

Public Service Motivation as a Mediating Variable of Transformational Leadership: Digital Knowledge Sharing on Performance

Public Service
Motivation

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ABSTRACT

In the digital era, transformational leadership and digital knowledge sharing are important factors in driving organizational progress, especially in the education sector. This study aims to analyze how these two factors affect teacher performance, with public service motivation as a mediating variable. The study was conducted with 70 teachers at Junior High School (Sekolah Menengah Pertama/SMP) Negeri 193 Jakarta using a quantitative approach, where data were collected through questionnaires and analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique. The findings of the study indicate that transformational leadership, which is inspiring and can encourage innovation, along with digital knowledge sharing that facilitates access to information, significantly contributes to improving teacher performance. In addition, public service motivation is shown to play an important role as a mediator in the relationship between transformational leadership, digital knowledge sharing, and teacher performance. This study provides a practical contribution that can be used by schools or educational institutions in designing effective leadership strategies and utilizing digital technology to improve the quality of teaching and student learning outcomes. of the use of digital technology to improve teacher performance in the education sector.

Keywords: Transformational Leadership, Digital Knowledge Sharing, Public Service Motivation, Performance

ABSTRAK

Di era digital, kepemimpinan transformasional dan berbagi pengetahuan digital (digital knowledge sharing) menjadi faktor penting dalam mendorong kemajuan organisasi, terutama di sektor pendidikan. Penelitian ini bertujuan untuk menganalisis bagaimana kedua faktor ini mempengaruhi kinerja guru dengan motivasi pelayanan publik sebagai variabel mediasi. Penelitian dilakukan pada 70 guru di SMP Negeri 193 Jakarta menggunakan pendekatan kuantitatif, di mana data dikumpulkan melalui kuesioner dan dianalisis dengan teknik Partial Least Squares Structural Equation Modeling (PLS-SEM). Temuan penelitian menunjukkan bahwa kepemimpinan transformasional yang bersifat inspiratif dan dapat mendorong inovasi serta berbagi pengetahuan digital yang memfasilitasi akses informasi, berkontribusi secara signifikan dalam meningkatkan kinerja guru. Selain itu, motivasi pelayanan publik terbukti memainkan peran penting sebagai mediator dalam hubungan antara kepemimpinan transformasional, berbagi pengetahuan digital, dan kinerja guru. Penelitian ini memberikan kontribusi praktis, yang dapat digunakan oleh sekolah atau institusi pendidikan dalam merancang strategi kepemimpinan yang efektif dan memanfaatkan teknologi digital untuk meningkatkan kualitas pengajaran dan hasil belajar siswa.

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INTRODUCTION

Teacher performance is a crucial aspect of education that reflects all the efforts teachers make in managing learning to achieve educational goals. Teachers play a central role in educating future generations, where the effectiveness of their performance significantly impacts the quality of the teaching and learning process. According to Achmadi et al. (2023), teacher performance encompasses various actions and activities related to their duties as educators. Optimal teacher performance is characterized by well-planned lesson planning, the application of appropriate teaching strategies, and continuous evaluation. In addition, teachers are also required to possess pedagogical, professional, social, and personal competencies to create a conducive learning environment. Thus, students can more easily understand the material and develop their potential to the fullest. Rosyid et al. (2019) shows that good teacher performance has a positive impact on student achievement. When teachers can effectively manage the classroom, provide motivation, and use innovative teaching methods, students become more active and motivated to learn. Therefore, improving teacher performance should be a primary concern, whether through training, academic supervision, or support from various parties, including schools and the government.

Issues related to teacher performance in Indonesia remain a challenge in the field of education. Teacher performance in Indonesia is still relatively low compared to other countries. The low quality of teaching is reflected in the results of the Programme for International Student Assessment (PISA) survey from 2018 to 2022, which shows a consecutive decline in Indonesia's scores. In addition, the 2023 Indonesian Education Report released by the Ministry of Education, Culture, Research, and Technology also indicates that the quality of education in Indonesia is still in the moderate category. One of the factors contributing to low teacher performance is the lack of innovation in classroom management, suboptimal teaching methods, and insufficient affective support and cognitive activation for students. Teachers still face challenges in creating a conducive learning atmosphere, where the interaction between teachers and students is less effective in fostering a deeper understanding. To improve the quality of education, efforts need to be made in various aspects, such as continuous training, academic supervision, and enhancing teacher welfare. Moreover, the use of technology in education also needs to be optimized so that students can be more actively engaged in the learning process.

This issue is also occurring at Junior High School (*Sekolah Menengah Pertama/SMP*) Negeri 193 Jakarta, the school where the research will be conducted. Based on the 2024 education report, the quality of learning achievement score at SMP Negeri 193 Jakarta decreased by 0.57 from 2023. This indicates a decline in teacher performance at SMP Negeri 193 Jakarta. This decline reflects problems in teacher performance in schools. This phenomenon illustrates a gap in the context of education. Therefore, the research problem that arises is how to improve teacher performance? In an effort to improve the quality of education, steps to improve teacher performance are very important to identify and implement. Teacher performance can be influenced by the transformational leadership of the principal, digital knowledge sharing, and public service motivation (Deng et al., 2023; Olan et al., 2023; Arifin et al., 2023).

Transformational leadership plays a role in building trust, loyalty, and inspiring teachers in carrying out their duties so that a positive and conducive work environment for individual growth will be created (Armiyanti et al., 2023; Dibba et al., 2024). Digital knowledge sharing allows teachers to share information, experiences, and best practices through digital platforms, which supports increased innovation and teaching effectiveness (Wuryaningrat, 2022). Furthermore, public service motivation, as an intrinsic drive to provide the best service for school residents and is positively correlated

with teacher attitudes and behavior (Lu & Chen, 2022). This motivation is a factor that strengthens the relationship between transformational leadership and digital knowledge sharing on improving teacher performance. Therefore, this study seeks to analyze the relationship between these three factors on teacher performance at SMP Negeri 193 Jakarta.

LITERATURE REVIEW

Transformational leadership is an inspirational and collaborative leadership style in which leaders play a role in motivating their followers to achieve a shared vision through innovation, self-development, and strong teamwork. The main task of transformational leadership is to strengthen the engagement between leaders and followers by enhancing motivation and the values they uphold (Kirani & Rahmadani, 2023). Leaders are also responsible for increasing followers' awareness of existing issues by providing support, encouragement, and opportunities for self-development. There are four main dimensions of transformational leadership, known as the 4I concept. The first dimension, idealized influence, indicates that leaders act as respected and trusted role models for their followers, thereby building relationships based on trust and integrity. Next, inspirational motivation emphasizes the importance of leaders in providing a clear vision and mission while inspiring followers to achieve higher goals (Triandi & Christine, 2022; Pertiwi & Indriani, 2024). The intellectual stimulation dimension requires leaders to encourage their followers to think creatively, challenge existing assumptions, and seek innovative solutions to various problems. Lastly, individual consideration refers to the leader's special attention to individual needs within the organization, where the leader helps followers develop their potential both personally and professionally. Transformational leadership with this approach is believed to create a dynamic, innovative work environment that is oriented toward achieving shared goals (Gultom et al., 2024).

Knowledge sharing is the process of exchanging information and expertise between individuals, allowing the creation of new knowledge to produce better products and services (Henttonen et al., 2016; An et al., 2017; Nahyan et al., 2019). In the digital era, this concept has evolved into digital knowledge sharing, which refers to continuous interactions in a digital environment that transform the way knowledge is acquired. With internet connectivity, individuals can access and share knowledge through various devices, applications, and social networking sites (Nugraha et al., 2021). The effective utilization of digital platforms further promotes a broader and more critical practice of knowledge sharing (Lee, 2018). In general, there are two types of knowledge that can be shared: tacit knowledge and explicit knowledge (Affandi et al., 2022; Nurhidayati & Sabrina, 2023). Tacit knowledge is personal knowledge embedded in individuals, formed through experience, intuition, and practical skills. It is implicit, difficult to articulate verbally, and highly personal. In contrast, explicit knowledge is structured and documented knowledge in the form of documents, books, or databases, making it easier to store, manage, utilize, and transfer to others. In practice, knowledge sharing can be measured through two main dimensions: knowledge collecting and knowledge donating (Balle et al., 2020). Knowledge collecting reflects an individual's active effort to acquire knowledge from others, while knowledge donating refers to the communication process in which someone transfers their knowledge to others. With these two dimensions, knowledge sharing becomes a crucial mechanism for enhancing both individual and organizational capabilities.

Public service motivation was first introduced by Perry and Wise as an individual's tendency to respond to motives uniquely found in public institutions. This motivation has a positive correlation with employee attitudes and behavior, making it a key factor in explaining the work ethic of public sector employees (Lu & Chen, 2022; Dayanti & Nurchayati, 2023). Buana et al. (2023) identify that individuals with public service motivation are driven by three main reasons: personal benefits that can be obtained, the desire to help society and a sense of responsibility toward the government, and a sense

of pride and dedication to serving the country. In practice, public service motivation is associated with four main dimensions (Negara & Febrianti, 2019). The first dimension is attraction to public policy making, which reflects an individual's motivation to achieve accomplishments that provide personal satisfaction. The second dimension, commitment to public interest and civic duty, relates to responsibility for public interest and obligations as a citizen, where individuals are driven to serve society based on their beliefs and social awareness. Next, the compassion dimension describes sympathy and the willingness to help, care for the well-being of others, and empathize with their feelings. The final dimension is self-sacrifice, which reflects a sense of personal sacrifice in the form of patriotism, responsibility toward duty, loyalty to the nation, and awareness of sacrificing for the organization. This motivation plays a crucial role in shaping public sector employees who are highly dedicated and capable of providing quality services to society.

METHODS

This study uses a quantitative method with a correlational research design. This design is used to analyze the relationship between independent variables, mediating variables, and dependent variables (Sugiyono, 2016). The population in this study were all teachers at SMP Negeri 193 Jakarta. The sample used was 70 teachers selected using appropriate sampling techniques to represent the research population. This study consists of several variables, namely transformational leadership and digital knowledge sharing as independent variables, public service motivation as a mediating variable, and teacher performance as a dependent variable. Data were collected through a questionnaire distributed to respondents. This questionnaire contains questions related to each research variable. The research instrument was tested for validity and reliability to ensure that each question item in the questionnaire actually measures the intended concept and provides consistent results. Data analysis was carried out using the Partial Least Squares-Structural Equation Modeling (PLS-SEM) technique with SmartPLS software. This analysis consists of two main stages, namely the measurement model and the structural model. The measurement model includes testing convergent validity, discriminant validity, and reliability, while the structural model is used to test the research hypothesis and the strength of the relationship between variables. This study tested seven hypotheses covering the influence of transformational leadership and digital knowledge sharing on public service motivation, the influence of transformational leadership and digital knowledge sharing on teacher performance, and the role of public service motivation as a mediating variable in the relationship between transformational leadership and digital knowledge sharing on teacher performance. With this method, the study aims to understand the relationship between transformational leadership, digital knowledge sharing, public service motivation, and teacher performance empirically and provide insight into factors that can improve teacher effectiveness in the school environment.

RESULTS

The convergent validity test ensures that each indicator accurately measures the intended variable within a construct. A key aspect of this test is the loading factor value, which reflects the indicator's contribution to the latent variable. A loading factor above 0.70 indicates a strong correlation with the measured variable, while values below 0.70 suggest that the indicator may need revision or removal. Another measure of convergent validity is the Average Variance Extracted (AVE) value. An AVE above 0.50 shows that over 50% of the indicator variance is explained by the latent variable, indicating good validity. Conversely, an AVE below 0.50 suggests weaker validity, as the indicators do not adequately explain the latent variable. Meeting these criteria confirms good convergent validity, ensuring that the research instrument reliably and consistently measures the intended concept.

Table 1. Convergent Validity Test Results

Variable	Items	Loading Factor	AVE	Information
Transformational Leadership	X1.7	0.876	0.629	Valid
	X1.8	0.824		Valid
	X1.11	0.768		Valid
	X1.14	0.827		Valid
	X1.18	0.705		Valid
	X1.20	0.747		Valid
Digital Knowledge Sharing	X2.2	0.710	0.631	Valid
	X2.4	0.868		Valid
	X2.6	0.826		Valid
	X2.8	0.783		Valid
	X2.9	0.777		Valid
Public Service Motivation	Z4	0.804	0.616	Valid
	Z5	0.727		Valid
	Z14	0.749		Valid
	Z14	0.853		
Performance	Y1	0.713	0.589	Valid
	Y7	0.724		Valid
	Y9	0.750		Valid
	Y14	0.745		Valid
	Y15	0.795		Valid
	Y20	0.795		Valid
	Y21	0.712		Valid
	Y22	0.795		Valid
	Y23	0.774		Valid
	Y24	0.792		
	Y25	0.759		Valid
	Y26	0.753		Valid
	Y27	0.803		Valid
	Y28	0.781		Valid
	Y29	0.738		Valid
	Y30	0.743		Valid
	Y31	0.785		Valid
	Y32	0.841		Valid
	Y33	0.728		Valid
	Y34	0.709		Valid
	Y35	0.841		Valid
	Y36	0.793		Valid
	Y37	0.700		Valid
	Y38	0.826		Valid

The results of the study show that all variables have loading factor values above 0.70, indicating a strong correlation with their respective latent variables. In addition, the Average Variance Extracted (AVE) of each variable exceeds 0.50, ensuring good validity by explaining more than 50% of the indicator variance. Specifically, the Transformational Leadership variable has a loading factor ranging from 0.705 to 0.876 and an AVE of 0.629, indicating good validity. The Digital Knowledge Sharing variable shows a loading factor ranging from 0.710 to 0.868 with an AVE of 0.631, indicating high validity. For Public Service Motivation, the loading factor ranges from 0.727 to 0.853, with an AVE of 0.616, confirming adequate validity. The Teacher Performance variable shows a loading factor ranging from 0.700 to 0.841 and an AVE of 0.589, meeting the validity criteria.

Table 2. Cross Loading Value

Variable	Digital Knowledge Sharing	Performance	Transformational Leadership	Public Service Motivation
Digital Knowledge Sharing	0.795			
Performance	0.548	0.767		
Transformational Leadership	0.570	0.473	0.793	
Public Service Motivation	0.623	0.696	0.551	0.785

Each variable in this study has good discriminant validate. The correlation value between the variable and its own indicator is higher compared to its correlation with other variables. For the Digital Knowledge Sharing variable, the correlation with its own indicator is 0.795 higher than its correlation with the Performance variable (0.548), Transformational Leadership (0.570), and Public Service Motivation (0.623). This shows that the Digital Knowledge Sharing indicator does not overlap with other variables. For the Performance variable, the correlation with its own indicator is 0.767 higher than its correlation with Digital Knowledge Sharing (0.548), Transformational Leadership (0.473), and Public Service Motivation (0.696). This confirms that the indicators in the Performance variable really measure teacher performance. For the Transformational Leadership variable, the correlation with its own indicator is 0.793, higher than its correlation with Digital Knowledge Sharing (0.570), Performance (0.473), and Public Service Motivation (0.551), thus fulfilling discriminant validate. Finally, the Public Service Motivation variable has the highest correlation with its own indicator, which is 0.785, compared to other variables. Thus, the results of the analysis show that discriminant validate has been fulfilled, and each variable has a clear difference without significant overlap with other variables.

Table 3. Reliability Test Results

Variables	Alpha Cronbach	Information
Transformational Leadership	0.883	Reliable
Digital Knowledge Sharing	0.855	Reliable
Public Service Motivation	0.797	Reliable
Performance	0.970	Reliable

The variables in this study have values above 0.60, indicating that the instrument used has good internal reliability. The Transformational Leadership variable has a Cronbach's Alpha value of 0.883, indicating that the items in this variable have strong internal consistency in measuring the intended concept. The Digital Knowledge Sharing variable also shows high reliability with a Cronbach's Alpha value of 0.855, indicating that each indicator in this variable can be relied on to provide consistent results. Meanwhile, the Public Service Motivation variable has a Cronbach's Alpha value of 0.797, which is still in the reliable category, indicating that the instrument used can measure public service motivation stably. The Performance variable shows very high reliability with a Cronbach's Alpha value of 0.970, indicating that the items in this variable have very strong internal consistency. With these high reliability values, it can be concluded that the questionnaire used in this study can provide stable and consistent results in measuring the variables studied. Overall, these results indicate that the research instrument has met the criteria for good reliability, so it is worthy of further analysis. With guaranteed reliability, the findings of this study will be more valid in explaining the relationship between variables and producing reliable conclusions.

Table 4. Path Coefficient Test Results

Variables	Digital Knowledge Sharing	Performance	Public Service Motivation	Transformational Leadership
Digital Knowledge Sharing		0.159	0.457	
Performance				
Public Service Motivation		0.555		
Transformational Leadership		0.077	0.290	

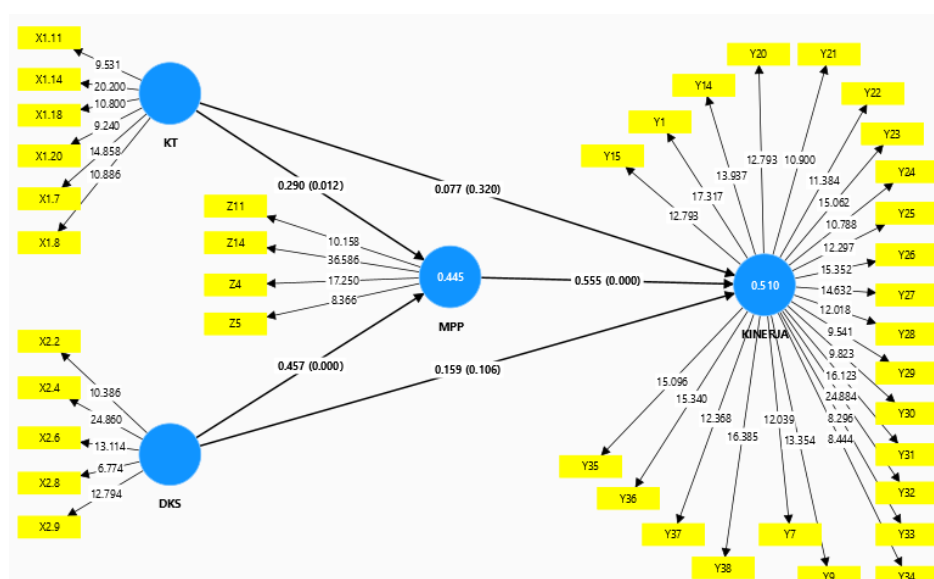
Digital knowledge sharing positively influences performance (0.159) and public service motivation (0.457), indicating its significant role in enhancing both outcomes. Public service motivation shows a strong positive impact on performance (0.555), highlighting its importance in driving better results. Transformational leadership positively affects performance (0.077) and public service motivation (0.290), suggesting that leadership style contributes to both motivation and performance, although the influence on performance is relatively weaker.

Table 5. Results of Determination Coefficient Test

Variable	R-square	R-square adjusted
Performance	0.510	0.485
Public Service Motivation	0.445	0.427

The interpretation is as follows: The R-square value for the performance variable is 0.510, and the adjusted R-square is 0.485. This means that the influence of transformational leadership and digital knowledge sharing on performance is 51%, while the remaining 49% is influenced by other variables outside the research model. Furthermore, the R-square value for the public service motivation variable is 0.445, and the adjusted R-square is 0.427. This indicates that the influence of transformational leadership and digital knowledge sharing on public service motivation is 44.5%, while the remaining 55.5% is influenced by other variables outside the research model.

The Predictive Relevance (Q^2) test is used to assess the extent to which the research model can accurately predict endogenous variables. The Q^2 value ranges from 0 to 1, where the higher the value, the better the model in explaining and predicting the variables being studied. Based on the calculations, the Q^2 value in this study is 0.728, indicating that the model has good predictive relevance. Since this value is greater than 0, it can be concluded that the model used is quite strong in predicting teacher performance and public service motivation. In other words, the independent variables in this study provide a significant contribution to explaining variations in the endogenous variables. This indicates that the developed model has reliability in interpreting the relationships between variables empirically. Therefore, this model can be used to understand and analyze the factors influencing teacher performance with a fairly high level of prediction accuracy.

**Figure 1.** SmartPLS 4 Bootstrapping Hypothesis Test Results**Table 6.** Coefficient of Direct and Indirect Influence of Exogenous Variables on Endogenous

Variable	Original sample	T statistics	P values	Description
Digital knowledge sharing -> Performance	0.413	4.036	0.000	Significant
Digital knowledge sharing -> Public Service Motivation	0.457	4.024	0.000	Significant
Public Service Motivation -> Performance	0.555	2.286	0.022	Significant
Transformational Leadership -> Performance	0.238	2.508	0.012	Significant
Transformational Leadership -> Public Service Motivation	0.290	6.031	0.000	Significant
KT -> MPP -> Performance	0.161	2.332	0.020	Significant
DKS -> MPP -> Performance	0.254	3.562	0.000	Significant

The study's statistical test results reveal significant relationships between the variables examined. Digital knowledge sharing positively impacts teacher performance (original sample 0.413, P-value 0.000) and public service motivation (original sample 0.457, P-value 0.000), suggesting that increased digital knowledge sharing enhances both motivation and performance. Additionally, public service motivation significantly influences teacher performance (original sample 0.555, P-value 0.022), indicating that higher motivation leads to better performance. Transformational leadership also positively affects teacher performance (original sample 0.238, P-value 0.012) and public service motivation (original sample 0.290, P-value 0.000), demonstrating that inspirational leadership boosts both motivation and performance. Public service motivation mediates the relationship between transformational leadership and teacher performance (original sample 0.161, P-value 0.020) and between digital knowledge sharing and teacher performance (original sample 0.254, P-value 0.000). These findings highlight the crucial role of public service motivation in enhancing the impact of transformational leadership and digital knowledge sharing on teacher performance. Consequently, fostering digital knowledge sharing and transformational leadership can effectively improve teacher performance through increased public service motivation.

DISCUSSION

The study investigates the influence of transformational leadership and digital knowledge sharing on public service motivation and performance, particularly in the context of SMP Negeri 193 Jakarta. The findings reveal significant positive effects, highlighting the pivotal role of leadership and digital practices in enhancing public service motivation and employee performance. Transformational leadership significantly enhances public service motivation by inspiring, guiding, and supporting employees. Leaders who create a shared vision and motivate employees foster enthusiasm and dedication, thus improving public service quality. This finding aligns with previous research by Vandenabeele (2014), Andersen et al. (2018), Belrhiti et al. (2020), and Utomo (2023), confirming the significant impact of transformational leadership on public service motivation. The study is also consistent with the social learning theory by Schwarz et al. (2016), which emphasizes that credible leaders act as role models, encouraging subordinates to emulate positive behaviors aligned with organizational norms. Consequently, leaders demonstrating high motivation to serve the public inspire similar motivation in employees, leading to improved public service delivery. In the specific context of SMP Negeri 193 Jakarta, transformational leadership by the school principal establishes a positive work environment that enhances teacher commitment and work quality. The principal's ability to inspire, support, and guide teachers plays a crucial role in boosting their public service motivation, ultimately contributing to better educational quality. This illustrates the importance of leadership in educational settings, where the principal's vision and encouragement can significantly influence teachers' dedication to public service.

Digital knowledge sharing is found to significantly impact public service motivation, with an estimated influence of 59.6%. This indicates that enhanced digital knowledge sharing correlates with increased public service motivation. This finding supports earlier studies by Karim & Majid (2022) and Kim (2018), which emphasized the importance of digital knowledge sharing in boosting public service motivation. In digital work environments, effective knowledge sharing ensures employees are well-informed and prepared to execute their tasks efficiently. At SMP Negeri 193 Jakarta, digital knowledge sharing has been particularly effective in motivating teachers by providing easy access to educational resources, innovative teaching techniques, and relevant information. This enhances teachers' competencies, confidence, and satisfaction, driving their intrinsic motivation to deliver quality education. Furthermore, digital knowledge sharing increases teachers' understanding of educational policies, promotes strategic discussions, and fosters a commitment to public interests, aligning with the theories

presented by Chatterjee et al. (2022) on the positive organizational impacts of knowledge sharing.

The study confirms a direct positive effect of transformational leadership on performance. Leaders who inspire, motivate, and empower employees significantly enhance work outcomes. This supports transformational leadership theory, which suggests that employees achieve higher-than-expected performance when inspired by visionary leadership (Al-Husseini et al., 2021). The findings are consistent with previous studies by Nasra & Arar (2020) and Jnaneswar & Ranjit (2020), which also highlighted the positive impact of transformational leadership on employee performance. However, the results contrast with Yuwono et al. (2020), who found no significant effect of transformational leadership on performance. At SMP Negeri 193 Jakarta, transformational leadership positively influences teachers by fostering a collaborative and supportive work environment. The principal's inspirational motivation builds a shared vision that motivates teachers to achieve higher educational standards. Additionally, individualized consideration, intellectual stimulation, and idealized influence components are effectively demonstrated by the principal, leading to enhanced teacher performance and improved student learning outcomes. This application of transformational leadership significantly contributes to the educational quality at the school.

Digital knowledge sharing directly impacts performance, indicating that increased digital knowledge sharing enhances employee productivity, innovation, and overall performance. At SMP Negeri 193 Jakarta, digital knowledge sharing occurs through two main dimensions: knowledge donating and knowledge collecting (Balle et al., 2020). Teachers actively share teaching methods and innovative strategies through digital platforms like the Merdeka Mengajar app, facilitating collaboration and the adoption of best practices. They also collect knowledge by participating in online training and virtual discussions, contributing to a dynamic learning ecosystem that supports performance improvement. The effectiveness of digital knowledge sharing is evident in better student learning outcomes, innovation in teaching methods, and enhanced teacher adaptability to technology. This demonstrates that digital knowledge sharing not only improves teacher competencies but also fosters a culture of continuous learning and collaboration, ultimately leading to improved educational quality.

The study finds that public service motivation significantly influences performance, particularly in professions focused on public service, such as teaching. Teachers with high public service motivation show greater dedication, efficiency, and effectiveness, leading to improved educational outcomes. This aligns with the concept of Public Service Motivation (PSM), which is the intrinsic drive to contribute to society through public sector work. Teachers motivated by public service are willing to go the extra mile, designing creative teaching methods and maintaining a positive learning environment. This finding is consistent with prior research by Vuong et al. (2023) and Saputra (2016), which established a positive link between public service motivation and performance. Teachers at SMP Negeri 193 Jakarta who exhibit high public service motivation demonstrate enhanced dedication and responsibility, positively impacting student learning and overall school performance.

The study also reveals that transformational leadership and digital knowledge sharing indirectly influence performance through public service motivation. Transformational leadership fosters an environment that enhances public service motivation, which in turn drives improved performance. This supports the idea that effective leadership inspires public service motivation, leading to higher employee engagement and productivity (Bellé, 2014; Vuong & Hieu, 2023). Similarly, digital knowledge sharing indirectly influences performance by enhancing public service motivation. It provides access to the latest information, promotes collaboration, and fosters a sense of collective responsibility, thereby strengthening public service motivation. This indirect effect highlights the strategic importance of digital knowledge sharing in motivating employees and improving organizational performance.

The study provides empirical evidence on the importance of transformational leadership and digital knowledge sharing in enhancing public service motivation and performance. In educational contexts like SMP Negeri 193 Jakarta, transformational leadership by school principals and effective digital knowledge sharing significantly contribute to improving teacher performance and educational quality. The study's findings align with previous research and contribute to the general understanding of how leadership and digital practices impact public service motivation and performance. By emphasizing the mediating role of public service motivation, the study underscores the importance of nurturing public service values in educational institutions. School leaders can enhance teacher motivation and performance by fostering a supportive and inspiring environment and promoting digital knowledge sharing. This approach not only improves individual performance but also contributes to the overall progress of the school and the quality of educational services provided.

CONCLUSION

Research at SMP Negeri 193 Jakarta reveals that transformational leadership positively and significantly influences teachers' public service motivation. Principals who demonstrate inspirational leadership, encourage innovation, provide individualized attention, and communicate a clear vision effectively boost teachers' motivation to offer superior public service (Study). Digital knowledge sharing also enhances public service motivation by giving teachers access to information, experiences, and ideas through digital platforms, thus improving their skills, understanding, and teaching efficiency (Study). Consequently, motivated teachers are more likely to deliver optimal services to students and the community. The research further indicates that transformational leadership positively impacts teacher performance. Leaders who support, inspire, and motivate teachers encourage them to achieve higher performance levels (Study). Digital knowledge sharing similarly enhances teacher performance by facilitating digital collaboration, enabling teachers to access valuable information and best practices that can be applied in teaching (Study). Public service motivation is found to significantly enhance teacher performance, as highly motivated teachers are more dedicated and committed to maintaining a high-quality learning environment (Study). The study also shows that public service motivation mediates the impact of transformational leadership on teacher performance. Inspirational leaders who elevate teachers' motivation to serve subsequently drive them to work harder and more efficiently, improving overall performance (Study). Similarly, digital knowledge sharing not only directly improves teacher performance but also does so indirectly by boosting public service motivation. In essence, public service motivation acts as a mediator that strengthens the positive effects of both transformational leadership and digital knowledge sharing on teacher performance at SMP Negeri 193 Jakarta (Study).

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