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The Effect of The Principal's Transformational Leadership and Work Motivation Toward Service Quality to Teachers of Private Islamic Junior High School (MTs) in Pontianak

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Abstract. The problems that occur in the madrasah are caused by the lack of quality of service in which the madrasah principal leadership in Pontianak is not supported and the work motivation of teachers in improving education. The purpose of this study was to determine the effect of transformational leadership and work motivation of madrasah principals on the quality of service for private MTs in Pontianak. This study uses a quantitative approach and a type of descriptive research. The sample in this study were 70 teachers selected based on the sample random sampling technique. Data collection research was conducted by questionnaire and documentation. The results obtained from this study are that there is a significant effect between transformational principals' leadership and work motivation on service quality to Pontianak MTs teachers.

Keywords: Effect; Leadership; Work Motivation; Service Quality

I. INTRODUCTION

The biggest education agenda in Indonesia is improving the quality of education. In order to realize quality education, it is certainly inseparable from the role of various parties, one of which is the teacher. Madrasah is an Islamic educational institution where the quality of teacher and staff services is the key to the success and sustainability of the institution in educating students. Teacher quality is the main aspect that is determined in an effort to improve the quality of education. This is because the teacher is the central point in the renewal and improvement of the quality of education if the implementation of the educator-educator process relies on the quality of its services.

Based on Law Number 20 of 2003 concerning the National Education System, which addresses the issue of Education and National functions and objectives in Article 3 it functions to develop dignified capabilities and character and

national civilization in order to educate the nation's life, aiming at developing potential students to become humans who believe and fear the Almighty God, are noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state. Therefore, improving the quality of teaching and education personnel in terms of recruitment, competence, and management of human resource development must be balanced from the above. Efforts to improve quality in educational institutions are not as easy as turning the palm of the hand because improving the quality of education means that the components in education must also be improved.

According to Ahmad Kurnaidi in the article on the quality of education services, school quality is all forms of activities carried out by institutions to meet staff expectations. Services, in this case, are interpreted as services or services delivered by service owners in the form of convenience, speed,

relationships, abilities, and hospitality that are addressed through attitudes and characteristics in providing services to the satisfaction of school staff. Service quality can be known by comparing the perceptions of the staff for services that they clearly receive / obtain with the services they actually expect / want from the service of an institution.

The measure of service quality is the job demand that describes the work you want to achieve. How far a person is able to do work than compared to the results achieved is called the quality of service someone on the job. A job always has steps (procedures) work; work procedures always lead to increased work results in accordance with the demands of work. If a job is carried out in accordance with the procedure, it will arrive at the desired work result.

According to Nurul Ulfatin (2016: 253), The quality of education that must be improved by the government is indeed heavy. Data displayed by the government is correct. So almost 50% of madrasahs at all levels have not met minimum education standards. This means that there are still many schools that must improve the quality of education services. Teachers are the main key to improving the quality of education because the important requirements for the realization of quality education are if the implementation is carried out by educators whose professionalism is reliable. Maintaining and striving for teachers to have high service quality is absolutely necessary, because of the importance of service quality factors to teachers in their role in increasing educational success.

In addition to service quality, many things can be seen in several aspects, especially the quality of work motivation and leadership of the principal who is less transformative. The motivation of teacher work, in general, can be summarized in the teacher's professionalism in teaching. The teacher's professionalism includes things such as First, mastery of subject matter. Second, the ability to apply the principles of psychology. Third, the ability to organize teaching and learning processes. Fourth, the ability to adjust to new situations. Formally and professionally the task of teachers often faces various problems that arise due to various changes that occur in the environment of their professional duties. Such changes include curriculum changes, renewal of the teaching system, the existence of new laws and regulations, and so forth. Therefore, the motivation of teachers in improving the quality of education services is very important.

In addition to teacher work motivation, the quality of madrasah services will certainly also be greatly influenced by transformational leadership. According to Danim (2009: 50), transformational leadership is the ability of a leader to work with and / or through other people to transform, optimally organizational resources in order to achieve meaningful goals in accordance with the desired goals

of educational goals. Transformational leadership is an alternative leadership that can be applied in schools to answer the challenges of renewal and aspiration for changes that occur in schools, both externally and internally. This is the responsibility in the continuation of the education and teaching and learning process in a madrasah with all its distinctiveness and uniqueness so that the principal's transformational leadership must be one factor in improving the quality of education services.

Indeed madrasah spread across Pontianak, both private and public, each have their own advantages and disadvantages, especially private madaras whose facilities are very limited, among the advantages of the existence of madrasahh growing from community self-help, the characteristics of madrasahhs that have a dual curriculum of education and learning in the field of religion and in the general field so that the combination of science and technology and many other advantages including MTs Manbaushafa has the advantage of complete facilities and Al-Anwar MTs with limited facilities.

The initial results of the problems in the field that service quality in reality in the current madrasah include the lack of applying innovation in the madrasahh, the motivation of madrasahh teachers to do good teaching planning that is still not done so the performance is not optimal, some supporting facilities such as for science and technology and the implementation of the curriculum and the implementation of the 2013 curriculum in general are still not fulfilled such as science, social studies and language laboratories as well as collections of library books, skills, meeting facilities, madrasahh headroom, etc. There are still many of the physical needs of madrasah whose standard facilities and infrastructure are still very limited, and also the income of madrasah teachers is still inadequate to be able to improve maximum performance as well as the lack of expertise obtained by the madrasahh head in carrying out their duties and functions many are still weak.

From the above problems, there are still many weaknesses caused by the lack of quality of services which are not supported by the leadership of the head of the madrasah in Pontianak and the motivation of teachers to improve education. For this reason, the author tries to review how the influence of transformational leadership and work motivation of the madrasahh head on the quality of service for private MTs teachers in Pontianak. With the hope that the problems in this proposal can improve the quality of teacher services can improve in accordance with the criteria included in the principal's transformational leadership and work motivation.

II. RESEARCH METHOD

This study uses a quantitative approach with a type of descriptive research. The data used in this study are quantitative data. "Quantitative data are data in the form of numbers or qualitative data that are ranked / scoring" (Sugiyono, 2016: 14). Arikunto (2010: 173) states "population is the whole object of research". The population in this study were all MTs teachers in Pontianak, both Civil Servants (PNS) and honorary (non-PNS). Based on the characteristics of the principal's experience where the teacher works, the sampling uses the Simple Random Sampling technique. Thus the number of samples in this study were 70 teachers. Data collection research was conducted by questionnaire and documentation. Data were analyzed using descriptive statistics, simple regression, multiple regression and partial correlation.

III. RESULT AND DISCUSSION

A. Results

Describing research data is a step that cannot be separated from data analysis activities as a prerequisite for entering the stage of discussion and drawing conclusions from the research results. The sample set as many as 70 teachers from Pontianak Private MTs have filled out the questionnaire submitted. Before filling out the questionnaire carried out by the teacher, the researcher gave an explanation of how to fill out the questionnaire in question. The researcher explained that the data to be revealed in this study were Service Quality (Y), Transformational leadership (X1) and Work Motivation (X2). Then from all data obtained, each will find the highest and lowest scores, the mean, the standard deviation, and the variants. The overall description of the basic statistics from the research variable data is presented in the following table.

Table I
 Basic Statistical Data of Research Variables

	Service Quality	Transformational leadership	Work Motivation
N	Valid 70	70	70
	Missing 0	0	0
Mean	115.06	111.94	88.09
Median	117.50	114.00	87.50
Mode	115	102 ^a	84 ^a
Std. Deviation	8.267	9.798	9.476
Variance	68.345	95.997	89.790
Minimum	89	84	66
Maximum	127	127	103

a. Multiple modes exist. The smallest value is shown

1. Quality of Service

Service Quality (Y) is measured using a questionnaire consisting of 26 questions listed in the appendix. Each item has a theoretical score of 1-5, so the range of

theoretical scores is 78 to 130. From the results of data analysis and statistical calculations, the lowest score is 89, and the highest score is 127, the average score is 115.06 standard deviation 8.267 and the variance is 68.345 research variable service quality after grouped in 5 (five) scales (very satisfying, satisfying, moderate, unsatisfactory, unsatisfactory).

Table II
 Distribution of Service Quality Variable

No.	Competence Level	Range	Frequency	Percentage (%)
1	Not Satisfactory	89 - 97	0	0%
2	Less Satisfactory	98 - 105	3	4,2%
3	Fair	106 - 114	11	15,7%
4	Satisfactory	115 - 122	44	62%
5	Very Satisfactory	123 - 130	12	17,14%

The service quality score to the teacher in the table above is visualized in the form of a histogram in the following figure.

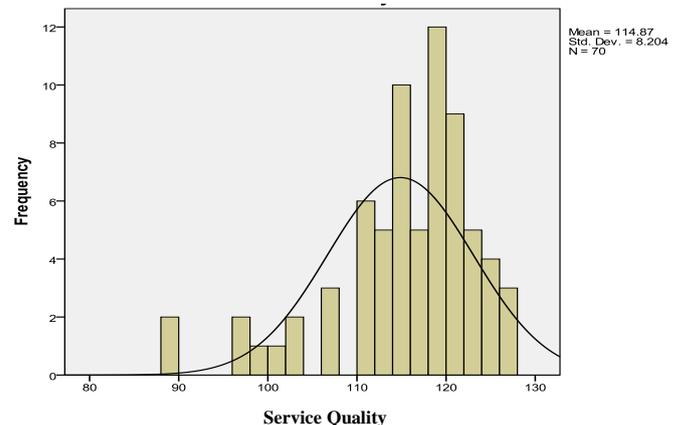


Fig.1 Service Quality Histogram

Based on information from the table and histogram above, it can be seen that 0% or as many as 0 teachers have unsatisfactory service quality, 4.2% or as many as 3 teachers categorized as having unsatisfactory service quality, 15.7% or as many as 11 teachers have moderate service quality, 62% or as many as 44 teachers have satisfactory service quality and 17.4% or as many as 12 teachers have very satisfactory service quality. This can be interpreted that based on the results in the tables and statistical data for the variable quality of teachers service is classified as satisfactory.

2. Variables of Transformational Leadership (X2)

Transformational leadership variables of the madrasah head (X1) were measured using a questionnaire consisting of 26 questions listed on the attachment page. Each item has a theoretical score of 1-5 so that the range of theoretical scores is 78 to 130.

Based on the results of data analysis and statistical calculations, the lowest score is 84, the highest 127, the average score is 111.94, the standard deviation is 9,798, and the variants are 95,997. The score is obtained after being grouped into 5 (five) scales (very low, low, medium, high, very high).

Table III
 Distribution of Scores on Variables of Transformational Leadership

No.	Competence Level	Range	Frequency	Percentage (%)
1	Very Low	78 - 88	2	2,85%
2	Low	89 - 98	6	8,57%
3	Moderate	99 - 109	20	28,57%
4	High	110 - 119	29	41,42%
5	Very High	120 - 129	13	18,57%

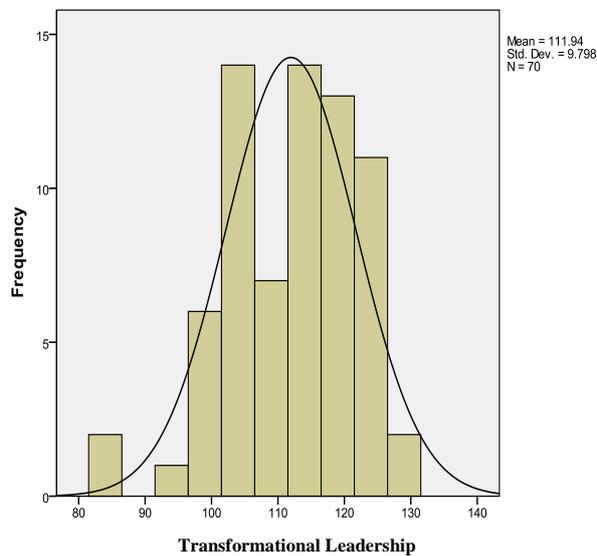


Fig.2 Histogram of Transformational Leadership

Based on the information from the tables and diagrams above, it can be seen that 2.85% or as many as 2 teachers have very low transformational leadership of madrasahhh principals, 8.57% or as many as 6 teachers categorized as having low transformational principals, 28.57% or as many as 20 teachers have transformational leadership of the middle school principals, 41.42% or as many as 29 teachers have transformational leadership of high principals and 18.57% or as many as 13 teachers have very high transformational leadership. This can be interpreted that based on the results in the tables and statistical data for transformational leadership variables for teachers belong to the medium category.

3. Work Motivation Variables (X2)

Work Motivation variable (X2) was measured using a questionnaire consisting of 21 questions listed in the appendix. Each item

has a theoretical score of 1-5, so the range of theoretical scores is 63 to 105. From the results of data analysis and statistical calculations the lowest score is 66, the highest score is 103, the average score is 88.09 standard deviation 9,476, and the variance is 89,790 research on transformational leadership variables after being grouped into 5 (five) scales (very low, low, medium, high, very high).

Table IV
 Distribution of Scores of Variable Transformational Leadership

No.	Competence Level	Range	Frequency	Percentage (%)
1	Very Low	66 - 73	10	8,5 %
2	Low	74 - 80	33	20 %
3	Moderate	81 - 87	17	31,42%
4	High	88 - 94	6	21,42%
5	Very High	95 - 103	4	18,57%

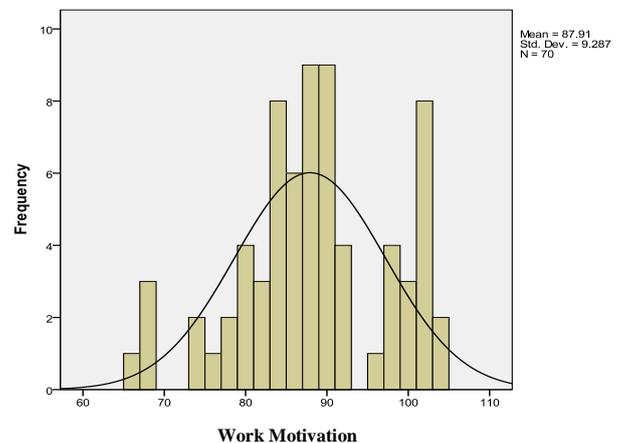


Fig. 3 Work Motivation

Based on information from the table and diagram above, it can be seen that 8.5% or as many as 6 teachers have very low work motivation, 20% or as many as 14 teachers are categorized as having low work motivation, 31.42% or as many as 17 teachers having performance moderate, 21.42% or as many as 6 teachers have high work motivation and 18.57% or as many as 4 teachers work motivation is very high. This can be interpreted that the category of work motivation is high.

Data Analysis Prerequisite Test

1. Normality test

The normality test is done to see the frequency deviation of the distribution of symptoms studied from the normal curve theoretical frequency, or in other words to determine the normal distribution of service quality performance variable scores with work motivation. The normality test of the distribution of research data using the Kolmogorov - Smirnov

Goodness of Fit Test technique. A distribution is said to be normal if the P score is greater than 0.05. Conversely, a distribution is said to be abnormal if the P score is smaller than 0.05. This distribution normality test uses the assistance of Statistical Package For Science (SPSS) computer program for Windows version 19. Based on the results of the normality test conducted it shows the results that the variables in this study have abnormal distribution on both service quality, transformational leadership variables. This can be seen from the normality test that produced Kolmogorov - Smirnov for 0,000 with $p = 0,000$ ($p < 0,05$) for service quality, $p = 0,030$ ($p < 0,05$) for transformational leadership and work motivation variables having normal distributed data because $p = 0.170$ ($p > 0.170$).

2. Linearity Test

The correlation test was conducted to determine whether there was a linear relationship between the two research variables. Linear relationships illustrate that changes in predictor variables will tend to be followed by changes in criterion variables by forming linear lines. The criteria for seeing whether the two variables are linearly or not related are as follows:

- a. If the score is $P < 0.05$, then the two variables are declared linear.
- b. If the score is $P > 0.05$, then the two variables are declared not linear.

Calculation of relationship linearity test in this study uses the assistance of Statistical Package For Science (SPSS) computer program for Windows version 19. Based on the results of the linearity test of the two variables, it can be seen that the linearity is 0,000. Because of the significance value of Deviation from Linearity $0.439 > 0.05$, it can be concluded that between transformational leadership variables on service quality to teachers there is a linear relationship while the linearity of work motivation variables on service quality to teachers is 0.002. Because of the significance of Deviation from Linearity $(0.202 > 0.05)$, it can be concluded that between work motivation variables on service quality to teachers there is a linear relationship.

3. Hypothesis testing

Testing the hypothesis in this test is to determine the effect of perception variables on transformational leadership (x1) on service quality variables to teachers (Y), the effect of work motivation variables (x2) on service quality variables to teachers (Y), and the influence of perception variables on leadership transformational (x1) and work motivation variables together - the quality of teachers services. Correlation value (r) ranges from -1 to 1, values getting closer to 1 or -1 means that the relationship between two variables gets stronger,

whereas values close to 0 mean the relationship between the two variables is getting weaker.

- a. The Influence of Head of Madrasahh Transformational Leadership (X1) on Service Quality to Teachers (Y)

Based on the normality test, it is known that the distribution of data from the principal's transformational leadership and the quality of teachers service is abnormally distributed. Therefore the hypothesis test used is Spearman correlation. The following results of the hypothesis testing of the Madrasahh Head Leadership variable (x1) on Teacher Service Quality (Y) can be seen in the following table:

Table V
 Results of the Correlation Test of Transformational Leadership on Service Quality to Teachers

		Transformational Leadership	Service Quality
Spearman's rho	Transformational Leadership	1.000	.700**
	Correlation Coefficient		
	Sig. (2-tailed)	.	.000
	N	70	70
Service Quality	Correlation Coefficient	.700**	1.000
	Sig. (2-tailed)	.000	.
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

From Table V the results of the Spearman Rank Correlation test in the output table found that the Sig (2-tailed) = 0,000 value because the Sig (2-tailed) value < 0.05 concluded that there was a significant effect between transformational leadership and service quality to the teacher. To see how strong the influence can be seen from the Spearman Rank Correlation value and from the output table get the value $r = 0.700$, if compared to the table of correlation coefficient interpretation above, it can be concluded that the strength of the relationship is strong and the direction of the relationship between variables of teacher leadership in the same direction. So, the higher the value of transformational leadership the higher the quality of teachers service.

- b. Effect of Work Motivation (X2) on Service Quality to Teachers (Y)

Based on the normality test it is known that distribution of work motivation variables is normally distributed and the quality of services to teachers is abnormally distributed. Therefore the hypothesis test used is Spearman correlation. The following results of the hypothesis testing of the Madrasahh Head Leadership variable (x1) on Teacher Service Quality (Y) can be seen in the following table:

Table VI
 Hypothesis Test Results Correlation of
 Work Motivation to Service Quality to
 Teachers

Correlations				
		Work Motivation		Service Quality
Spearman's rho	Work Motivation	Correlation Coefficient	1.000	.426**
		Sig. (2-tailed)	.	.000
		N	70	70
	Service Quality	Correlation Coefficient	.426**	1.000
		Sig. (2-tailed)	.000	.
		N	70	70

** Correlation is significant at the 0.01 level (2-tailed).

From the table above the results of the Spearman Rank Correlation correlation test results in the output, table found that the Sig (2-tailed) value = 0,000 because the Sig (2-tailed) value <0.05 concluded that there was a significant effect between work motivation and teacher service quality. To see how strong the influence can be seen from the Spearman Rank Correlation value and from the output table get the value $r = 0.426$, if compared to the table of correlation coefficient interpretation above, it can be concluded that the influence strength is moderate and the direction of the relationship between variables of teacher leadership in the same direction. So, the better the work motivation of eating the better the quality of teachers services.

- c. The Influence of Transformational Leadership of Madrasahhh Heads (X1) and Work Motivation (X2) together on Quality of Teachers Service(Y)

Hypothesis testing is used to determine the effect of the principal's transformational leadership and work motivation together on service quality to the teacher, namely linear regression. The results of the analysis with the SPSS program obtained the following data:

Table VII

Linear Regression Test Results from Effect of Transformational Leadership of Madrasahhh Heads (X1) and Work Motivation (X2) together on Quality of Teachers Service (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F Change	df1		
1	.728*	.530	.516	5.707	.530	37.789	2	67	.000

a. Predictors: (Constant), Work Motivation, Transformational Leadership

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2461.621	2	1230.810	37.789	.000*
	Residual	2182.222	67	32.570		
	Total	4643.843	69			

a. Predictors: (Constant), Work Motivation, Transformational Leadership

b. Dependent Variable: Service Quality

The significance test results are shown from the ANOVA output table (b), the effect of transformational leadership variables and work motivation together on teachers service quality shows an F value of 37,789 with a sig = 0,000. Because the sig value is smaller than 0,000 <0,05, meaning H0 is rejected, and Ha is accepted or significant regression equation. In addition, based on the values in the Model Summary table, the value of R square = 0.530 is known. This means that the variation of the value of the Y variable that can be explained by the regression model is 72.8% and the rest or 27.2% variation in the value of the Y variable is influenced by variables outside the regression model.

B. Discussion

Statistical analysis on the results of the research described in the previous chapter shows findings that are the answers to the formulation of research problems. The main problem of this research has been answered namely, the transformational leadership of the principal and work motivation have a significant and positive effect on the quality of teachers services. This can be taken into consideration for educational madrasah, especially Private Islamic Madrasahhh in Pontianak in terms of improving the quality of teachers services. The next discussion will be explained further about the relationship of each variable, namely the influence of the principal's leadership on the quality of teachers services and work motivation on the quality of teachers services of the Private MTs in Pontianak.

1. The relationship of the principal's transformational leadership towards teachers service quality in Pontianak Private MTs

The first finding, there is a positive and close relationship between transformational leadership on service quality to teachers. Based on hypothesis test criteria Table V, it is stated that the relationship between X1 and Y is positively close. From the results of testing the first hypothesis, the transformational leadership variable of the madrasahh head obtained the value of the correlation coefficient = 0.700. The correlation coefficient is positive, indicating that the principal's leadership variable contributes to the quality of teachers services. The leadership factor of the madrasahh principals, in improving the quality of teachers service is quite large. Where the components of the principal's transformational leadership variables include; (1) ideal influence, (2) inspiring motivation, (3) intellectual stimulation, (4) adapted considerations, (5)

assistance in solving problems, (6) results and follow-up.

The contribution of the principal of transformational leadership will be very large when he gets a positive result, which is the beginning of the response of the teachers. To improve the quality of service in the madrasah must be taken through the three main elements of education in the form of input, process, and output. These things are closely related to the parties related to the implementation of madrasahs, namely the head of the madrasah as a leader, the teacher as an educator. If Madrasahh Tsanawiyah has a good head of madrasahh transformational leadership, it will improve the quality of service between the teacher and the principal, and it will be better too.

The quality of service from teachers will emerge, in response to the principal's transformational leadership and the ability to teachers service quality will increase. Quality of teachers service will lead to good attitude so that the impact will increase commitment to the task.

The quality of teachers service is high if the teacher continues to receive service through the principal's transformational leadership. Thus the positive relationship of the principal's transformational leadership with the quality of teachers service in accordance with the theory put forward.

2. Motivational relationship to teachers service quality.

The second finding, there is a positive and close relationship between work motivation and teachers service quality. Based on the test criteria for hypothesis table 4.12, it is stated that the relationship between X2 and Y is positive. From the results of testing the first hypothesis, the transformational leadership variable of the madrasah head obtained the value of the correlation coefficient = 0.425. The correlation coefficient is positive, indicating that the principal's leadership variable contributes to the quality of teachers services. Work motivation factor, in improving the quality of teachers service is quite large. Where the components of work motivation variables are influenced by several factors, both internal and external. Which includes internal factors are: (1) One's perception of oneself, (2) Self-esteem, (3) Personal expectations, (4) Needs, (5) Desires, (6) Job satisfaction, (7) Work performance produced while external factors that influence a person's motivation include: (1) The type and nature of work, (2) The working group where someone joins, (3) The organization where

people work, (4) The work environment situation, (5) Salary.

This second finding shows the largest coefficient of the other two independent variables. This is because work motivation is a very important factor in building responsibility and concern for increasing teacher commitment to the task, which is the quality of teachers services. Commitment is an attitude that is realized. Factor commitment to duty greatly contributes to service. Teachers who always improve their ability and commitment to the task will display good service quality. In other words, if the quality of teachers services will increase, the teachers will try to understand, appreciate and practice the teacher's code of ethics, as a manifestation of work motivation. A significant positive relationship between work motivation and teachers service quality, in accordance with the theory put forward.

3. The relationship between the leadership of the principal, work motivation together with the quality of teachers services.

The third finding, in this study, stated that there is a positive and close relationship between the teacher's perception of the supervision of the principal, the teacher's professional attitude and the independence of the teacher's learning together on the teacher's performance. Based on hypothesis test criteria 4.14, it is stated that the relations of X1, X2, and Y are positive. From the results of testing the third hypothesis the teacher's perception variable about the leadership of the principal, the work motivation towards the quality of teachers services, shows a relationship with the value of the correlation coefficient = 0.728 or 72.8%. This correlation coefficient signifies a close and significant positive relationship. The size of the contribution given by the principal of the madrasahh, work motivation towards the quality of teachers services. Improving the quality of the principal's leadership, work motivation together will support the improvement of the quality of teachers services.

Based on this third finding, it is explained that the leadership of the principal, motivation provides a positive contribution that is quite fundamental in the quality of teachers services. There is a positive synergy between the principal's leadership; work motivation will increase the quality of teachers services. The program can improve the quality of teachers services is more successful if you pay attention to the two variables above. The point is the quality of teachers service will be high, if transformational leadership factors are

well implemented, and work motivation is high.

IV. CONCLUSION

A. Conclusions

From the results of research and data analysis that has been carried out, it can be concluded that there is significant influence between transformational leadership of the head of Madrasahhh and work motivation on the quality of MTs teachers service in Pontianak. The specific conclusions that can be drawn by researchers are as follows:

1. The principal's transformational leadership includes aspects of Ideal Influence, motivations that inspire, intellectual stimuli, and considerations adapted in Pontianak Private MTs are categorized as very good.
2. Work Motivation which includes Responsibility in doing work, Achievement achieved, Self-development, and Independence in acting in Pontianak Private MTs is categorized as very good.
3. The quality of teachers services in Pontianak Private MTs is classified as very high or very satisfying in terms of customer focus, continuous improvement, treating customers as partners, fulfilling measures of service performance, broader recognition, and credibility is trusted.
4. Transformational Leadership of Madrasahhh Heads in MTs in Pontianak has a positive and significant influence on the quality of teachers services of Pontianak Private MTs.
5. Work Motivation of the Head of Madrasahhh which is measured by the quality of teachers services has a positive and significant effect on the quality of teachers services.
6. Simultaneously transformational leadership of the principal and work motivation have a positive and significant influence on the quality of teachers service with considerable influence.

B. Suggestions

Based on the results of the research and conclusions that have been presented, then the researcher presents suggestions that might provide benefits to the parties involved in the results of this study. The suggestions that can be submitted are as follows:

1. Pontianak Private MTs must continue to maintain or even improve excellent transformational leadership by teachers, especially with regard to madrasahhh facilities to add insight and more satisfying services.
2. The quality of teachers service needs to be improved so that it can improve transformational leadership of the principal

and work motivation in carrying out work activities.

3. To obtain better study results, it is necessary to test again the factors that influence the principal's transformational leadership and work motivation by adding more independent variables.
4. The results of this study are expected to be a reference for further research in the same field.

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