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The Role Of Work Motivation In Mediating The Relationship Between Transformational Leadership And Hr Competency Towards Hr Performance

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Abstract. *To create professional teachers, teacher performance assessments are necessary. This is not intended to make things difficult for teachers. Teacher performance assessments also aim to accurately reflect teacher activities in the classroom and help teachers improve their knowledge and skills. This is expected to directly contribute to improving the quality of learning and, at the same time, assist teachers' career development as professionals. This research is a quantitative survey. The survey was conducted by distributing questionnaires containing structured questions to respondents, designed to obtain more specific information. Human resource competencies have a positive and significant impact on human resource work motivation. The higher the pedagogical, professional, personal, and social skills possessed by human resources, the stronger their internal drive to teach well.*

Keywords: *Competencies; Professional; Questionnaires; Skills; Teacher.*

1. Introduction

Enriching the nation's life is the duty, function, and role of human resources as professional educators. As professional human resources, they are expected to participate in national development to create Indonesians who are devout to God Almighty, possess an aesthetic soul, are virtuous, excel in science and technology, and have character. To ensure that the functions and duties of human resources inherent in functional positions can be carried out in accordance with applicable regulations, it is necessary to have a human resources performance assessment that can ensure the implementation of quality learning.

The quality of professional services determines the dignity and worth of professional teachers. To achieve professional teachers, teacher performance assessments are necessary. This is not intended to make things difficult for teachers. Teacher performance assessments also accurately reflect teacher activities in the classroom and help teachers improve their knowledge and skills. This is expected to directly contribute to improving the quality of learning and assist teachers' career development as professionals (Ministry of Education and Culture, 2019: 3).

In line with this, Andriani (2017: 7-8) stated that the lack of teacher performance includes: (1)

lack of teacher understanding of student conditions; (2) there are teachers who have not varied their use of learning methods; (3) there are teachers who only use existing teaching module plans and do not develop them; (4) there are some teachers who are not yet able to use science and technology-based learning media as per the dynamics of the independent curriculum; (5) there are some teachers who only use learning media available at school and do not develop them. The low performance of teachers is also supported by data on HR performance assessments at MTS Tahfidz Mevlana Quranic Center – Jakarta.

Table Summary of Human Resource Performance Scores at MTS Tahfidz Mevlana Quranic Center – Jakarta

No	Indicator	Recapitulation Values	ofCategory
1	Developing an activity program	68	Not enough
2	Developing a syllabus	70	Enough
3	Developing Teaching Modules	71	Enough
4	Classroom management	74	Enough
5	Use of media and learning resources	76	Good
6	Use of learning methods	75	Enough
7	Conducting assessment tests	68	Not enough
8	Providing assessment of learning outcomes	74	Enough
9	perform repairs	70	Enough
		72	Enough

Source: Department of Education (2025)

Based on the HR performance above, it is known that the HR performance of MTS Tahfidz Mevlana Quranic Center – Jakarta is still in the sufficient category and received an average final score of 72. This means that HR performance needs further improvement.

Based on pre-research observations, there are still some human resources whose performance is still considered low, as seen from their readiness to teach, for example, they have not yet created teaching modules. There are also some human resources When teaching monotonously, HR learning still predominantly uses the lecture method, causing students to become bored, HR is unwilling to innovate by using contemporary learning models. Furthermore, HR is inconsistent in implementing the teaching modules that have been prepared.

Human resource performance is influenced by many factors, one of which is the principal's transformational leadership. Transformational leadership is a leadership model in which a leader tends to motivate subordinates to perform better, raising the awareness of their members by appealing to higher values, morality, and ideals such as freedom, justice, balance, peace, and humanity, not based solely on emotions (Burns, 2018: 64). Transformational leadership not only acts as a superior but also as a mentor and motivator who can inspire the team to reach their full potential (Gurning, Widodo & Astuti, 2024: 84). A leader who implements transformational leadership usually has a visionary perspective and is also able to facilitate their members or subordinates to hone the necessary skills (Wibowo, 2021: 132).

Besides leadership, another factor influencing teacher performance is competence. Competence is the ability to carry out or perform a job or task based on skills and knowledge, supported by the work attitudes required by the job (Wibowo, 2020). Competent human resources are crucial for an educational institution. It is assumed that competency-based human resource management can better ensure success in achieving goals (Maya & Bambang, 2022). The competencies possessed by human resources can enhance abilities and shape individual character. In line with the research findings of Nur, Ali & Nurlela (2021), the presence of competency signifies knowledge and ability to support human resource performance. Achieving performance requires human resources with significant knowledge and abilities related to the organization in which they work.

Besides competence, work motivation is equally important. Work motivation for a teacher is a task and responsibility that is evident in the learning activities carried out due to internal motivation and encouragement from the school environment. Teachers become educators because of the motivation to educate. Without motivation, their performance will not be optimal. Motivation can come from anywhere, both internally and externally. On the other hand, professional teachers must have high work motivation. Teachers who have high work motivation are reflected in the attitude and behavior of teachers who are willing to work hard, tend to act, utilize all abilities, thoughts, and skills to achieve educational goals (Kasim, Pendit & Tangge, 2018).

The existing literature on the influence of leadership and competence on teacher performance shows a gap, with studies stating that leadership influences teacher performance (Gazali, Ridho & Gistituati, 2023; Pitriani, Madani & Mustari, 2020). Competence influences on teacher performance (Nur, Ali & Nurlela, 2021; Lestari, Suroso & Karnama, 2023). However, some argue that transformational leadership has no effect on teacher performance (Aulya, Firman & Badaruddin, 2023). Competence does not affect teacher performance (Setyanti, 2020).

Therefore, to bridge this gap, work motivation is proposed as a mediator. Work motivation is the desire or need that drives a person to achieve something (Usman, 2019: 117). Needs that drive actions toward a specific goal, which creates or provides a motive, make motivation something that generates enthusiasm or drive for work. According to Anoraga (2016: 34), motivation also influences the high or low performance of human resources. High motivation can enable optimal human resource performance.

Work motivation acts as a mediator connecting leadership to human resource performance, meaning it acts as a "bridge." Good leadership (such as setting an example, providing support, or providing clear direction) fosters enthusiasm and internal drive within employees. Only when employees feel motivated by their superior's leadership style will they exert their best efforts to achieve high performance.

Apart from that, work motivation is a mediator that connects competence to HR performance, meaning that high competence will A strong work motivation will have a

maximum impact on performance. Competence increases work motivation (people who feel capable are usually more enthusiastic), and this high level of motivation then significantly boosts their performance.

2. Research Methods

This research is a quantitative survey. The survey was conducted by distributing questionnaires containing structured questions to respondents, designed to obtain more specific information (Sugiyono, 2019). This type of research is explanatory. According to Sugiyono (2019), explanatory research is a research method intended to explain the position of the variables being studied or the object and the influence of one variable on another. This study aims to examine the influence of independent variables, including transformational leadership and HR competencies, on the dependent variables, namely HR performance and work motivation. In this study, researchers needed data to measure the influence of each variable. The data source was a questionnaire completed by human resources at the MTS Tahfidz Mevlana Quranic Center in Jakarta, which served as the study sample.

3. Results and Discussion

3.1. Description of Human Resources Characteristics at MTS Tahfidz Mevlana Quranic Center Jakarta

The respondent data in this study is described to provide an overview of the conditions and backgrounds of the 62 MTS Tahfiz Mevlana Quranic Jakarta sampled. Respondent characteristics studied include age, gender, education, and length of service. The data collected from the questionnaire are presented in the following section.

Table Characteristics of Human Resources at MTS Tahfidz Mevlana Quranic Center Jakarta

Characteristics	Information	Frequency	Percentage
	18 – 25 years old	5	**8.1%**
Age	26 – 35 years old 36 – 45 years old	28 26	**45.2%** **41.9%**
	46 – 55 years old	3	**4.8%**
Gender	Man	33	**53.2%**
	Woman	29	**46.8%**
	High school or equivalent	3	**4.8%**
Education	Diploma S1	6 40	**9.7%** **64.5%**
	S2	13	**21.0%**
	<1 year	6	**9.7%**
Years of service	15 years	27	**43.5%**
	>5 years	29	**46.8%**
Total		**62**	**100%**

Table above explains that 45.2% of respondents are aged 26 – 35 years, this shows that the

human resources at MTs Tahfidz Mevlana Quranic Center Jakarta are in the productive age group and this age group is generally more adaptive to the development of digital technology, innovation in teaching methods.

learning. Gender characteristics show that 53.2% of human resources at MTs Tahfidz Mevlana Quranic Center Jakarta are male. This condition indicates the dominance of male teaching staff which is often associated with efforts to strengthen the character formation and discipline of students through masculine figures.

Educational characteristics show that 64.5% of respondents have a bachelor's degree, this indicates that the governance and operations at MTs Tahfidz Mevlana Quranic Center Jakarta are supported by human resources who are educated, professional, and have relevant scientific capacity to support the development of modern Islamic educational institutions. Working period characteristics show that 46.8% of respondents' working period is >5 years, this reflects that most of the human resources have gone through an adaptation period and understand well the work culture, tahfidz teaching system, and the vision and mission implemented at MTS Tahfidz Mevlana Quranic Center.

This study involved variables such as transformational leadership, competence, work motivation, and human resource performance. To provide an overview of these variables, this section presents a descriptive analysis based on questionnaire data distributed to respondents. To group response scores for each variable, a scale range was used with the following formula:

Hos : TT - TR
pital Scale
Information

Hospital : Scale RangeT R : Score Lowest (1) TT : Score Highest (5)

Based on the formula above, the scale range can be calculated:

Hos : 5 - 1
pital
3

Hos : 1.3
pital

Thus the interval value can be explained as follows:

Low : 1 – 2.33

Currently : 2.34 – 3.67

Tall : 3.68 – 5.0

Details regarding respondents' perceptions for each variable are explained in the following

description:

Table Description of Transformational Leadership

Code	Indicator	STS	TS	CS	S	SS	Mean	Criteria
KT1	*Individualized Influence*	2	2	11	28	19	3.97	**Tall**
KT2	*Inspiration and Motivation*	2	4	10	27	19	3.92	**Tall**
KT3	*Intellectual Stimulation*	2	7	9	25	19	3.84	**Tall**
KT4	*Individualized consideration*	2	5	7	32	16	3.85	**Tall**
Average							**3.90**	**Tall**

Based on Table transformational leadership at MTs Tahfidz Mevlana Quranic Center is classified as high with an average score of 3.90. This figure shows that the madrasah principal is effective in inspiring, motivating, and bringing positive change to all members of the school community. The highest score is found in the individualized influence indicator (mean 3.97), which reflects the madrasah principal's exemplary behavior in terms of discipline and upholding the values of the Qur'an. Meanwhile, the lowest score is in the intellectual stimulation indicator (mean 3.84). Despite being the lowest, this score is still in the high category, indicating that the madrasah principal actively engages human resources in discussions to find creative solutions to overcome obstacles in the learning process and memorization.

This evaluation was conducted to determine the level of significance of the causal relationship between latent variables and to test the research hypotheses that had been developed. The following is a visual representation of the resulting structural model.

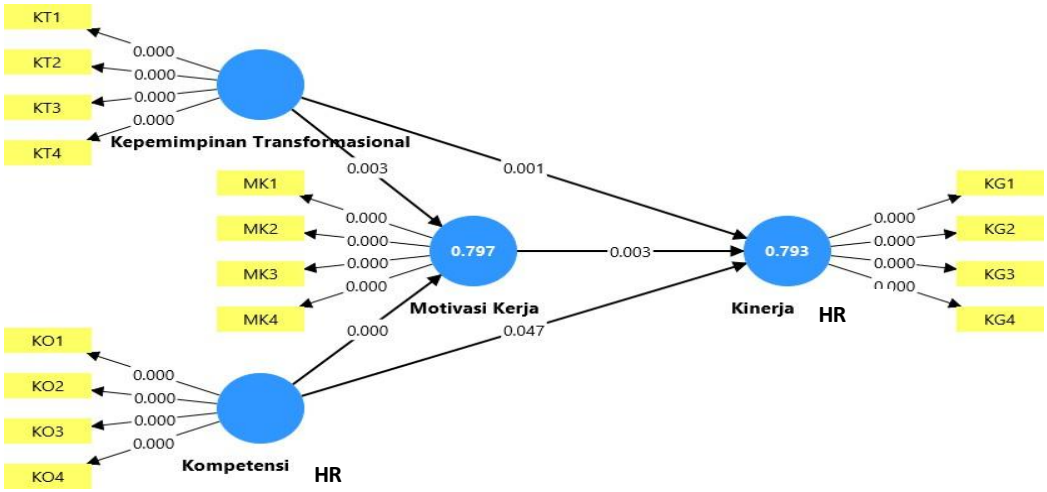


Figure Inner Model (Structural Model)

This test is conducted to see the causal relationship between latent variables, both exogenous and endogenous variables, as formulated in the research hypothesis by looking at the path coefficient value, specific indirect effect, determination coefficient value (R^2), effect size (F2) and goodness of fit.

1) Direct Effect Hypothesis (Path Coefficient)

Hypothesis testing in PLS-SEM aims to determine the significance of the influence between variables by examining the Path Coefficients, T-Statistics, and P-Values from bootstrapping results. A one-way hypothesis is accepted if the T-Statistics value is > 1.65 and the P-Values are < 0.05.

Table Path Coefficient, T-Statistics, and P-Values

Path Coefficient	Original sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T statistics	P values
Transformational leadership->HR Performance	0.297	0.292	0.092	3,238	**0.001**
HR Competence -> HR Performance	0.246	0.248	0.146	1,678	**0.047**
Leadership transformational ->Work motivation	0.254	0.252	0.093	2,739	**0.003**
HR Competence -> Work Motivation	0.682	0.684	0.082	8,335	**0.000**
Motivation Work ->HR Performance	**0.408**	**0.410**	**0.148**	**2,764**	**0.003**

Based on Table, the work motivation variable has a significant direct relationship to HR performance with a coefficient value of 0.408 compared to other variables. Meanwhile, the HR competency variable has a significant direct relationship to work motivation with a coefficient value of 0.682 compared to other variables.

The results of testing the hypothesis show that:

a. Transformational leadership has a significant positive effect on human resource performance at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.001 < 0.05; T-statistic 3.238 > 1.65; coefficient 0.297). This indicates that any increase in the implementation of transformational leadership such as providing role models, inspirational motivation, intellectual stimulation, and personal attention from the madrasah principal will have a direct impact on improving the quality of human resource performance.

b. Human resource competency has a significant positive effect on human resource performance at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.047 < 0.05; T-statistic 1.678 > 1.65; coefficient 0.246). This indicates that any increase in knowledge, skills, attitudes, and professionalism of human resources will directly boost their work results in teaching.

c. Transformational leadership has a significant positive effect on the work motivation of human resources at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.003 < 0.05; T-

statistic 2.739 > 1.65; coefficient 0.254). This indicates that the better the madrasah principal applies the transformational leadership style through role models, providing inspiration, stimulating critical thinking, and personal attention, the work motivation of human resources will also increase directly.

d. Human resource competency has a significant positive effect on human resource work motivation at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.000 < 0.05; T-statistic 8.335 > 1.65; coefficient 0.682). This indicates that any increase in human resource knowledge, skills, attitudes, and professionalism will directly encourage an increase in their work motivation.

e. Work motivation has a significant positive effect on human resource performance at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.003 < 0.05; T-statistic 2.764 > 1.65; coefficient 0.408). This indicates that every fulfillment and improvement of physical needs, a sense of security and safety,

Social needs and recognition for human resources will have a direct impact on improving their performance. However, in reality, human resource needs in terms of income have not yet reached the regional minimum wage, especially for human resources with less than five years of service. This indicates the existence of other factors that contribute to this, such as service or community service.

2) Specific Indirect Effect Hypothesis

The specific indirect effect hypothesis test was conducted to determine whether the intervening variable (mediator) was able to mediate the influence of the independent variable on the dependent variable. This analysis was conducted by examining the indirect path coefficient and its significance level. The one-way hypothesis was accepted if the T-statistic value was > 1.65 and the P-value was < 0.05.

Table Specific Indirect Effect

Path Coefficient	Original sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T statistics	P values
Transformational leadership -> Motivation Work -> HR Performance	0.104	0.106	0.061	1,703	**0.044**
HR Competence -> Work Motivation -> HR Performance	**0.279**	**0.277**	**0.099**	**2,827**	**0.002**

Based on Table, the original sample value in the indirect influence test has a lower value than the direct influence test, this shows that the influence of transformational leadership and HR competency on HR performance is more significant than through the work motivation

variable as a mediating variable.

The results of testing the indirect hypothesis show that:

a. Work motivation is able to mediate the influence of transformational leadership on human resource performance at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.044 < 0.05; T-statistic 1.703 > 1.65; coefficient 0.104). This indicates that the better the madrasah principal implements

transformational leadership style through role models, inspiration, thought stimulation, and personal attention, then the physical, security, social, and appreciation needs of human resources will be met, thus encouraging an increase in their teaching performance.

b. Work motivation is able to mediate the influence of competence on human resource performance at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.044 < 0.05; T-statistic 1.703 > 1.65; coefficient 0.104). This indicates that increasing knowledge, skills, attitudes, and professionalism of human resources will linearly fulfill their physical, security, social, and appreciation needs, which in turn encourages increased teaching performance.

3) Coefficient of Determination (R-Square)

To measure the model's ability to explain variation in the dependent variable, the Coefficient of Determination (R2) analysis is used. This value indicates how much of the variation in the dependent variable can be explained by the regression model. The following are the results of the Coefficient of Determination (R2) test.

Table R-Square Value

No	Variables	R-Squares	Adjusted R-Squares
1	HR Performance	0.793	0.782
2	Work motivation	0.797	0.790

Based on the analysis results, the adjusted R2 value for HR performance is 0.782, which shows that 78.2% of the variation in HR performance is influenced by transformational leadership, competence, and motivation.

work motivation, while the remaining 21.8% is influenced by other factors outside the model. Meanwhile, the adjusted R2 value for HR work motivation is 0.790, meaning 79% of the variation is explained by transformational leadership and HR competencies, and the remaining 21% is influenced by variables outside the study.

4) Effect Size (F-Square)

The F2 value is used to evaluate the substantive impact of each exogenous variable on the endogenous variable. The influence categories of the f2 value are classified into three, namely small influence (f2 ≥ 0.02), moderate influence (f2 ≥ 0.15), and large influence (f2 ≥ 0.35).

Table Effect Size (f2)

Variable Relationship	*f Squares*	Criteria
Transformational Leadership -> Human Resource Performance	0.153	**Enough**
HR Competence -> HR Performance	0.061	**Small**
Leadership transformational -> MotivationHR work	0.129	**Small**
Competence -> Human Resources Work Motivation	0.930	**Big**
Work motivation -> HR performance	**0.163**	**Enough**

The results of the effect size test in table 4.13 show that HR competency has a large substantive influence on HR work motivation (0.930), while transformational leadership has a relatively small substantive influence on HR work motivation (0.129). Transformational leadership (0.153) and work motivation (0.163) have a relatively large substantive influence on HR performance, while competency has a small substantive influence on HR performance (0.061).

5) Goodness of Fit(GoF)

The Goodness of Fit test is used to validate the combined performance of the measurement model (outer model) and the structural model (inner model). The following are the results of the research model fit evaluation processed using the SmartPLS program.

Table Results of the Goodness of Fit Model Test

No	Structural Model	Cut-Off Value	Estimated	Information
1	SRMR	< 0.10	0.066	**Fit**
2	d_ULS	> 0.05	0.584	**Fit**
3	d_G	> 0.05	0.505	**Fit**
4	Chi-Square	>X2 table (df = 58; X2 table = 41.49195)	158,874	**Fit**
5	**NFI**	**Approaching 1**	**0.808**	**Fit**

The results of the PLS model goodness of fit test in the table above indicate an acceptable model fit. This result indicates that the model has a good level of fit with the data, meaning the proposed model accurately represents the relationships between variables in the data.

3.2. Discussion

1) The Influence of Transformational Leadership on Human Resource Performance at MTS Tahfidz Mevlana Quranic Center – Jakarta.

The research findings show that transformational leadership has a significant positive effect on HR performance at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.001 < 0.05; T-statistic 3.238 > 1.65; coefficient 0.297). This indicates that every increase in the

implementation of transformational leadership Transformational efforts such as providing role models, inspirational motivation, intellectual stimulation, and personal attention from the madrasah principal will have a direct impact on improving the quality of human resource performance.

Companies or educational institutions are advised to regularly hold training or coaching programs for supervisors, department heads, and managers. The training should focus on how to inspire, build a shared vision, and serve as role models. Leaders should be encouraged to be more sensitive to the career development needs and aspirations of their subordinates. Two-way communication approaches, such as regular feedback sessions and personal evaluations, will make employees feel valued and motivated to deliver their best performance.

2) The Influence of Competence on Human Resources Performance at MTS Tahfidz Mevlana Quranic Center – Jakarta.

The research findings show that human resource competency has a significant positive effect on human resource performance at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.047 < 0.05; T-statistic 1.678 > 1.65; coefficient 0.246). This indicates that every increase in knowledge, skills, attitudes, and HR professionalism will directly boost their work results in teaching.

Competence, encompassing knowledge, skills, and work attitude, is the primary foundation for an employee to effectively and efficiently complete organizational tasks. Employees with adequate competence tend to be more adaptable to change, capable of solving complex problems effectively, and have higher levels of productivity. This finding aligns with Pratama & Santoso (2025) who demonstrated that HR competence is a crucial determinant of organizational success, where higher levels of employee skills and technical knowledge have a direct impact on improved individual performance and operational efficiency. Rahmawati et al. (2024) in their study on the development of modern civil servants and employees found that continuous improvement in competence, both through technical training and strengthening conceptual insight, has a significant positive impact on the quality of task completion and the achievement of employee work targets. Employees who have alignment between core competencies and job demands will demonstrate far superior levels of performance, creativity, and work accuracy compared to employees who require basic skill development (Sari & Wijaya, 2025).

Management needs to regularly conduct competency audits or mapping to identify gaps between employees' current skills and evolving job demands. This is useful for ensuring that employees are placed in the right position (the right person in the right place). Companies or agencies should design training programs, workshops, or technical guidance that focus directly on improving specific skills (hard skills) and professionalism (soft skills). By improving competencies in a targeted manner, employees will be better prepared to face work challenges and produce more optimal output. Management should create an organizational

culture that supports continuous learning, then providing access to learning resources, professional certification, or challenging assignments will stimulate employees to continuously hone their skills, which ultimately has a direct impact on increasing overall work productivity.

3) The Influence of Transformational Leadership on Human Resources Work Motivation at MTS Tahfidz Mevlana Quranic Center – Jakarta.

Research findings show that transformational leadership has a significant positive effect on the work motivation of human resources at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.003 < 0.05; T-statistic 2.739 > 1.65; coefficient 0.254). This shows that the better the madrasah principal applies a transformational leadership style through role models, providing inspiration, stimulating critical thinking, and personal attention, the work motivation of human resources will also increase directly.

One type or style of leadership needed in schools is transformational leadership, but in the field there are still problems, including First: not yet instilling respect for all subordinates, not yet instilling self-confidence (trust) in subordinates, not yet creating risk sharing through consideration of the needs of HR. Second, not yet providing challenges for the work done by HR, not yet arousing HR enthusiasm and optimism, and not yet implementing commitment to the goals of the organism. Third, not yet practicing innovation, Attitudes and behavior are based on developing science, Intellectually he is able to translate it into the form of productive performance. Fourth, not yet fully paying attention to HR, not yet paying special attention to the needs of achievement and the needs of HR, and not yet providing support and guidance to HR by paying attention to individuals.

Based on the description above, it is proven that transformational leadership influences the The Influence of Human Resources Competence on Human Resources Work Motivation at MTS Tahfidz Mevlana Quranic Center – Jakarta.

The research findings show that human resource competency has a significant positive effect on human resource work motivation at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.000 < 0.05; T-statistic 8.335 > 1.65; coefficient 0.682). This indicates that every increase in knowledge, skills, attitudes and HR professionalism will directly encourage an increase in their work motivation.

The relationship between human resource competency and work motivation is positive and mutually influencing. Various educational studies have shown that human resource competency significantly influences work motivation. The higher the competency (pedagogical, professional, personality, and social), the higher the work motivation, and vice versa. Human resources with strong competencies tend to feel more confident in teaching, thus they are more motivated to actively achieve and develop themselves. When human resources understand how to teach and master the material well, the teaching and learning process runs smoothly. This creates job satisfaction and pride in their work.

Human resources with high competencies (pedagogical, professional, social, and personal) will also have high self-efficacy. They believe they can manage the class and deliver the material effectively. This confidence fuels a strong internal drive (motivation) to work harder because they anticipate success, not failure.

Human resource competency has a positive and significant impact on employee work motivation. Competence is not merely a tool for transferring knowledge, but rather a psychological foundation that shapes how employees view their work. The more competent an employee is, the greater their sense of self-efficacy. This sense of competence fuels intrinsic job satisfaction, which fosters high, sustainable work motivation that is not solely dependent on financial (extrinsic) compensation. Therefore, programs to improve employee competency (such as training or seminars) indirectly serve as an investment in boosting employee work motivation.

4) The Influence of Work Motivation on Human Resources Performance at MTS Tahfidz Mevlana Quranic Center – Jakarta.

The research findings show that work motivation has a significant positive effect on human resource performance at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.003 < 0.05; T-statistic 2.764 > 1.65; coefficient 0.408). This indicates that fulfilling and improving physical needs, safety and security, social needs, and appreciation for human resources will have a direct impact on improving their performance. However, in reality, human resources' income needs have not yet reached the regional minimum income, especially for human resources with less than five years of service. This indicates the existence of other factors that contribute to this, such as service or community service.

Theoretically and empirically (based on numerous HR studies), work motivation has a positive and significant influence on employee performance. The causal relationship can be described as follows: Increased Focus and Energy: Highly motivated employees have more "psychological energy" to face challenges. They tend to be more focused and rarely make mistakes (improving quality). In addition, Time Efficiency: Motivation minimizes procrastination. This makes task completion faster (improving timeliness). In addition, Innovation and Problem Solving: Intrinsically motivated employees enjoy their work, so they are more creative in finding solutions when facing operational obstacles. In addition, Reduction in Absenteeism and Turnover Rates: High motivation is linear with job satisfaction. Employees become more loyal, rarely absent without reason, and give their best performance for the progress of the company (Rahardjo: 2023).

5) The Role of Work Motivation in Mediating the Influence of Transformational Leadership on Human Resource Performance at MTS Tahfidz Mevlana Quranic Center – Jakarta

The research findings show that work motivation is able to mediate the influence of transformational leadership on human resource performance at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.044 < 0.05; T-statistic 1.703 > 1.65; coefficient 0.104). This

shows that the better the madrasah principal applies a transformational leadership style through exemplary behavior, inspiration, thought stimulation, and personal attention, the physical, security, social, and appreciation needs of human resources will be met, thus encouraging an increase in their teaching performance.

The findings of this study align with the theory of Bass & Avolio (2020) that transformational leadership is a leadership style in which leaders inspire, motivate, and develop subordinates to achieve performance beyond their expectations. Transformational leaders not only command, but also transform the values and awareness of their staff. This is where Work Motivation plays a role as a Mediator. A great leader (Transformational Principal) cannot directly "force" HR performance to be good if the HR is lazy, bored, or experiencing burnout. Transformational leadership acts as an environmental stimulus (external factor) which is then absorbed by HR and transformed into motivation (internal factor). This internal motivation is the main fuel for HR to optimize their pedagogical, professional, social, and personal competencies to produce superior performance. Without increased motivation, a good leadership style from the principal will only be a formality administrative and does not have a direct impact on the actual performance of human resources in the classroom.

The principal's transformational leadership acts as an enabler that fosters internal motivation in human resources. Furthermore, this high level of motivation acts as the primary driver that directly executes educational tasks optimally, resulting in maximum human resource performance. This means that, in practice, if education departments or schools wish to improve human resource performance, interventions should not focus solely on technical competency training. Principals should also be trained to possess a transformational leadership style to be able to address the psychological (motivational) aspects of human resources.

6) The Role of Work Motivation in Mediating the Influence of Competence on Human Resource Performance at MTS Tahfidz Mevlana Quranic Center – Jakarta.

The research findings show that work motivation is able to mediate the influence of competence on human resource performance at MTS Tahfidz Mevlana Quranic Center Jakarta (p-value 0.044 < 0.05; T-statistic 1.703 > 1.65; coefficient 0.104). This indicates that increasing knowledge, skills, attitudes, and professionalism of human resources will linearly fulfill their physical, security, social, and appreciation needs, which in turn encourages increased teaching performance.

4. Conclusion

Based on the results of the data analysis and discussion that has been carried out, the following conclusions can be drawn: Transformational leadership has a positive and significant impact on the work motivation of human resources at MTs Tahfidz Mevlana Quranic Center. The visionary and supportive relationship with the principal has been shown to ignite the work spirit of human resources. Human resource competency has a positive and

significant impact on work motivation. The higher the pedagogical, professional, personal, and social skills possessed by human resources, the greater their internal drive to teach well. Transformational leadership has a positive and significant impact on human resource performance. This means that every increase in the application of transformational leadership, such as providing role models, inspirational motivation, intellectual stimulation, and personal attention from the principal, will directly impact the quality of human resource performance. Competence has a positive and significant impact on human resource performance. This means that every increase in knowledge, skills, attitudes, and professionalism of human resources will directly boost their teaching performance.

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