

## Hubungan Gaya Kepemimpinan Transformasional dan Instruksional Guru Besar dengan Motivasi Guru

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### Kata Kunci:

**Kata Kunci: Gaya Kepemimpinan Transformasional, Gaya Kepemimpinan Instruksional, Motivasi Guru**



### Abstrak:

Kepemimpinan adalah aspek yang penting untuk kejayaan jangka masa panjang kepada organisasi sekolah kerana berupaya mempengaruhi tahap motivasi guru. Guru besar boleh mengamalkan pelbagai gaya kepemimpinan untuk mempengaruhi motivasi guru dalam menggerakkan organisasi dengan berkesan. Namun, berdasarkan beberapa kajian lepas melaporkan bahawa terdapat beberapa ketidakpastian terhadap hubungan di antara gaya kepemimpinan dengan motivasi guru di beberapa buah sekolah. Oleh itu, matlamat kajian ini adalah untuk mengkaji hubungan gaya kepemimpinan transformasional dan instruksional guru besar dengan motivasi guru di beberapa buah sekolah rendah. Kajian kuantitatif deskriptif ini dijalankan melalui kaedah kaji selidik menggunakan Principal Instructional Management Rating Scale (PIMRS) oleh Hallinger (2013) untuk gaya Instruksional, Multifactor Leadership Questionnaire (MLQ) untuk gaya kepemimpinan transformasional, dan untuk mengukur motivasi guru pula A Questionnaire Measure of Individual Differences in Tendency (QMAT) digunakan. Data dianalisis menggunakan kekerapan, peratusan, min, sisihan piawai, dan analisis korelasi Pearson dengan penentuan  $= 0.05$ . Hasil analisis kajian menunjukkan respons guru di sekolah rendah di zon timur iaitu Kelantan, Terengganu, dan Pahang terhadap gaya kepemimpinan guru besar berada pada tahap yang memuaskan. Kajian juga mendapati terdapat hubungan yang signifikan antara gaya kepemimpinan guru besar sekolah terhadap motivasi guru. Kajian ini menyokong dapatan kajian lain, di mana gaya kepemimpinan guru besar mempengaruhi motivasi guru. Oleh itu, dapatan kajian ini juga boleh dijadikan panduan kepada Kementerian Pendidikan Malaysia dan guru besar terutamanya berkaitan dengan amalan kepemimpinan yang berpotensi mempengaruhi motivasi guru di sekolah. Justeru itu, kajian ini juga dapat memberi maklumat tentang kelebihan kepemimpinan transformasional dan kepemimpinan instruksional yang ditekankan dalam Pelan Pembangunan Pendidikan Malaysia 2013-2025.

### Keywords:

**Keywords: Transformational Leadership Style, Instructional Leadership Style, Teachers' Motivation**

### Abstract:

Being able to affect teachers' levels of motivation makes leadership a crucial component of school organisations' long-term success. To effectively affect teacher motivation and mobilise the organisation, school leaders might use a variety of leadership philosophies in their institutions. The correlation between leadership styles and teachers' motivation in some schools, however, has been the subject of conflicting reports in a number of previous research. Thus, the aim of the study is therefore to examine the relationship between transformational and instructional leadership styles of school heads and the motivation of teachers. In this descriptive quantitative study, school heads' leadership styles and teachers' motivation were measured using the Principal Instructional Management Rating Scale (PIMRS) by Hallinger (2013), the Multifactor Leadership Questionnaire (MLQ), and the Questionnaire Measure of Individual Differences in Tendency (QMAT). The data was examined using frequency, percentage, mean, standard deviation, and Pearson's correlation analysis, with a significant level of  $= 0.05$ . The results showed that primary school teachers in the eastern regions of Kelantan, Terengganu and Pahang responded satisfactorily to the school heads' leadership styles. The study also found a significant correlation between school heads' leadership style and teachers' motivation. The result validates earlier research that showed how the leadership styles of school heads influence on how motivated teachers are in schools. The results of this study can therefore also be used as a reference for the Malaysian Ministry of Education and school administration, particularly with regard to leadership styles that can affect teachers' motivation in the classroom. Due of the benefits of transformational leadership and instructional leadership highlighted in the Malaysian Education Blueprint 2013-2025, this study is also able to provide information on those benefits.