



TRANSFIGURATION LEADERSHIP, WORKACCOMPLISHMENT MOTIVE AND OBEDIENCE ON THE ACHIEVEMENT OF CIVIL SERVANT EDUCATORS AT GOVERNMENT SENIOR HIGH SCHOOL BEKASI CITY

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Abstract

Received: 02 Desember 2023
Revised: 23 Januari 2024
Accepted: 28 Februari 2024

The objectives of the study are to test the impact of main transfiguration leadership, accomplishment motive and accomplishment obedience on the civil servant educators' achievement. The study method is quantitative with survey techniques. The population is all civil servant educators at Government Senior High School in the Bekasi City area, totaling 890 civil servant educators. The sample consisted of 276 civil servant educators at Government Senior High School in the Bekasi City area. The data collection technique is a questionnaire. The researcher uses SPSS for analyzing the data. The findings of the study: there are impacts of Main Transfiguration leadership, accomplishment motive and accomplishment obedience on the achievement of civil servant educators at Government Senior High School Bekasi City; there is an impact of Main Transfiguration leadership on the achievement of civil servant educators at Government Senior High School Bekasi City; there is an impact of accomplishment motive on the achievement of civil servant educators at Government Senior High School Bekasi City; and there is an impact of accomplishment obedience on the achievement of civil servant educators at Government Senior High School Bekasi City.

Keywords: Main Transfiguration Leadership; Accomplishment Motive; Accomplishment Obedience; Achievement

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How to Cite: Apriyanto, A. & Karlina, E. (2024). TRANSFIGURATION LEADERSHIP, WORKACCOMPLISHMENT MOTIVE AND OBEDIENCE ON THE ACHIEVEMENT OF CIVIL SERVANT EDUCATORS AT GOVERNMENT SENIOR HIGH SCHOOL BEKASI CITY. *Research and Development Journal of Education*, 10(1), 257-263

INTRODUCTION

Educators achievement is an important aspect in developing the quality of education. If educators have good achievement, the quality of learning will increase. Educators achievement can be applied by showing creative and innovative ways of teaching. Educators who can plan learning programs, apply planning, and evaluate learning outcomes well, have demonstrated good educators achievement.

The finding of a pre-study with distributing educators achievement study questionnaires, it was found that the achievement of civil servant educators at Government Senior High School of Bekasi City was low. The low achievement of educators is shown by the fact that the educators are delayed for class, educators who do not create learning media, educators who still use conventional learning methods, also there are educators who cannot use information and communication technology-based learning media. To

overcome the problem of civil servant educators achievement in the Government Senior High School Bekasi City area, studyer needs to examine what variables can improve the achievement of civil servant educators.

According to Albuni & Muhyani Rizalie (2022) variables that can affect educators achievement are the main's transfiguration leadership, motive, accomplishment obedience, educators education position, teaching control, promotion programs, favorable climate, structure, also bodily health of educators. To overcome the low achievement of educators in carrying out their obligation, it is necessary to improve or increase the factors that impact educators achievement. Activities that can improve educators achievement are training, providing accomplishment motive, Transfiguration leadership style, accomplishment obedience, and providing compensation. Prasetya et al., (2022) said that there is a direct impact of the Main's leadership and accomplishment obedience on educators achievement, as well as indirect accomplishment motive, which can mediate the impact of the independent variable to the dependent. Nurhalid (2020) shows that accomplishment obedience impacts educators achievement. Narulita (2019) Educators accomplishment motive significantly impacts educators's achievement. Then, Main Transfiguration leadership and accomplishment motive of educators together affect the achievement of educators.

Leadership is a way for people to lead an organization so that the organization can achieve organizational goals. A Transfiguration leadership style is a leader who inspires his followers to put aside personal stakes for the good of the organization. If leaders are able to apply a Transfiguration leadership style, employee achievement will improve. Accomplishment obedience is a accomplishment's attitude to accomplishment by obeying applicable regulations. Achievement is the result of a person's accomplishment based on standards determined by an organization.

Based on the phenomena and finding of pre study, the studyer is interested in testing of the impact of Main Transfiguration leadership, accomplishment motive and accomplishment obedience on the achievement of civil servant educators at Government Senior High School Bekasi City.

METHODS

The study method is quantitative with survey techniques. The population is all civil servant educators at Government Senior High School in the Bekasi City area, totaling 890 civil servant educators. The sample consisted of 276 Civil Servant educators at Government Senior High School in the Bekasi City area which was calculated using the Slovin formula with an error rate of 5%. The data collection technique is a questionnaire and all of questionnaire items have a calculated R value greater than the R Table so that all items are declared valid. Next, the reliability test of the educators achievement instrument is 0.826, Main Transfiguration leadership is 0.824, Accomplishment Motive is 0.827 and Accomplishment Obedience is 0.814. Because the reliability value is greater than 0.7, all study instruments are reliable. The researcher uses SPSS for analyzing the data.

RESULTS & DISCUSSION

1. The Finding of The multiple Regression

Table 1.
The Finding of The Multiple Regression

Model	Unstandardized Coefficients		Beta	t	Sig.
	(B)	(Std. Error)			
(Constant)	20.454	3.198		6.396	.000
X1	.333	.183	.282	1.822	.070
X2	.321	.158	.271	2.029	.043
X3	.070	.145	.061	.485	.628

The multiple regression finding are $\hat{Y} = 20.454 + 0.333 X1 + 0.321X2 + 0.070 X3$. It means every one unit increase in the main transfiguration leadership variable will increase the educators' achievement variable by 0.333, every one unit increase in the accomplishment motive variable will increase the educators' achievement variable by 0.321, and every one unit increase in the accomplishment obedience variable will increase the educators' achievement variable by 0.070. The finding of the hypothesis test obtained a significant value of $0.000 < 0.05$ and a calculated F of 50.774.

2. The Result of F Test

Table 2.
The Finding of F Test

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	16430.362	3	5476.787	50.774	.000
Residual	29339.330	272	107.865		
Total	45769.692	275			

The finding of the hypothesis test is there are impacts of main transfiguration leadership, accomplishment motive and accomplishment obedience on the educators' achievement because of $0.000 < 0.05$ and a calculated F of 50.774.

3. The Result of T Test

Table 3.
The Finding of T Test

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients		
1 (Constant)	22.481	3.070	Beta	7.322	.000
X1	.695	.058	.589	12.064	.000

The finding of the hypothesis test obtained a significant value of 0.000 and a t count of 12.064. Main Transfiguration leadership has a positive impact on the educators' achievement.

Table 4.
The Finding of T Test

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	21.623	3.161		6.841	.000
	X2	.694	.058	.586	11.982	.000

The finding of the hypothesis test obtained a significant value of 0.000 and a t count of 11.982. That means accomplishment motive has a positive impact on the educators' achievement.

Table 5.
The Finding of T Test

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	24.037	3.174		7.573	.000
	X3	.650	.058	.559	11.165	.000

The hypothesis test findings obtained a value of 0.000 and the t count is 11.165. This means that compliance with achievement has a positive impact on educator achievement.

Discussion

1. The Impact of Main Transfiguration Leadership, Accomplishment Motive and Accomplishment Obedience on the Achievement of The Educators

The multiple regression finding are $\hat{Y} = 20.454 + 0.333 X1 + 0.321X2 + 0.070 X3$. This means that every one unit increase in the Main Transfiguration Leadership variable will increase the educators' s achievement variable by 0.333, every one unit increase in the accomplishment motive variable will increase the educators achievement variable by 0.321, and every one unit increase in the accomplishment obedience variable will increase the educators achievement variable by 0.070. The finding of the hypothesis test obtained a significant value of $0.000 < 0.05$ and a calculated F of 50.774. That means there are impacts of Main Transfiguration leadership, accomplishment motive and accomplishment obedience on the achievement of the educators. The determinant coefficient value is 35.2%. This means that the Main variables Transfiguration leadership, accomplishment motive and accomplishment obedience increase educators achievement variables by 35.2% and 64.8% are impacted by variables not examined in this study. Study finding from (Albuni & Muhyani Rizalie, 2022) state that there are impacts of Main Transfiguration leadership, accomplishment motive and accomplishment obedience on educators achievement. Furthermore, (Prasetya et al., 2022) said there are impacts of Main Transfiguration leadership, accomplishment motive and accomplishment obedience on educators achievement of Elementary School Educators. (Kesumawati et al., 2018) said Transfiguration leadership has a positive and significant impact on the educators' achievement at Government Vocational School in Palembang; accomplishment motive has a positive and significant impact on the educators' achievement of Government Vocational School in Palembang; and

Transfiguration leadership and accomplishment motive have a positive and significant impact on the educators' achievement of Government Vocational School in Palembang. (Soviana et al., 2023) there are impacts of Main Transfiguration leadership, accomplishment motive and accomplishment obedience on educators achievement in Kindergarten and Elementary School.

2. **The Impact of Main Transfiguration Leadership on the Achievement of The Educators**
The finding of the hypothesis test is 0.000 and a t count of 12.064. That means there is an impact of main transfiguration leadership on the achievement of the educators. (Sirait, 2021) said that there is an impact of the Main's Transfiguration leadership on the achievement of public high school educators on the city of Banjarbaru. (Edhie Rachmad et al., 2023) there was a direct impact of the Main's Transfiguration leadership on educators achievement. (Raharja et al., 2022) Main Transfiguration leadership impacts the achievement of the educators. (Rahayu et al., 2019) achievement of educators in teaching is affected by Main Transfiguration leadership. (Musriadi et al., 2022) the influencing factor of educators achievement at Junior High School of Banda Aceh city revealed a direct positive impact from the Transfiguration leadership.
3. **The Impact of Accomplishment Motive on the Achievement of The Educators**
The finding of the hypothesis test obtained a significant value of 0.000 and a t count of 11.982. That means there is an impact of accomplishment motive on the achievement of the educators. (Edhie Rachmad et al., 2023) there was a direct impact of accomplishment motive on educators achievement. (Astuti, W. et al., 2020)A there was a positive and significant impact of accomplishment motive on educators' achievement. (Rofifah et al., 2021) accomplishment motive has a positive and significant impact on educators achievement. (Kesumawati et al., 2018) accomplishment motive has a positive and significant impact on the educators' achievement of State Vocational Schools in Palembang. (Yassin Sheikh Ali et al., 2016) there is a significant relationship between educators motive and school achievement.
4. **The Impact of Accomplishment Obedience on the Achievement of The Educators**
The finding of the hypothesis test obtained a significant value of 0.000 and a calculated t of 11.165. That means there is an impact of accomplishment obedience on the achievement of the educators. (Suprihatin et al., 2022) there is impact of accomplishment obedience on educators achievement at Senior High School of Wisdom Amanah. (Atika et al., 2022) accomplishment obedience has a significant positive impact on educators achievement. (Sihombing, 2020) accomplishment obedience impacts the educators' s achievement. (Ingsih et al., 2021) there is a relation between accomplishment obedience on the achievement of the educators. (Mufidah et al., 2022) Accomplishment obedience made a significant impact of efforts to increase educators achievement.

CONCLUSION

The achievement of civil servant educators at Government Senior High School Bekasi City is impacted by Main Transfiguration leadership, accomplishment motive and accomplishment obedience. Without the Main variables Transfiguration leadership, accomplishment motive and accomplishment obedience, the achievement of Civil Servant educators at Government Senior High School Bekasi City will decline. Main Transfiguration leadership will have a positive impact because this variable will improve

the low achievement of civil servant educators. A Transfiguration leadership style will inspire civil servant educators to categorize the stakes of the school rather than personal stakes. If the Main is able to implement a Transfiguration leadership style, the achievement of civil servant educators will improve. Next, accomplishment motive is a variable that can provide encouragement both from outside and within civil servant educators to accomplishment well. The existence of awards, salary increases, incentives, praise and achievement appraisals will improve the achievement of civil servant educators at Government Senior High School Bekasi City. After that, accomplishment obedience will make civil servant educators accomplishment well. Civil servant educators who have good accomplishment obedience will obey school regulations well so that the civil servant educators' achievement will increased.

Suggestions that can be conveyed to related parties are that the Head Master should be a good inspiration at accomplishment because the Head master will be paid attention to by civil servant educators in their accomplishment. School Mains must give awards to civil servant educators who have good achievement and provide warnings also guidance to civil servant educators who have low achievement. All civil servant educators at Government Senior High School Bekasi City must have high obedience and comply with applicable school regulations.

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