

Transactional Leadership Relationship, Extrinsic Motivation and Administrative Performance Staff

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Abstract

This study aims to explain the relationship between transactional leadership, extrinsic motivation, and administrative performance of educational staff (tendik) using a literature review method. The results of the study indicate that transactional leadership has a positive effect on performance if the leader consistently implements agreements, while extrinsic motivation in the form of salary, benefits, and rewards also encourages performance improvement. Simultaneously, the two complement each other and contribute to optimizing administrative performance of educational staff.

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1. INTRODUCTION

Understanding Leadership

Leadership comes from the word *leader* which means leader lead which means to lead. According to Kadarusman (2012), leadership is divided into three types, namely: 1) *Self Leadership*; 2) *Team Leadership*; and 3) *Organizational Leadership*. *Self-Leadership* is the ability to lead oneself so as not to fail in living life. *Team Leadership* is the ability to direct and guide others to achieve common goals. While *Organizational Leadership* is leadership within an organizational context. Organizational leaders are expected to understand the company they lead, create a vision and mission that can help the business grow, be willing to accept demands and assume social responsibility, and be highly committed to making the company they lead a beneficiary of local, national, and international communities.

According to Badeni (2014), leadership is the ability to influence an individual or group of people to have the will to achieve organizational goals. McShane and Von Glinow (2010) argue that leadership is the ability to influence, motivate, and persuade others to contribute to the achievement of organizational goals effectively and successfully. Meanwhile, according to Robbin and Judge (2015), leadership is a leader's ability to influence others to achieve specific goals.

Transactional Leadership

Transactional leadership is a leadership style that focuses on inspiring subordinates or followers to achieve personal interests. This leadership style is also related to specific values, but these values are interconnected so that the exchange process does not directly affect the substance of the change being sought. According to Yukl (2010:96), leaders with a transactional style explain and detail the tasks their members must perform and provide step-by-step guidance so they can complete them effectively.

According to Yukl and Gary (2010, p. 312), transactional leadership is the provision of rewards by leaders to obtain employee compliance. Meanwhile, Robbins and Judge (2007, p. 387) argue that transactional leadership is a leader who directs and motivates employees by clearly explaining roles and task demands. Transactional leadership has four characteristics:

a. Contingent Rewards

Like a barter system, leaders offer rewards to subordinates in exchange for their performance as agreed.

b. Management by Active Exception

Leaders continuously monitor their subordinates to prevent mistakes from occurring.

c. Management by Exception

A passive leader will intervene when standards are not met. Criticism and corrections are provided after errors occur. The leader will assess whether or not there were errors after all tasks and work are completed.

d. Free Control (*Let it be*)

An overly relaxed attitude makes leaders avoid making decisions and appear to be neglecting responsibilities.

Extrinsic Motivation

According to Hasibuan (2007) the term motivation comes from Latin *to move*. Motivation means the drive or driving force that can foster a person's work ethic, encouraging them to collaborate, work effectively, and combine all their efforts to achieve satisfaction. Meanwhile, according to Handoko (2012), motive is understood as the force that drives someone to take action. Motivation can also be defined as the energy that arises from within a person that drives them to carry out a certain activity in order to achieve a set goal.

According to Permana (2009), citing Nawawi, extrinsic motivation can be defined as a work drive that arises from outside the individual, in the form of certain conditions that require someone to complete their work optimally. Meanwhile, Manullang (2001) argues that if a company is unable to provide an adequate work environment, salary, benefits, or safety guarantees, the company will experience difficulty in recruiting qualified workers and this can lead to increased employee turnover and absenteeism.

Administrative Performance of Educational Staff

According to Mangkunegara (2009), performance is the result of an employee's work, measured in terms of quality and quantity, in accordance with the tasks and responsibilities assigned. Meanwhile, Hadari (2001) defines performance as the result of carrying out a task, which can be in the form of physical or non-physical activities.

Employee performance plays a crucial role in human resource management. According to Sedarmayanti (2007), performance is a system that functions to assess and determine the extent to which employees have completed their tasks comprehensively. Performance is also viewed as a combination of the work results to be achieved and the competencies that demonstrate how someone achieves them.

2. RESEARCH METHODS

The research in this article uses a literature study method (*library research*) is a data collection technique through understanding and reviewing theories related to the research problem. According to Zed (2004), there are four stages in literature study, namely: preparing the necessary equipment, compiling a working bibliography, managing time effectively, and reading and recording research materials. Data is collected by exploring various sources, then reorganizing them from books, journals, and previous research. All

of these references are analyzed critically and in depth to strengthen the research arguments and ideas.

3. RESEARCH RESULT

This study aims to determine the relationship between transactional leadership, extrinsic motivation, and administrative performance of educational staff. In this study, the researcher used a literature study method (*library research*).

1. The Relationship between Transactional Leadership and Administrative Performance of Educational Staff

Transactional leadership motivates subordinates by providing rewards for good performance and imposing sanctions for mistakes made, in accordance with applicable rules or contracts.

The influence of transactional leadership on subordinate performance is largely determined by the leader's consistency in implementing existing agreements. If the leader consistently implements this exchange system, transactional leadership will have a positive impact, as subordinates will be motivated to improve their performance in order to receive rewards or incentives.

Conversely, if a leader violates or fails to honor an agreement, transactional leadership negatively impacts subordinate performance. Thus, the relationship between transactional leadership and subordinate performance is moderated by the leader's behavior in enforcing contractual agreements.

2. The Relationship between Extrinsic Motivation and Administrative Performance of Educational Staff

Extrinsic motivation is a work drive that originates from outside the individual, such as salary, benefits, awards, working conditions, and safety guarantees. According to Hasibuan (2007), motivation is the driving force that encourages someone to be enthusiastic about working, while Handoko (2012) emphasizes that motive is the force that drives someone to take certain actions. Permana (2009), citing Nawawi, explains that extrinsic motivation arises due to external conditions that demand someone to work optimally. This is in line with Manullang's (2001) view that when an organization is unable to provide adequate salaries, benefits, and work safety, it will be difficult to attract qualified workers and potentially increase employee turnover and absenteeism.

Based on these theories, it can be understood that the better the extrinsic motivation provided by an organization, the higher the administrative performance of educational staff (tendik). Employees who feel cared for through incentives, facilities, and rewards will be encouraged to work harder, be more disciplined, and strive to achieve set targets. Thus, extrinsic motivation is positively related to improved administrative performance of educational staff.

3. The Relationship between Transactional Leadership and Extrinsic Motivation with Performance

Transactional leadership and extrinsic motivation both play important roles in improving the performance of educational staff. Transactional leadership, according to Yukl (2010) and Robbins and Judge (2007), encourages employees by rewarding good performance and imposing sanctions for mistakes according to agreed-upon rules. On the other hand, extrinsic motivation, as explained by Hasibuan (2007), Handoko (2012), and Permana (2009), arises from external factors such as salary, benefits, work environment, and awards, which can foster employee morale.

If transactional leadership is implemented consistently and the organization is able to provide adequate extrinsic motivation, the two will complement each other in driving administrative staff performance. Leaders direct and supervise subordinates through a

system of rewards and punishments, while extrinsic motivation provides external incentives to encourage employees to be more disciplined, productive, and responsible.

Thus, the combination of effective transactional leadership and strong extrinsic motivation will have a simultaneous positive effect on improving the administrative performance of educational staff.

4. CONCLUSION

Based on the research results, it can be concluded that:

1. Transactional leadership is positively related to administrative performance when leaders consistently implement contractual agreements, including rewards for performance and sanctions for violations. Conversely, if leaders fail to uphold agreements, transactional leadership negatively impacts subordinate performance.
2. Extrinsic motivation, such as salary, benefits, recognition, and adequate working conditions, can boost employee morale. The better the extrinsic motivation, the higher the administrative performance of educational staff.
3. Transactional leadership and extrinsic motivation complement each other in driving improved administrative performance in educational staff. Leaders provide direction, supervision, and a system of rewards and punishments, while extrinsic motivation reinforces external incentives to work with greater discipline, productivity, and responsibility.

Thus, consistent transactional leadership and adequate extrinsic motivation will simultaneously have a positive influence on improving the administrative performance of educational staff.

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