



The Influence of Transformational Leadership and Positional Promotion on Employee Performance with Work Motivation as an Intervening Variable

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Abstract

This study aims to examine the direct influence of transformational leadership, job promotions, and work motivation on employee performance, as well as the indirect influence of transformational leadership and job promotions, mediated by work motivation, in the Elementary School Directorate of the Ministry of Primary and Secondary Education. This is due to frequent leadership changes, with each leader having a different leadership style, which impacts employee performance. Lack of employee motivation is caused by employees feeling they rarely receive motivation during their work, which impacts employee performance. Lack of appreciation for employees impacts employee performance. Unclear career paths for job promotions impact employee performance. The research method used is an associative quantitative method with a correlational approach. The target population in this study was employees in the Elementary School Directorate of the Ministry of Primary and Secondary Education. The sample used in this study was all 61 employees in the Elementary School Directorate of the Ministry of Primary and Secondary Education. This study used linear regression analysis using SPSS software. The results showed that Transformational Leadership had a significant influence on Employee Performance. Job Promotion has a significant effect on Employee Performance, Work Motivation has a significant effect on Employee Performance, Transformational Leadership has a significant effect on Work Motivation, Job Promotion has a significant effect on Work Motivation, Work Motivation cannot mediate the effect of Transformational Leadership on employee performance, and Work Motivation cannot mediate the effect of Job Promotion on employee performance.

Introduction

Regulation of the Minister of Elementary and Secondary Education Number 28 of 2021 explains that the Ministry of Elementary and Secondary Education of the Republic of Indonesia is the ministry that organizes affairs in the fields of early childhood education, basic education and secondary education. In order to carry out the vision and mission of the Ministry of Elementary and Secondary Education in carrying out the duties and functions as stipulated in Regulation of the Minister of Elementary and Secondary Education Number 28 of 2021 concerning the Organization and Work Procedures of the Ministry of Elementary and Secondary Education.

The duties and functions of the Directorate of Elementary Schools are as follows: The duties of the Directorate are to carry out the formulation and implementation of policies in the field of elementary schools and special service education in elementary schools. The functions of

the Directorate are preparing policy formulations in the fields of students, learning, infrastructure, governance, and assessment in elementary schools and special service education in elementary schools; Preparation of norms, procedures, and criteria in the fields of students, learning, infrastructure, governance, and assessment in elementary schools and special service education in elementary schools; Implementation of quality assurance policies in the fields of students, learning, infrastructure, governance, and assessment in elementary schools and special service education in elementary schools; Implementation of policies in the areas of student standards, learning, infrastructure, governance, and assessment in elementary schools and special education services in elementary schools; Facilitation of implementation in the areas of students, learning, infrastructure, governance, and assessment in elementary schools and special education services in elementary schools; Provision of technical guidance and supervision in the areas of students, learning, infrastructure, governance, and assessment in elementary schools and special education services in elementary schools; Preparation of formulations for granting permits for elementary schools run by foreign representatives or cooperative elementary schools run by foreign educational institutions with Indonesian educational institutions; Monitoring, evaluation, and reporting in the elementary school sector; Implementation of the Directorate's administrative affairs.

The researcher is an employee working in the elementary school directorate. The performance of Elementary School Directorate employees is assessed based on Government Regulation Number 30 of 2019 concerning Civil Servant Performance Assessment. Civil Servant Performance Assessment is conducted based on the principles of objectivity, measurability, accountability, participation, and transparency. In Ministerial Regulation Number 6 of 2022 concerning the Management of State Civil Apparatus Performance, which is a derivative regulation of Government Regulation Number 30 of 2019, the regulation regarding Civil Servant Performance Assessment is considered less objective because it uses leadership expectations in assessing employee performance. Therefore, further research is needed to measure the performance of Civil Servants in the Elementary School Directorate, Ministry of Primary and Secondary Education.

Based on my research working in the elementary school directorate, the quality of human resources is still not entirely satisfactory, as evidenced by observations I found over the past two years (2022-2023), a decline in employee performance, as evidenced by the Civil Servant performance scores in the Elementary School Directorate. In general, all civil servants in the Directorate of Elementary Schools received employee performance scores of 31 "good" and 30 "very good." In 2023, civil servants received 36 "good" and 25 "very good" ratings. This indicates a decline compared to the previous year's performance scores. According to the researchers, this is due to several factors, including frequent leadership changes, lack of employee motivation, minimal appreciation, unclear career paths for promotions, and inadequate compensation for employees in the Directorate of Elementary Schools.

Leadership is the activity of influencing and directing others or even groups to achieve a goal (Ibrahim & Daniel, 2019). A leader must be able to create a harmonious work environment for their employees, foster cooperation, direct, and encourage employee enthusiasm, thereby fostering maximum motivation and performance in accordance with their abilities. Leadership often changes, and each leader has a different leadership style, as shown in Table 1.1. The rapid changes that occur mean that not all employees can adapt quickly to their leaders. In addition to the rapid leadership changes, unfair leadership behaviors towards employees are also influential. This results in less-than optimal performance.

Rukmana (2020) and Marenny (2021) said that, in addition to leadership, motivation also influences employee performance. Work motivation can be defined as a psychological drive within an individual that determines the direction of their behavior within an organization, the level of effort they exert, and their persistence in facing challenges (Steers et al., 2004; Grant & Shandell, 2022; Latham & Budworth, 2014). Interviews conducted by researchers indicate that employees feel they rarely receive motivation during their work, leading them to perceive their work as being well-done (Jindal-Snape & Snape, 2006). However, performance appraisals differ, indicating suboptimal performance. In addition to leadership and motivation, promotions also influence employee performance. Many employees, even those with long-term employment, have not yet received a promotion to a higher position. This is due to several factors, including the limited number of available positions, intense competition among employees, and other factors.

Methods

Research Location and Time

This research was conducted at the Directorate of Primary Schools, Ministry of Primary and Secondary Education, located at Jl. Jenderal Sudirman No.18, RT.14/RW.1, Senayan, Jakarta 10270. The research activities were carried out in several stages starting from the preparation of the proposal, proposal defense, questionnaire design, data collection, data analysis, report writing, to the final thesis defense. The implementation period was scheduled across different months to ensure systematic progression from preparation to completion.

Research Paradigm

The paradigm of this research follows an associative approach with a correlational design. According to Sugiyono in Akbar et al. (2023), associative research aims to identify the relationship between two or more variables. Kerlinger, as cited in Sugiyono in Casteel & Bridier (2021), emphasizes that survey research can be conducted on both large and small populations, with data obtained from samples representing the population. This method enables the identification of relative occurrences, distributions, and interrelationships between sociological and psychological variables.

Research Design

This study applies a quantitative research design, where data are collected in numerical form and analyzed using statistical techniques. Quantitative research aims to generalize findings and test causal relationships between variables. The design employed is a survey with a cross-sectional approach, meaning that data were collected at one specific point in time. The unit of analysis in this study consists of employees working at the Directorate of Primary Schools, Ministry of Primary and Secondary Education.

Conceptual and Operational Definitions of Variables

Conceptual definitions are provided to ensure clarity of meaning for each variable. Employee performance is defined as the outcome of work accomplished by an individual in accordance with organizational responsibilities. Transformational leadership refers to a leadership style that inspires and motivates subordinates to perform optimally. Job promotion is defined as recognition in the form of advancement to a higher position with greater responsibilities and rewards. Work motivation refers to internal and external factors that drive individuals to exert effort in achieving organizational goals. Operationally, this study uses three categories of variables: independent variables (transformational leadership and job promotion), a dependent variable (employee performance), and an intervening variable (work motivation). Each

variable is measured using a Likert scale questionnaire with indicators such as work quality, work quantity, attitude, charisma, intellectual stimulation, discipline, honesty, cooperation, and persistence.

Population, Sample, and Sampling Technique

The population of this study includes all employees of the Directorate of Primary Schools, totaling 61 individuals. Given the relatively small population size, this research adopts a saturated sampling technique, meaning that the entire population was included as the sample. Thus, the number of respondents in this study is 61 employees.

Research Instrument and Testing

The main instrument used in this study is a structured questionnaire developed to measure each variable. The instrument was tested for validity and reliability. Validity testing was conducted through correlation analysis to ensure that each item measured the intended construct. Reliability testing used Cronbach's Alpha, where values above 0.60 indicate that the instrument is reliable and consistently measures the variables. The questionnaire items were designed to reflect indicators of transformational leadership, job promotion, work motivation, and employee performance.

Data Collection Technique

Data were collected through questionnaires distributed to all respondents in the sample group. The questionnaires were constructed using a five-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (5). This scale was used to capture respondents' perceptions, attitudes, and evaluations of the research variables. Once completed, the data were compiled and processed using IBM SPSS Statistics for Windows to facilitate accurate and efficient analysis.

Data Analysis Technique

The data analysis involved several stages. First, classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests, to ensure the suitability of the regression model. Hypothesis testing was then carried out using simple and multiple regression analysis to assess both direct and combined effects of the independent variables on the dependent variable. Correlation analysis was used to examine the strength of relationships between variables, while the coefficient of determination (R^2) was applied to evaluate the contribution of independent variables to the dependent variable. Furthermore, t-tests were employed to assess the significance of individual variables, and F-tests were used to determine the simultaneous effect of all independent variables. Lastly, path analysis was conducted to explore both direct and indirect effects, particularly the mediating role of work motivation in the relationship between transformational leadership, job promotion, and employee performance.

Result and Discussion

Data Quality Testing

The first stage carried out after distributing the questionnaires to respondents was a thorough examination and screening of the completed responses. A total of 61 respondents participated in this study, and all of them completed the questionnaires in full. Since the responses were complete, the data could be processed further. Before conducting deeper analysis, the research instrument was tested using validity and reliability tests to ensure accuracy and consistency.

Validity Test

The validity of the data in this study was measured using the Pearson Product-Moment correlation (r) with IBM SPSS Statistics 24. The validity test for the questionnaire items was conducted by calculating the correlation coefficient of each item with the total score obtained. The correlation coefficient of each item was then compared with the critical R-value (r -table), which for 61 respondents was 0.2521. The requirement for validity is that the calculated R-value (r -count) must be greater than the r -table value. If this requirement is not met, the questionnaire item must be removed and cannot be used in further analysis. The validity test was applied to each item of the variables: Transformational Leadership (X1), Job Promotion (X2), Work Motivation (Z), and Employee Performance (Y). This process measured the degree of correlation between each questionnaire item and its respective variable.

Employee Performance Variable (Y)

The results of the validity test for the Employee Performance variable (Y) indicate that all questionnaire items are valid. Based on the SPSS calculation, the correlation coefficients (r -count) for the items ranged from 0.534 to 0.774, all of which were greater than the r -table value of 0.2521. This shows that each item successfully measured the intended construct and can be included in the subsequent analysis.

Table 1. Employee Performance Test (Y)

| Item-Total Statistics | | | | |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| Y1 | 28.5082 | 13.054 | .774 | .858 |
| Y2 | 28.4426 | 14.051 | .632 | .873 |
| Y3 | 28.5082 | 13.054 | .774 | .858 |
| Y4 | 28.7213 | 13.838 | .660 | .871 |
| Y5 | 28.4918 | 14.687 | .585 | .878 |
| Y6 | 28.6557 | 13.596 | .648 | .872 |
| Y7 | 28.4098 | 14.613 | .645 | .873 |
| Y8 | 28.3934 | 14.409 | .534 | .883 |

Based on the results of the data processing above, it can be calculated that all questions for the Employee Performance variable (Y) are proven to be valid, so that no questions are excluded from the calculation.

Table 2. Transformational Leadership Validity Test (X1)

| Item-Total Statistics | | | | |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| X1.1 | 46.3934 | 24.076 | .704 | .847 |
| X1.2 | 46.3443 | 25.130 | .598 | .854 |
| X1.3 | 46.4098 | 24.313 | .703 | .847 |
| X1.4 | 46.3279 | 25.591 | .572 | .856 |
| X1.5 | 46.3279 | 25.657 | .591 | .855 |
| X1.6 | 46.3443 | 23.930 | .659 | .850 |
| X1.7 | 46.4918 | 24.121 | .672 | .849 |
| X1.8 | 46.4262 | 25.182 | .492 | .862 |

| | | | | |
|-------|---------|--------|------|------|
| X1.9 | 46.3443 | 26.963 | .354 | .868 |
| X1.10 | 46.4426 | 25.717 | .425 | .866 |
| X1.11 | 46.3770 | 26.672 | .390 | .866 |
| X1.12 | 46.4426 | 25.484 | .474 | .862 |

Based on the results of the data processing above, it can be calculated that all the questions for the transformational leadership variable (X1) are proven to be valid, so that no questions are excluded from the calculation.

Table 3. Job Promotion Validity Test (X2)

| Item-Total Statistics | | | | |
|------------------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| X2.1 | 54.9508 | 49.881 | .526 | .934 |
| X2.2 | 55.1148 | 44.437 | .785 | .927 |
| X2.3 | 54.9180 | 46.010 | .816 | .926 |
| X2.4 | 54.9344 | 49.396 | .502 | .935 |
| X2.5 | 55.0000 | 47.933 | .640 | .931 |
| X2.6 | 54.8197 | 49.250 | .621 | .932 |
| X2.7 | 55.0000 | 45.800 | .705 | .929 |
| X2.8 | 54.8852 | 47.837 | .716 | .929 |
| X2.9 | 55.0164 | 47.183 | .705 | .929 |
| X2.10 | 54.9836 | 49.083 | .581 | .933 |
| X2.11 | 54.9508 | 46.781 | .804 | .926 |
| X2.12 | 55.0820 | 45.210 | .776 | .927 |
| X2.13 | 54.8197 | 48.650 | .740 | .929 |
| X2.14 | 55.0820 | 45.710 | .727 | .929 |

Based on the results of the data processing above, it can be calculated that all the questions for the job promotion variable (X2) are proven to be valid, so that no questions are excluded from the calculation.

Table 4. Work Motivation Validity Test (Z)

| Item-Total Statistics | | | | |
|------------------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| Z1 | 25.6230 | 9.439 | .606 | .890 |
| Z2 | 25.7213 | 8.704 | .861 | .860 |
| Z3 | 25.7541 | 8.955 | .796 | .868 |
| Z4 | 25.7541 | 9.389 | .658 | .884 |
| Z5 | 25.7705 | 9.013 | .702 | .879 |
| Z6 | 25.9180 | 8.677 | .683 | .882 |
| Z7 | 25.8525 | 9.295 | .595 | .892 |

Based on the results of the data processing above, it can be calculated that all the questions for the Work Motivation variable (Z) are proven to be valid, so that no questions are excluded from the calculation.

Table 5. Cronbach Alpha Value

| Variable | Cronbach's Alpha |
|-----------------|-------------------------|
|-----------------|-------------------------|

| | |
|-----------------------------|-------|
| Employee Performance | 0.885 |
| Transformational Leadership | 0.868 |
| Job Promotion | 0.934 |
| Work Motivation | 0.895 |

Table 5. above shows that the Cronbach alpha value of the variables Work Performance, Transformational Leadership, Job Promotion and Work Motivation has a Cronbach alpha value of 0.885, 0.868, 0.934 and 0.895, which can be said that these variables are very reliable.

Table 6. Data Normality Significance Test (One-Sample Kolmogorov-Smirnov Test)

| One-Sample Kolmogorov-Smirnov Test | | |
|--|----------------|-------------------------|
| | | Unstandardized Residual |
| N | | 61 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 2.98113627 |
| Most Extreme Differences | Absolute | .082 |
| | Positive | .082 |
| | Negative | -.059 |
| Test Statistic | | .082 |
| Asymp. Sig. (2-tailed) | | .200 ^{c,d} |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |
| c. Lilliefors Significance Correction. | | |
| d. This is a lower bound of the true significance. | | |

Table 6. can be explained the Normality Test of the Transformational Leadership (X1), Job Promotion (X2), Work Motivation (Z) equation with the Employee Performance (Y) variable obtained Sig.hitung (=0.200) is greater than Sig.kriteria (=0.05), Based on the test it can be concluded that the equation has normally distributed data.

Table 7. Results of Multicollinearity Test for Equation 1

| Coefficients ^a | | | | | | | | |
|-----------------------------|------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | -.104 | 4.480 | | -.023 | .982 | | |
| | X1tot | .156 | .105 | .200 | 1.488 | .142 | .481 | 2.081 |
| | X2tot | .139 | .080 | .244 | 1.748 | .086 | .449 | 2.228 |
| | Ztot | .551 | .121 | .454 | 4.537 | .000 | .871 | 1.148 |
| a. Dependent Variable: Ytot | | | | | | | | |

The multicollinearity test was carried out using SPSS as in the table above, and the VIF results were 2.081 for variable X1 (transformational leadership), 2.228 for variable X2 (job promotion), and 1.148 for variable Z (work motivation), which means that all independent variables (X) have a VIF value <10, meaning that there is no multicollinearity problem between the independent variables.

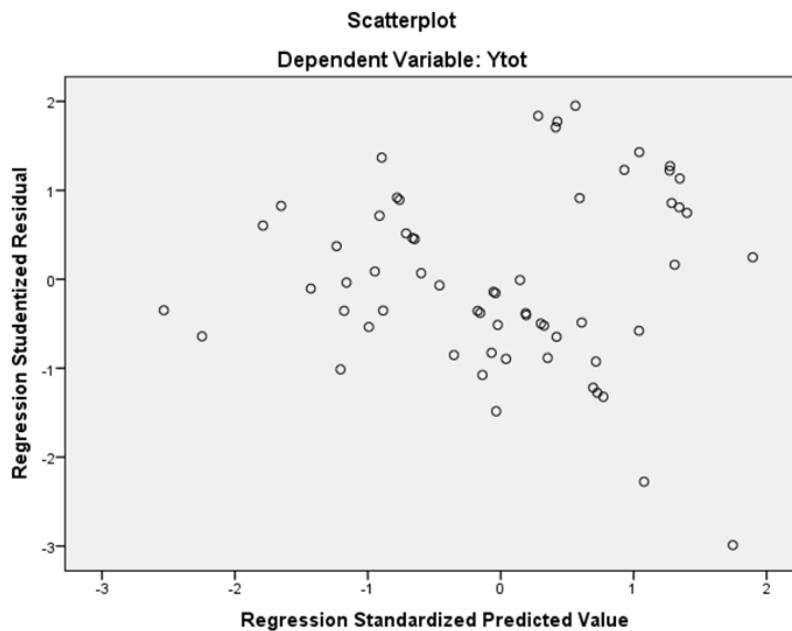


Figure 1. Heteroskedasticity Test Results

A good regression model typically does not experience heteroscedasticity. A scatterplot can be used to determine whether a regression model experiences heteroscedasticity. If a specific pattern is found in the graph, it indicates heteroscedasticity.

Table 8. Autocorrelation Test Results

| Model Summary ^b | | | | | |
|---|-------------------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | .709 ^a | .503 | .477 | 3.05858 | 1.731 |
| a. Predictors: (Constant), Ztot, X1tot, X2tot | | | | | |
| b. Dependent Variable: Ytot | | | | | |

Based on the data in Table IV.22 above, it can be explained that there is no autocorrelation in the regression model of equation 1 because the Watson Durbin value of 1.717 is greater than the du limit, namely 1.4847 and less than (4-du) 4-1.5863=2.5153. It can be concluded that there are no problems or symptoms of autocorrelation.

Table 9. Linearity Test Results

| Variable | Deviation from Linearity | Description |
|----------------------------------|--------------------------|-------------|
| Transformational Leadership (X1) | 0.863 | Linear |
| Job Promotion (X2) | 0.814 | Linear |
| Work Motivation (Z) | 0.989 | Linear |

Based on Table 9. the results of the linear test of Transformational Leadership (X1) obtained a P-value of 0.863 or 85.3%, Job Promotion (X2) obtained a p-value of 0.814 or 91.2%, and Work Motivation (Z) obtained a p-value of 0.989 or 98.9%. Because each p-value > α 0.05 or 5%, the regression line of employee performance, transformational leadership and work motivation is linear.

Table 10. Regression Equation of Transformational Leadership Variable (X1) on Employee Performance (Y)

| Coefficients ^a | | | | | | |
|---------------------------|------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 13.173 | 4.471 | | 2.947 | .005 |
| | X1tot | .384 | .088 | .494 | 4.368 | .000 |

a. Dependent Variable: Ytot

Based on the table of simple linear regression test results above, a linear regression equation can be made as follows: $Y = 13.173 + 0.384X1$ The regression value shows that without transformational leadership, the employee performance constant value is 13.173 and each additional unit of Transformational Leadership will increase employee performance by 0.463 units.

Table 11. F-Test of Transformational Leadership Variable (X1) on Employee Performance (Y)

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 262.116 | 1 | 262.116 | 19.077 | .000 ^b |
| | Residual | 810.638 | 59 | 13.740 | | |
| | Total | 1072.754 | 60 | | | |

a. Dependent Variable: Ytot
b. Predictors: (Constant), X1tot

In table 11. above shows that F count is 19.077. Meanwhile, F table is obtained using the calculation calculator $df1=1$, $df2=59$ with a probability level of 0.05, resulting in F table=4 so that F count (19.077) > F table (4) with a significance level of $0.000 < 0.05$. In connection with this, it can be concluded that the regression equation $Y = 13.173 + 0.384X1$ is very meaningful and significant.

Table 12. Coefficient of Determination of Transformational Leadership Variable (X1) with Employee Performance (Y)

| Model Summary ^b | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .494 ^a | .244 | .232 | 3.70670 |

a. Predictors: (Constant), X1tot
b. Dependent Variable: Ytot

Based on Table 12 above, the correlation coefficient (R) is 0.494. This indicates that the greater the transformational leadership value, the greater the employee performance value. The R2 value is 0.244, meaning that 24.4% of employee performance is influenced by transformational leadership variables. The remaining 75.6% is influenced by other variables not examined in this study.

Effect of Position Promotion (X2) on Employee Performance (Y)

Table 13. Regression Equation of Job Promotion Variable (X2) on Employee Performance (Y)

| Coefficients ^a | | | | | | |
|-----------------------------|-----------------------------|------------|-------|---------------------------|-------|------|
| Model | Unstandardized Coefficients | | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | | |
| 1 | (Constant) | 13.928 | 3.706 | | 3.759 | .000 |
| | X2tot | .315 | .062 | .551 | 5.075 | .000 |
| a. Dependent Variable: Ytot | | | | | | |

Based on the table of simple linear regression test results above, a linear regression equation can be made as follows: $Y = 13.928 + 0.315X_2$. The regression value shows that without job promotion, the employee performance constant value is 13.928 and every additional unit of job promotion will increase employee performance by 0.315 units.

Table 14. F-Test of the Promotion Variable (X2) on Employee Performance (Y)

| ANOVA ^a | | | | | | |
|----------------------------------|------------|----------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 325.946 | 1 | 325.946 | 25.751 | .000 ^b |
| | Residual | 746.808 | 59 | 12.658 | | |
| | Total | 1072.754 | 60 | | | |
| a. Dependent Variable: Ytot | | | | | | |
| b. Predictors: (Constant), X2tot | | | | | | |

In table 14. above shows that $F_{count} = 25.751$. While F_{table} is obtained using the calculation calculator $df_1=1$, $df_2=59$ with a probability level of 0.05, resulting in $F_{table}=4$ so that $F_{count} (25.751) > F_{table}(4)$ with a significance level of $0.000 < 0.05$. In connection with this, it can be concluded that the regression equation $Y = 13.928 + 0.315X_2$ is very meaningful and significant.

Table 15. Coefficient of Determination of Job Promotion Variable (X2) with Employee Performance (Y)

| Model Summary ^b | | | | |
|----------------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .551 ^a | .304 | .292 | 3.55777 |
| a. Predictors: (Constant), X2tot | | | | |
| b. Dependent Variable: Ytot | | | | |

Based on Table IV.29 above, it can be seen that the correlation coefficient (R) is 0.551. This indicates that the greater the value of job promotion, the greater the value of employee performance. The R^2 value is 0.304, which means that 30.4% of employee performance is influenced by job promotion. The remaining 69.6% is influenced by other variables not examined in this study.

The Influence of Work Motivation (Z) on Employee Performance (Y)

Table 16. Regression Equation of Work Motivation Variable (Z) on Employee Performance (Y)

| Coefficients ^a | | | | | | |
|-----------------------------|------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 10.915 | 3.849 | | 2.836 | .006 |
| | Ztot | .721 | .127 | .594 | 5.668 | .000 |
| a. Dependent Variable: Ytot | | | | | | |

Based on the table of simple linear regression test results above, a linear regression equation can be made as follows: $Y = 10.915 + 0.721Z$. The regression value shows that without work motivation, the employee performance constant value is 10.915 and every additional unit of work motivation will increase employee performance by 0.721 units.

Table 17. F-Test of Work Motivation Variable (Z) on Employee Performance (Y)

| ANOVA ^a | | | | | | |
|---------------------------------|------------|----------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 378.222 | 1 | 378.222 | 32.130 | .000 ^b |
| | Residual | 694.532 | 59 | 11.772 | | |
| | Total | 1072.754 | 60 | | | |
| a. Dependent Variable: Ytot | | | | | | |
| b. Predictors: (Constant), Ztot | | | | | | |

In table 15. above, it shows that F_{count} is 32.130. Meanwhile, F_{table} is obtained using the calculation calculator $df_1=1$, $df_2=59$ with a probability level of 0.05, resulting in $F_{table}=4$ so that $F_{count} (32.130) > F_{table} (4)$ with a significance level of $0.000 < 0.05$. In this regard, it can be concluded that the regression equation $Y = 10.915 + 0.721Z$ is very meaningful and significant.

Table 18. Coefficient of Determination of Work Motivation Variable (Z) with Employee Performance (Y)

| Model Summary ^b | | | | |
|---------------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .594 ^a | .353 | .342 | 3.43100 |
| a. Predictors: (Constant), Ztot | | | | |
| b. Dependent Variable: Ytot | | | | |

Based on Table IV.32 above, the correlation coefficient (R) is 0.594. This indicates that the greater the work motivation value, the greater the employee performance value. The R^2 value is 0.353, meaning that 35.3% of employee performance is influenced by the work motivation variable. The remaining 64.7% is influenced by other variables not examined in this study.

Table 19. Regression Equation of Transformational Leadership Variable (X1) on Work Motivation (Z)

| Coefficients ^a | | | | |
|---------------------------|-----------------------------|---------------------------|---|------|
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |

| | | B | Std. Error | Beta | | |
|-----------------------------|------------|--------|------------|------|-------|------|
| 1 | (Constant) | 21.636 | 4.090 | | 5.291 | .000 |
| | X1tot | .167 | .080 | .261 | 2.073 | .043 |
| a. Dependent Variable: Ztot | | | | | | |

Based on the table of simple linear regression test results above, a linear regression equation can be made as follows: $Z = 21.636 + 0.167 X1$ The regression value shows that without transformational leadership, the work motivation constant value is 21.636 and each additional unit of transformational leadership will increase work motivation by 0.167 units.

Table 20. F-Test of Transformational Leadership Variable (X1) On Employee Performance (Y)

| ANOVA ^a | | | | | | |
|----------------------------------|------------|----------------|----|-------------|-------|-------------------|
| | Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 49.398 | 1 | 49.398 | 4.296 | .043 ^b |
| | Residual | 678.340 | 59 | 11.497 | | |
| | Total | 727.738 | 60 | | | |
| a. Dependent Variable: Ztot | | | | | | |
| b. Predictors: (Constant), X1tot | | | | | | |

In table 18. above shows that F count is 4.296. Meanwhile, F table is obtained using the calculation calculator $df1=1$, $df2=59$ with a probability level of 0.05, resulting in F table=4 so that F count ($4.296 > F \text{ table}(4)$) with a significance level of $0.043 < 0.05$. In connection with this, it can be concluded that the regression equation $Z = 21.636 + 0.167 X1$ is very meaningful and significant.

Table 21. Coefficient of Determination of Transformational Leadership Variable (X1) with Work Motivation (Z)

| Model Summary ^b | | | | |
|----------------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .261 ^a | .068 | .052 | 3.39076 |
| a. Predictors: (Constant), X1tot | | | | |
| b. Dependent Variable: Ztot | | | | |

Based on Table 19. above, the correlation coefficient (R) is 0.261. This indicates that the greater the job rotation value, the greater the work motivation value. The R2 value is 0.068, meaning that 6.8% of work motivation is influenced by transformational leadership variables. The remaining 93.2% is influenced by other variables not yet examined in this study. The result of this study shows a strong and consistent link between transformational leadership, job promotion, and performance from the Elementary Education Directorate. However, analysis also suggests that work motivation does not mediate said relationships. This outcome is especially enlightening in that it breaks down commonly held assumptions that motivation is always the psychological link between leadership and performance. Within the bureaucratic frame of the public sector, employees tend to have a response of structural compliance to leadership direction and promotion opportunities, rather than internal motivational transformation.

Recent studies have noted that the behavior of employees in highly formalized organizations is more often regulated by institutional procedures and performance appraisal mechanisms than their personal drive or intrinsic enthusiasm (Lesmana et al., 2022; Nugroho, 2024). Such an environment limits the development of motivational dynamics even in leadership practices

aimed at motivation. One possible explanation for the lack of mediator effect of motivation can be derived from an analysis of the role of promotion in a bureaucratic system. Promotions in the public sector often entail actual structural change, e.g. a new authority, additional responsibilities and an increase of administrative control, which has a direct impact on how the employees perform the duties without necessarily affecting their psychological state. In this sense, promotion is a structural force in driving performance rather than a motivational force (Ahmad, 2021; Linder, 2016).

This observation is in line with the study conducted by Ferris et al. (1992), where promotion was found to have the direct influence in performance especially in formal organizations, where promotion was performed through a strict procedure of advancement and reassigning the role of people. Likewise, Setyawati et al. (2022) and Lestari et al. (2023) also recorded that the performance of employees often had the positive results right after they are promoted, not due to enhancement of their motivation, instead the new position of the employees required high accountability and complex of deliverables. These results support the idea that structural changes can be used to improve performance without concurrent changes in motivation. A more subtle interpretation is implicit in the conceptualization of motivation. Motivation is not a singular construct but a complex construct that has individual and extrinsic dimensions (Alkaabi et al., 2017). When these dimensions are narrowed down to one, vital subtleties have a tendency to disappear. Empirical statements by the SSBFNet group (2024) support this assertion, showing that the transformational leadership impacts performance indirectly via discrete psychological mediators like job satisfaction and also the psychological contract.

Their study showed that the indirect effects of motivations dissipated when they were treated as a unit of inquiry, while the disaggregate analysis of underlying psychological constituents identified substantive pathways. Comparable findings were reported by Lai et al (2020) who concluded that transformational leadership increased performance through work engagement and psychological commitment versus aggregate motivation scores. Consequently, the absence of mediation found in the present study does not necessarily indicate the absence of psychological processes but points to methodological limitations and indicates that more sophisticated mediators such as job satisfaction, organizational commitment or perceived fairness might be better indicators of the internal processes of the relationship between leadership and performance.

The direct relationship of transformational leadership on performance found in this investigation is also consistent with much empirical literature. Rojak (2024) observed the significantly improved performance of employees as a result of transformational leadership within the university environments with the support of a strong and adaptable organizational culture. His results indicate that cultural factors moderate the motivational impact of leadership by increasing or decreasing its focus. In bureaucratic and hierarchical contexts where routinization and compliance are more prevalent, there is a tendency for the power of leadership to manifest itself through structures of formal tasks, and not through intrinsic motivation (Martin et al., 2013). Nugroho (2024) similarly argued that the effectiveness of transformational leadership in the public sector is largely contingent to an institution's cultural capacity to value creativity, trust and participation. When these cultural dimensions are lacking, leadership influence may come out as compliance-driven performance increases, rather than any true motivational increases.

The available scholarly literature also provides further evidence of the complex interrelation between promotion, motivation, and performance (Kim et al., 2013; Kalogiannidis, 2021). The large-scale investigation conducted by the ADP Research Institute (2023), which analyzed data

from over one million employees, found that promotion does not elevate motivation across the board and may, in fact, lead to increased turnover when employees feel their increased responsibilities are not supported and recognized appropriately. A similar congruent pattern has been found in bureaucratic institutions, where promotions can create motivation in the short term but are unsuccessful in maintaining it over time (Miner et al., 1994). Based on these observations, it can be concluded that structural incentives and the absence of developmental and cultural provision must be supplemented by development and cultural provision in order to achieve enduring results.

Within the particularity of the Directorate, this means that promotion protocols should be integrated with career development, mentoring and competency building efforts in order to make sure that structural elevation is accompanied by extended organizational commitment. Ingrams (2020) and Baloch et al., (2022) said that, empirical research of both the public and private sectors further shows that the mediating role of the motivational is highly contingent upon the organizational milieu. In flexible and innovative environments, motivation can often act as a key psychological driver in the leadership-performance relationship because of the autonomy, empowerment, and recognition available to employees, which can strengthen motivation as related to leadership and reward structures (Lai et al., 2020; Setyawati et al., 2022). On the contrary, in the bureaucratic settings where the authority relationship is governed by strict regulations and limited discretion, motivation loses its explanatory importance to a greater extent and the outcomes of performance get directly shaped by structural factors like role clarity and formal accountability (Lesmana et al., 2022; Pane et al., 2025). The present findings support this secondary pattern, underlining the dominance of structural as opposed to psychological mechanisms in Indonesia's public administration.

From the theoretical perspective these results add to a growing appreciation that motivation may not function as a universal mediation factor across different organizational situations (Lee & Raschke, 2016; Dar et al., 2014; Jin et al., 2018). Theories based on private or market-based organizations cannot be assumed to operate the same in a bureaucratic environment. Public-sector institutions are under different incentive structures, with performance often measured by compliance and outputs as opposed to innovation and self-directed work (Realdi, 2024). As a result, alternative mediating constructs such as organizational commitment, job satisfaction or perceived justice may provide a better representation of the influence of leadership and promotion on performance in such settings: ssbfnet group, 2024 Lai et al., 2020.

Future research should therefore explore the nature of these constructs as prospective mediators to build a more context-specific understanding about the dynamics of performance in public organizations. Practically, this research brings us substantial information regarding the human resource management in the public sector (Boselie et al., 2021; Boyne et al., 1999). Promotion procedures need to be conducted transparently and employees need to see promotion as the product of demonstrable competence, rather than bureaucratic routine. Such perceptions lead to trust in institutional fairness and over time can build true commitment (Sharma et al., 2009; Setyawati et al., 2022). Likewise, transformational leadership has to be accompanied by a supportive organisational culture which values participation, communication and professional growth. When there is both fair recognition and empowering leadership, the intrinsic motivation of employees involved will be more likely to strengthen, thereby enhancing the effect to performance, stronger (Rojak, 2024, Nugroho, 2024). There must therefore be both formal incentives and the cultural support required to sustain high levels of performance in bureaucratic systems.

It is necessary to recognise the limitations of this research so as to put into perspective the implications of the same (Theofanidis & Fountouki, 2018). The relatively small sample size and single organisational focus is a limitation on the generalisability of the findings. The cross-sectional design also is limiting in terms of being able to measure dynamic changes in motivation and performance over the course of time. Longitudinal research may offer a more complex understanding of how the processes of promotion and leadership have slowly and gradually impact motivational process and performance trajectories. Recent longitudinal evidence, e.g. that of the ADP Research Institute (2023) and Lai et al. (2020) suggests that motivational and performance effects may occur on different timelines, with structural gains manifesting more rapidly than adaptation psychologically. Expanding future studies to the range of directorates and more variables would therefore help to fine-tune the theoretical and practical insights gained from the present analysis.

Overall, the results of this study emphasize that in the bureaucratic context of the public service, the performance driving mechanism is based on structural and leadership mechanisms rather than generalized motivational mechanisms (Lesmana et al., 2022; Jensen & Bro, 2018). Motivation is still relevant but conditional as its influence is subject to the degree to which the culture, fairness, and developmental systems of the organisation coheres to transformational values. Effective bureaucratic reform thus demands more than inspiring leadership or procedural promotions, and requires institutional systems that enable employees to convert recognition from the outside to internal commitment and lasting excellence. In this way, the results of the study do not only contribute to the literature on public-sector performance, but also evidence the key role of culture and institutional design in the maintenance of employee effectiveness across time.

Conclusion

Based on the results of the analysis and discussion, it can be concluded that transformational leadership, job promotion, and work motivation each have a significant influence on employee performance. Transformational leadership and job promotion also significantly affect work motivation, although work motivation is not able to mediate the influence of either transformational leadership or job promotion on employee performance. Overall, the findings of this study demonstrate that transformational leadership and job promotion contribute significantly to improving employee performance, both directly and through work motivation. Effective transformational leadership, fair and transparent promotion policies, and sustained work motivation are essential factors in enhancing employee performance within the Directorate of Primary Schools. Therefore, this research highlights the importance of visionary leadership, a clear promotion system, and the creation of a motivating work climate in order to achieve optimal employee performance.

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