferia et al., 2023) researchers found that school leaders apply various approaches to improve transformational leadership in their schools. As a result, they provide inspiration, encouragement, and positive influence to teachers. In addition, principals and vice principals assist teachers in developing new teaching and planning strategies to realize their future endeavors at school. They

also conduct necessary assessments to fill teacher gaps and offer appropriate training.

The t-statistic value of 2.983 (>1.65) and p-value of 0.003 (<0.05) after testing hypothesis 4 shows that intrinsic Motivation has a positive and significant effect on job satisfaction. This finding is in line with previous research (Widyaputra & Dewi, 2018). It can be concluded that intrinsic Motivation has a considerable influence on job satisfaction. The relationship between intrinsic motivation and performance satisfaction can be seen as a positive and significant network in a managerial context.

The relationship between job competencies and job satisfaction The t-statistics value of 1.761 (greater than 1.65) and p-value of 0.078 (less than 0.05) shows that it does not strengthen job competencies with performance satisfaction, causing the rejection of hypothesis 5. Job competence can hurt job satisfaction if a person feels overwhelmed by the demands of their job or if they need to be adequately supported in their role. This can lead to feelings of burnout, frustration, and dissatisfaction with their work. (Wibawa & Mayasari, 2020)

The relationship between job competencies mediating transformational leadership on job satisfaction Research findings Test hypothesis 6 shows that it does not improve the relationship between job competencies mediating transformational leadership on job satisfaction. In other words, the relationship between transformational leadership and job satisfaction is direct, and job competence plays no role in this relationship. This is supported by the t-statistic value of 1.156 (<1.65) and p-value of 0.248 (>0.05), which indicates rejection. This finding shows that job competence does not contribute to mediating transformational leadership on job satisfaction. (Sudarji, 2016)

The relationship between work competence mediates intrinsic Motivation and job satisfaction. The t-statistic value is 1.658 (less than 1.65), and the p-value is 0.097 (greater than 0.05). The relationship between work competence mediating intrinsic Motivation and job satisfaction does not play a role in this relationship. This is supported by the t-statistic value of 1.156 (<1.65) and p-value of 0.248 (>0.05), which shows rejection. This finding shows that job competence does not contribute to mediating intrinsic Motivation to job satisfaction. Therefore, hypothesis 7 is rejected. (Widyaputra & Dewi, 2018)

CONCLUSIONS AND RECOMMENDATIONS

Based on the research, after reviewing the results of hypothesis testing, conclusions can be drawn regarding this study. The first hypothesis which states that transformational leadership on work competence is accepted. The second supported hypothesis states that intrinsic motivation has a significant effect on work competence. After evaluating the third hypothesis, it is known that transformational leadership is significantly influenced by job satisfaction which is accepted. The fourth hypothesis, that intrinsic motivation has a considerable influence on job satisfaction. The relationship between intrinsic motivation and performance satisfaction can be seen as a positive and significant network in a managerial context, the fifth hypothesis that was rejected can be concluded that

job competence. Job competence can have a negative impact on job satisfaction if a person feels overwhelmed by the demands of their job or if they are not adequately supported in their role. This can lead to feelings of burnout, frustration and dissatisfaction with their work. The sixth hypothesis that the relationship between transformational leadership and job satisfaction is direct, and job competencies play no role in this relationship, was rejected. This finding shows that job competencies do not contribute to mediating transformational leadership on job satisfaction. The seventh hypothesized relationship between job competence mediates motivation and job satisfaction.

ADVANCED RESEARCH

The way the questionnaires were distributed was one of the limitations of the study. Some respondents asked to complete them at a later time, and most completed them at home. This raises concerns about potential bias in filling out the questionnaire, which could have an impact on the quality of respondents' answers because other parties, such as family, may influence them. Therefore, it is hoped that future researchers will ensure that respondents fill out the questionnaire at the place where they work so that the results are more varied.

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