Effectiveness of Transformational Leadership Education on the Knowledge Level and Work Motivation of Posyandu Cadres in Assisting Health Services in the Public Health Working Area

Yulianti Rahayu * | Burhanuddin Basri | Hadi Abdillah | Ernawati Hamidah

a,b,c,d Faculty of Health, Universitas Muhammadiyah Sukabumi,
Coresponding author: yuliantirahayu1033@ummi.ac.id

ARTICLE INFORMATION	ABSTRACT
	The work motivation of cadres, the role, the attitude of transformational leadership of cadres is needed in encouraging and inviting the community will affect productive age community visits, but the lack of knowledge about leadership and cadre work motivation causes community enthusiasm in Posyandu activities to decrease. Identifying the knowledge and motivation of transformational leadership of Posyandu cadres in the Sagaranten Health Center work area, and comparing the impact of transformational leadership education before and after on the level of knowledge and work motivation of Posyandu cadres in supporting health services in the Sagaranten Health Center work area, is the purpose of this study. The population of the study was 35 Posyandu cadres. Total sampling was the method of sample that was employed. All of the cadres in Posyandu, Hegaramanah Village, served as the study's sample. The study was carried out at Hegarmanah Village, in the Sagaranten Health Center work area. A questionnaire was employed as the study instrument. The study's findings demonstrated that transformational leadership education was successful in raising Posyandu cadres' level of knowledge because, according to statistical tests using the Paired Samples Test, a P value of 0.000 <0.05 was obtained, meaning that $H0^1$ was rejected and Ha^1 was accepted. According to the findings of statistical tests using the Paired Samples Test, where the resultant P value was 0.000 < 0.05, transformational leadership education has an impact on the degree of work motivation of Posyandu cadres, as demonstrated by the rejection of $H0^2$ and acceptance of Ha^2..

Introduction

Education is a person's effort to influence others, both individuals and groups. Education is the process of providing understanding to a person or group so that they can think about an object. Transformational leadership is a leadership style that provides influence, inspiration, builds hope and gives good thoughts and attention to someone (Bismoko et al., 2023). Transformational leadership education is a person's effort in leadership to be able to influence, inspire, and build the aspirations of its members. In the Integrated Service Post (POSYANDU), transformational leadership education is needed for cadre work motivation, the role and attitude of cadre transformational leadership in encouraging and inviting the community will affect productive age community visits, but the lack of knowledge about leadership and cadre work motivation causes community enthusiasm in Posyandu activities to decrease.

Posyandu cadres are required to increase knowledge about transformational leadership in order to increase work motivation in providing health services. Based on data from the Directorate General of Village Government Development obtained data on the development of Posyandu 2024 that the number of cadres in Indonesia is 1,139,584 cadres, the number of cadres

in West Java Province is 235,008 cadres, the number of cadres in Sukabumi District is 15,175 cadres, and for Sagaranten District 340 cadres, and Hegarmanah Village 35 cadres (KEMENDAGRI, 2024). Visits by toddlers and pregnant women to Posyandu are decreasing from the target, in Hegarmanah Village there are 68 toddlers 0-23 months, for the number of visits only 36 toddlers. Toddlers 24-59 months are 229 toddlers, for the number of visits only 110 toddlers. The number of pregnant women 100 who visit the Posyandu is 53 pregnant women. This is based on the lack of motivation and ineffective leadership of cadres to encourage the target community to come to the Posyandu.

Factors that cause transformational leadership to be ineffective are lack of motivation and work focus, fatigue and lack of understanding, education level and lack of training, checks and balances, poor communication, organizational culture, external influences, lack of feedback that cause performance to decline (Indeed, 2024). The impacts resulting from ineffective transformational leadership include: lack of motivation and not being encouraged to make the best contribution, lack of clarity of goals and vision due to uncoordinated direction, and decreased performance (Deeb, 2023). In a study conducted by researchers at Posyandu Hegarmanah, the value of the initiative of posyandu cadres in voicing posyandu activities to the community is still lacking so that visits by toddlers and pregnant women are reduced from their targets should be. This can be based on the low level of education of cadres and the lack of training of Hegarmanah posyandu cadres.

Efforts to improve knowledge and leadership must be held to improve quality services, knowledge provision by the government and health workers must be carried out regularly with the topics needed by cadres, and the government must make efforts to motivate the work of cadres in carrying out their duties, so as to encourage the community to visit Posyandu (Janwarin, 2020).
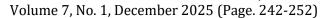
The benefit of transformational leadership for cadres is that it fosters the ability to create a shared vision that unites cadres. Cadres who have transformational leadership attitudes play an important role in providing motivation, support, which is indispensable for the community and Posyandu in running health programs effectively. With the ability to encourage the community, cadres can improve service capacity and performance, which then impacts the quality of Posyandu services in the community (Rafsanjani, 2019).

Based on preliminary studies conducted in Hegarmanah Village, the working area of the Sagaranten Health Center by interviewing five Posyandu cadres using several questions about knowledge and work motivation in transformational leadership. Three cadres said they did not know about the role of transformational leadership, the attitude in applying leadership as a result could not invite and direct the community to carry out Posyandu activities, so that community visits did not reach the target. Two cadres said they already knew a little about leadership but did not know about transformational leadership, and could not apply leadership attitudes, they said they were less motivated to direct the community in conducting Posyandu activities so that the community, especially pregnant women and toddlers, were less exposed to the importance of visiting Posyandu. Based on observations, cadres looked confused when asked about transformational leadership and seemed to lack the enthusiasm to direct the community in Posyandu activities.

Based on the results of research by Putri et al., (2022) There is an influence of knowledge on cadre leadership. Knowledge can affect leadership because if the knowledge of cadres is low, the leadership attitude of cadres will affect low community visits. There is an influence of work motivation on cadre leadership, work motivation can affect leadership attitudes based on expectations, instrumentalists, and valence.

Based on Janwarin's research (2020) The level of posyandu cadre activity is correlated with their leadership skills, and the level of posyandu cadre work motivation is correlated with their level of activity. The researcher wants to know how much influence transformational leadership training has on the knowledge and motivation of posyandu cadres in assisting health services in the Sagaranten Health Center work area. The purpose of this study is to ascertain the level of transformational leadership knowledge and motivation among Posyandu cadres in the Sagaranten Health Center work region. Additionally, it will be investigated how transformational leadership training affects Posyandu cadres' motivation and level of expertise in assisting with health services in the Sagaranten Health Center work area both before and after training.

Methods

With a pre-experimental design and a single group pretest-posttest design, this study is quantitative in nature. Using a complete sample approach, the study's population consisted of 35 Posyandu cadres in Hegarmanah village. The Sagaranten Health Center's operating area in Hegarmanah Village served as the study site. A questionnaire that has undergone validity and reliability testing is the research tool used to gather data. Both univariate and bivariate data analysis are employed. According to Ibrahim (2022) *univariate* analysis is a method used for a variable. Data analysis includes frequency distribution, mean, proportion, standard deviation, variance, median, mode, and so on. Respondent characteristics are measured from several aspects, namely age, education, occupation, length of service. According to Wibowo et al., (2023) bivariate analysis to determine how two independent and dependent variables relate to one another. Because there are fewer than fifty samples, a normality test using Shapiro-Wilk was conducted prior to data analysis. The Paired T-Test Test is the data analysis method utilized in this study if the findings demonstrate that the P-value is more than 0.05, indicating that there is a difference between the pre- and post-treatment periods. Ho is rejected if P is less than 0.05 and accepted if P is more than 0.05. The Wilcoxon Test (also known as the Signed Rank Test) is used as the data analysis technique when the results of a normality distribution display a P-value less than 0.05.

Results
Univariate Analysis
a. Age
Before explaining the results of this thesis research, the researcher first describes the identity of the respondents based on age.

Table 1. Distribution of Respondent Characteristics by age (n=35)

Variable	Average	Std. Deviation	Minimum	Maximum
Age	34.11	6.374	27	52

According to the table, the sample in this study that participated in the survey had an average age of 34.11 years, with a minimum age of 27 and a maximum age of 52.

b. Education
Before explaining the results of this thesis research, the researcher first describes the identity of the selected respondents based on the level of education.

Table 2. Distribution of Respondent Characteristics based on age (n=35)

Education	Frequency (People)	Percentage (%)
Not in school	0	0,0 %
SD	9	25,7 %

Education	Frequency (People)	Percentage (%)
SMP	12	34,3 %
High School	11	31,4 %
Bachelor	3	8,6 %
Total	**35**	**100%**

According to table 2, there are 0 individuals (0.0%) who have never attended school, 9 individuals (25.7%) who have completed elementary school, 12 individuals (34.3%) who have completed junior high school, 11 individuals (31.4%) who have completed high school, and 3 individuals (8.6%) who have earned a bachelor's degree. The investigation found that 12 individuals (34.3%) had completed junior high school.

c. Jobs

Before explaining the results of this thesis research, the researcher first describes the identity of the selected respondents based on occupation.

Table 3. Distribution of Respondent Characteristics by Occupation (n=35)

Jobs	Frequency (People)	Percentage (%)
Not Working	0	0,0 %
Self-employed	0	0,0 %
IRT	18	51,4 %
PNS	0	0,0 %
Farmers	2	5,7 %
Private employee	0	0,0 %
Teacher	15	42,9 %
Total	35	100%

Based on table 3 shows that for respondents who do not work as many as 0 people (0.0%), self-employed as many as 0 people (0.0%), housewives as many as 18 people (51.4%), civil servants as many as 0 people (0.0%), farmers as many as 2 people (5.7%), private employees as many as 0 people (0.0%), and teachers as many as 15 people (42.9%). The results of this study showed that more work variables worked as housewives (IRT), as many as 18 people (51.4%).

d. Length of Service

Before explaining the results of this thesis research, the researcher first describes the identity of the respondents based on their length of service.

Table 4. Distribution of Respondent Characteristics based on Length of Service (n=35)

Gender	Frequency (People)	Percentage (%)
<5 years	15	42,9%
>5 years	20	57,1 %
Total	**35**	**100%**

Table 4 indicates that 15 respondents (42.9%) had a tenure of less than five years, while 20 respondents (57.1%) had a tenure of more than five years. The findings of this research variable For those who have worked for more than five years, the working term is longer.

e. Knowledge of Transformational Leadership of Posyandu cadres before intervention

Before explaining the results of this thesis research, the researcher first describes the distribution of transformational leadership knowledge of posyandu cadres before the intervention.

Table 5. Knowledge distribution of Posyandu cadres before intervention (n=35)

Knowledge	Average	Std. Deviation	Minimum	Maximum
Pre Test	5.06	1.830	1	8

Based on table 5 shows that the knowledge of posyandu cadres before being given transformational leadership education, the average value of transformational leadership knowledge is 5.06, categorized as less knowledge.

f. Knowledge of Transformational Leadership Posyandu Cadres After Intervention

Before explaining the results of this thesis research, the researcher first describes the distribution of knowledge of transformational leadership of posyandu cadres after being given an intervention.

Table 6. Distribution of Transformational Leadership Knowledge of Posyandu cadres after intervention (n=35)

Knowledge	Average	Std. Deviation	Minimum	Maximum
Post Test	9.46	1.421	6	12

Based on table 6 shows the knowledge of posyandu cadres after being given transformational leadership education, the average value of transformational leadership knowledge is 9.46, categorized as good knowledge.

g. Work Motivation of Posyandu Cadres Before the Intervention

Before explaining the results of this thesis research, the researcher first describes the distribution of work motivation of posyandu cadres before the intervention.

Table 7. Work motivation of Posyandu cadres before intervention (n=35)

Motivation	Average	Std. Deviation	Minimum	Maximum
Pre Test	49.09	4.017	42	55

Based on table 7 shows that work motivation of posyandu cadres before being given transformational leadership education, the average value of work motivation of posyandu cadres is 49.09, categorized as moderate motivation.

h. Work motivation of Posyandu cadres after the intervention

Before explaining the results of this thesis research, the researcher first describes the distribution of work motivation of posyandu cadres after being given the intervention.

Table 8. Work motivation of Posyandu cadres after intervention (n=35)

Motivation	Average	Std. Deviation	Minimum	Maximum
Post Test	71.23	4.173	64	80

Based on table 8 shows that the work motivation of posyandu cadres after being given transformational leadership education, the average value of work motivation of posyandu cadres is 71.23, categorized as strong motivation.

Bivariate Analysis

a. Normality Test

1) Normality Test of Transformational Leadership Knowledge

The following are the results of the normality test for transformational leadership knowledge including:

Table 9. Saphiro-Wilk Normality Test Results Transformational Leadership Knowledge of Posyandu cadres

Transformational Leadership Knowledge	Saphiro-Wilk P-value	Conclusion
Pre Intervensi	0,108	Normal
Post Intervensi	0,114	Normal

According to table 9, the transformational leadership knowledge variable's P-value at pre-intervention (P-value: 0.108) and post-intervention (P-value: 0.114) is larger than 0.05, according to the findings of the normality test using Shapiro-Wilk. Additionally, it demonstrates that the transformational leadership knowledge variable follows a normal distribution.

2) Normality test of work motivation of Posyandu cadres

The following are the results of the normality test work motivation of posyandu cadres including:

Table 10. *Saphiro-Wilk* normality test results Work motivation of Posyandu cadres

Work Motivation of Posyandu Cadrees	Saphiro-Wilk P-value	Conclusion
Pre Intervensi	0,096	Normal
Post Intervensi	0,195	Normal

P-values at pre-intervention (P-value: 0.096) and post-intervention (P-value: 0.195) are both more than 0.05, according to table 10's findings of the normality test using Shapiro-Wilk on the work motivation variable of Posyandu cadres. This also proves that the work motivation variable of posyandu cadres is normally distributed.

b. Homogeneity Test

1) Test of Homogeneity of Transformational Leadership Knowledge

These are the outcomes of the transformational leadership knowledge homogeneity test, which includes:

Table 11. Results of Homogeneity Test of Transformational Leadership Knowledge of Posyandu cadres

Variables	Levene Test Value	P-Value
Transformational Leadership Knowledge	2.356	0,129

According to table 11 of the findings of the homogeneity test, the P-value for the transformational leadership knowledge variable is higher than 0.05. Given that the sig value is 0.129>0.05, it can be said that the transformational leadership knowledge value's data variance is homogeneous.

2) Homogeneity test of work motivation of Posyandu cadres

The following are the results of the Homogeneity test for the work motivation of posyandu cadres including:

Table 12. Homogeneity Test Results Work motivation of Posyandu Cadres

Variables	Levene Test Value	P-Value
Cadre work motivation	0,025	0,874

Based on table 12 of the Homogeneity test results on the work motivation variable of posyandu cadres that the P-value is greater than 0.05. Because the sig value is 0.129>0.05, it can be concluded that the data variance of the work motivation value of Posyandu cadres is homogeneous.

c. Hypothesis Test

1) Analysis of the effectiveness of transformational leadership education on the knowledge level of Posyandu cadres

The findings of the examination of transformational leadership education's impact on Posyandu cadres' knowledge level are as follows:

Table 13. Analysis of the effectiveness of transformational leadership education on the knowledge level of Posyandu cadres

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	PRE POST	-4.400	1.866	.315	-5.041	-3.759	-13.949	34	0.000

Given that the table displays the results of statistical tests using the Paired Samples Test, the P-value is 0.000 <0.05, indicating that transformational leadership education is beneficial in raising Posyandu cadres' level of knowledge.

2) Analysis of the effectiveness of transformational leadership education on the level of work motivation of posyandu cadres

The examination of transformational leadership education's impact on Posyandu cadres' degree of work motivation yielded the following findings:

Table 14. Analysis of the effectiveness of transformational leadership education on the level of work motivation of Posyandu cadres

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	PRE POST	-22.143	5.499	.930	-24.032	-20.254	-23.820	34	0.000

According to the table that displays the results of statistical tests using the Paired Samples Test, the P-value is 0.000 <0.05, indicating that transformational leadership education is beneficial in raising Posyandu cadres' level of work motivation.

Discussion

Knowledge of transformational leadership of cadres

The average transformational leadership knowledge score for Posyandu cadres prior to receiving transformational leadership training was 5.06, which is classified as less knowledge, according to the findings of a study conducted with 35 respondents. This is consistent with study

findings (Agestika, 2021) that, prior to the webinar, it was revealed that 15 respondents (45.5%) had strong knowledge and 18 other respondents (54.5%) had inadequate understanding.

Based on the results of research from 35 respondents, it was found that the knowledge of posyandu cadres after being given transformational leadership education, the average value of transformational leadership knowledge was 9.46, categorized as good knowledge. This is consistent with study findings (Agestika, 2021) that revealed 28 respondents (84.8%) had strong knowledge following the webinar, whereas 5 other respondents (15.2%) had inadequate understanding.

Thus, the assumption of the researcher can be concluded that education is one way to increase the knowledge of posyandu cadres, especially regarding transformational leadership knowledge, it is proven that the transformational leadership knowledge of Posyandu cadres has increased before education has an average value of 5.06 and after education the average value has increased to 9.46.

Overview of Work Motivation of Posyandu Cadres

Based on the results of research from 35 respondents, it was found that the work motivation of posyandu cadres before being given transformational leadership education, the average value of work motivation of posyandu cadres was 49.09, categorized as moderate motivation. This is consistent with the findings of a study (Agestika, 2021) that revealed two respondents (6.1%) had decent motivation prior to the webinar, while 17 other respondents had good motivation with a percentage of 51.5%, and 14 other respondents had very good motivation with a percentage of 42.4%.

Based on the results of research from 35 respondents, it was found that the work motivation of posyandu cadres after being given transformational leadership education, the average value of work motivation of posyandu cadres was 71.23, categorized as strong motivation. This is in line with the results of research (Agestika, 2021It was discovered following the webinar that one respondent (3%) had a reasonably good level of motivation, four respondents (12.1%) had an excellent level of motivation, and twenty-eight respondents (84.8%) had a very good level of motivation.

Thus, the assumption of the researcher can be concluded that transformational leadership education is one way to increase the work motivation of posyandu cadres, it is proven that the work motivation of posyandu cadres has increased before education has an average value of 49.09 and after education the average value increases to 71.23.

Effectiveness of Transformational Leadership Education on the Knowledge Level of Posyandu Cadres

According to statistical testing using the Paired Samples Test, the Ha^1 hypothesis that transformational leadership education affects the degree of knowledge of Posyandu cadres is accepted and the $H0^1$ hypothesis is rejected, with a P-value of 0.000 <0.05.

According to (Meildy, 2021), knowledge is directly impacted by transformative leadership. The P-Value of 0.04 <0.05 indicates that H1 is accepted and H0 is rejected, indicating that transformational leadership has a substantial impact on knowledge.

Knowledge sharing is positively and significantly impacted by transformational leadership. Organizations may employ a powerful transformational leadership style and promote information sharing to maximize creative work behavior and motivation. High-quality human resources are essential for organizations to meet their objectives(Nisrina & Rahardja, 2024).

Transformational leadership education provides knowledge, vision, encouragement and trust, support. In this case, the role of transformational leadership is to provide understanding

and build trust to perform knowledge sharing behavior. In addition, transformational leadership also provides encouragement and support to motivate organizational members to share knowledge (Puspita et al., 2022) Thus, the assumption of the researchers can be concluded that transformational leadership affects the level of knowledge of cadres.

The Effectiveness of Transformational Leadership Education on the Work Motivation Level of Posyandu Cadres.

As per the findings of statistical tests conducted using the Paired Samples Test, the Ha2 hypothesis that transformational leadership education influences the level of work motivation of Posyandu cadres is supported and the $H0^2$ hypothesis is denied. The P value is 0.000 <0.05.

According to study findings by Puspita et al. (2022), transformational leadership is the most significant factor influencing employee motivation at work; if transformational leadership is effective, this factor will rise. The P-Value value of 0.00 <0.05 indicates that transformational leadership has an impact on the degree of motivation at work. These findings are consistent with a study by Laid & Bindu (2020) that found a favorable correlation between transformational leadership and motivational support.

Research by Veliando & Yanuar (2021) supports this, showing that transformative leadership improves motivation. The idea is that people will be more motivated if transformational leadership is stronger. Transformational leadership will be more equipped to boost others' willingness or urge them to carry out and complete the tasks at hand when motivation is the driving factor.

High work motivation can be supported by the right leadership style, so that the leadership style that is less appropriate in its application will not motivate others in carrying out their activities. In this condition, a transformational leadership style is needed that will encourage others to be able to always contribute by exerting their best abilities with the hope that their contribution is for the benefit of people who need holistic health services (Bass in Pandie & Riti, 2023). Thus, the assumption of the researcher can be concluded that transformational leadership affects the level of work motivation of cadres.

Conclusion

Based on the results of research from 35 respondents, it was found that the knowledge of posyandu cadres before being given transformational leadership education, the average value of transformational leadership knowledge was 5.06, included in the category of less knowledge. while showing the knowledge of posyandu cadres after being given transformational leadership education, the average value of transformational leadership knowledge was 9.46, included in the category of good knowledge.

Based on the results of research from 35 respondents, it was found that the work motivation of posyandu cadres before being given transformational leadership education, the average value of work motivation of posyandu cadres was 49.09, categorized as moderate motivation. While showing that the work motivation of posyandu cadres after being given transformational leadership education, the average value of work motivation of posyandu cadres is 71.23, categorized as strong motivation.

Based on the statistical results of the Paired Samples Test, which indicates a P value of 0.000 <0.05, it can be concluded that transformational leadership training is effective in increasing the level of knowledge among Posyandu Cadres. While Ha^1 is approved, $H0^1$ is refused.

Based on statistical testing using the Paired Samples Test, the results show that transformational leadership education has an effect on the degree of work motivation of

Posyandu cadres, with the consequent P value being 0.000 <0.05. $H0^2$ is rejected and Ha^2 is approved.

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