

# The Effectt of School Principles Motivation in Efforts to Improve Teacher Performance at Integrated Islamic Elementary School

Dian<sup>1</sup>, Muhammad Yogi Trisna<sup>2</sup>, Nenden Najiatul Huda<sup>3</sup>

Islamic Religious Department, Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia

Email: diankutunggu@gmail.com<sup>1</sup>, yogitrisna65@gmail.com<sup>2</sup>, nendennajiatulhuda@gmail.com<sup>3</sup>

DOI: <http://doi.org/10.33650/al-tanzim.v6i1.3221>

Received: December 2021

Accepted: January 2022

Published: January 2022

## Abstract:

This study aimed to determine the effect of the principal's motivation on teacher performance at Integrated Islamic elementary school Matahati Bandung. The method used in this research is a quantitative approach with the associative method. The population in this study amounted to 30 teachers and was taken as a sample of 30 teachers with the research instrument in the form of a questionnaire. The result of this study; 1) the regression coefficient value is 1.006. So every one percent of motivation from the principal will improve teacher performance by 1,006. Thus the motivation of the principal has a positive effect on the teacher's performance. Square R-value = 0.610, hence the effect value is 61%. Thus, the provision of motivation from the principal can improve teacher performance by 60%; 2) the principal is significantly influential in efforts to improve teacher performance in SDIT Matahati with the magnitude of the influence by 90.6%; 3) Principals on teacher influence by 88.6%. The study results imply that the principal's motivation is a factor that can affect teacher performance.

**Keywords:** *Principal, Motivation, Teacher Performance, Islamic Elementary School*

## Abstrak:

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh motivasi kepala sekolah terhadap kinerja guru di SDIT Matahati Bandung. Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan metode asosiatif. Populasi dalam penelitian ini berjumlah 30 guru dan diambil sebagai sampel sebanyak 30 guru dengan instrument penelitian berupa angket. Hasil penelitian menunjukkan bahwa; 1) nilai koefisien regresi adalah 1,006, maka tiap satu persen motivasi dari kepala sekolah akan meningkatkan kinerja guru sebesar 1,006. Demikian motivasi kepala sekolah berpengaruh positif terhadap kinerja guru. Nilai R Square = 0,610, maka nilai pengaruhnya adalah 61%. Dengan demikian maka pemberian motivasi dari kepala sekolah dapat meningkatkan kinerja guru sebesar 60%; 2) kepala sekolah berpengaruh secara signifikan dalam upaya meningkatkan kinerja guru di SDIT Matahati dengan besarnya pengaruh tersebut sebesar 90.6%; 3) kepala sekolah terhadap pengaruh guru sebesar 88.6%. Hasil penelitian memiliki implikasi bahwa motivasi kepala sekolah merupakan faktor yang dapat mempengaruhi kinerja guru.

**Kata Kunci:** *Kepala Sekolah, Motivasi, Kinerja Guru, Sekolah Dasar Islam*

## INTRODUCTION

National development in education is an effort to educate the nation's life and improve Indonesian human resources (Owenvbiugie & Ekhaise, 2019; Pusvitasari, 2021). The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a shopping atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, morals, noble values and skills needed by themselves, society, nation, and state (Sari et al., 2020; Mahyudin & Lestari, 2021; Mubarak, 2021).

Schools as educational organizations, in which there are elements, each of which has an important role. Both individually and in groups in cooperation to achieve the goals of education. The elements in question are Human Resources (HR) (Öztürk, 2016), which consists of principals, teachers, staff, students or students, and students' parents (Merve & Cagda, 2018). Regardless of the role of other elements in the school organization, the top schools and teachers are internal personnel who have a role in creating the quality of education through learning activities; principals have an essential role to play in improving the work performance of teachers in schools (Lodesso et al., 2019; Sugilar, 2020).

The role of the principal *madrasah* as a manager in *madrasah* plays a vital role in efforts to move the ranks of teachers to be highly motivated, with leadership that is in harmony with the work environment and good coordination (Ats-Tsauri & Munastiwi, 2020; Sumarto & Harahap, 2020). Principals of *madrasah* are expected to bring teachers to carry out the learning process optimally to provide the best service to the community, especially students (Baharun, 2017; Wahid et al., 2018). As a manager in the school, the principal plays a vital role in moving the ranks of teachers to be highly motivated, with leadership that is in harmony with the work environment and mature coordination (Imhangbe et al., 2019; Kalangi et al., 2021). The principal is expected to bring along teachers to provide the best service to the community, especially students. Therefore it takes a leader or principal who can develop the school's resources as a manager at school (Dasmana et al., 2021).

According to Hermanto (2014), leadership is a process of leading, guiding, controlling behavior, feelings, and behavior towards others under his supervision. At the same time, the understanding of teacher performance is related to the teaching and learning process, namely the ability or ability of teachers in creating an educational communication atmosphere between teachers and learners who include the development of cognitive, affective, and psychomotor aspects of teachers working starting with planning up to the evaluation stage and not continuing to achieve learning goals (Karwati, 2014; Saka, 2021).

Based on the preliminary study, the Principal must be able to move the entire resource that is considered capable as a motivator so that teachers actively innovate build relationships with the environment in order to create a

harmonious, spirited, and creative atmosphere in the implementation of planning, performing and evaluating the function of managing and coaching depending on activities and policies to be directed to produce quality outcomes of graduates who have superior competent (Qistiyah & Karwanto, 2020)

According to previous research conducted by Rina et al., (2020) and Sharar & Nawab (2020) said that excellent teacher performance is one of the critical factors that can support the quality of education. The purpose of this study was to find out the influence of the motivation and leadership style of the principal on the performance of teachers in elementary school one-way empulau ulu. With the acquisition of research results, motivation does not positively and significantly influence teacher performance. The principal's leadership style has a positive and significant influence on the teacher's performance, and motivation and leadership style have a significant influence on the teacher's performance (Mutmainnah, 2018; Samsu et al., 2021). The study results have implications that motivation and leadership style are factors that can affect teacher performance. Then the previous research conducted by Hamsiah Djafar and Nurhafizah (2018) with the title Of Influence of Motivation of principals is called teacher and employee performance at SMK Muhammadiyah 3 Makassar. This research aims to determine the role of the principal as a motivator in SMK Muhammadiyah 3 Makassar, to find out the performance of teachers and staff in SMK Muhammadiyah 3 Makassar, and to find out the influence between the headmaster of the teacher's performance motivation and employees in SMK Muhammadiyah 3 Makassar. Based on the results of the study and descriptive, inferential results, it can be concluded that the principal's motivation affects the performance of teachers and employees.

In building work motivation in an educational institution, good leadership is necessary to achieve these goals to maintain harmonization, teacher welfare, and adapt to the situation and conditions of subordinates (Gultom & Situmorang, 2020). One of the strengths in managing school organizations and who plays a role in dealing with change is the principal's leadership behaviour (Widyawulandari et al., 2019). The roles and functions that the principal must carry out as a leader as described by the Education Office include educators, managers, administrators, supervisors, leaders, innovators, and motivators. The teacher's role as one of the implementers in schools is not infrequently found to have problems related to a lack of passion in carrying out tasks, which results in less success in carrying out tasks and not achieving the expected goals. This is caused by several factors, both internal and external factors of the teacher (Syakroni et al., 2019).

Moreover, in the latest research conducted by Harapan et al. (2021) with the title of influence of principal leadership and work motivation on Teacher performance, the researcher said teacher performance is the main target in improving the quality of education in general. Therefore, improving teacher performance needs to receive serious attention from various parties and efforts to improve factors related to teacher performance, such as principal leadership and work motivation. Research shows that; 1) There is a significant influence

between principal leadership on teacher performance by 35.8%. This means that the two variables can go hand in hand, the more conducive the leadership of the principal, the better the level of teacher performance; 2) There is a significant influence between work motivation on teacher performance which is 99.3%. This means that work motivation in teachers will affect teacher activity in school for maximum teacher performance achievement. High motivation will also encourage teachers to develop creativity and actualize all abilities and energy they have to achieve maximum achievement; and 3) There was a significant influence between the principal's leadership and work motivation on teacher performance by 96.8%. The two variables, namely principal leadership and work motivation, go hand in hand with teacher performance variables, meaning that the better the principal's leadership and work motivation, the higher the teacher's performance.

Based on the results of previous research studies, the influence of headteacher motivation on teacher performance is not an easy job for a principal to do; in fact, many of the principal's motivations carried out by the principal have not been able to improve the teacher as a whole. This is due to a lack of encouragement by other factors. Good teacher performance is one of the factors that can support the quality of education (Rina et al., 2020). In a significant way, there is no similar research with researchers so that it has not been seen from the influence of motivation of the principal can encourage to improve teacher performance and be responsible for the work given.

Motivation is an integral part of organizations because leaders cannot lead unless their subordinates follow them. Good motivation will not be born from compulsion (Kuswanto & Anderson, 2021). Therefore, a manager must become a leader who fosters work motivation for his subordinates, one of which is a teacher who is at the forefront to determine whether learning is carried out well or not. Growing teacher work motivation in an educational institution is the principal's hard work.

This research aims to find out the influence of the principal's motivation on teacher performance at SDIT Matahati Bandung. This study contributes to tourists, adding to the principal's knowledge of the influence of principal motivation in improving teacher performance. This research explains that the principal's motivation will appear in the teacher; there is conformity, trust, and satisfaction provided by the principal and smooth communication between the teacher and principal, teacher and teacher, the condition can improve performance.

## RESEARCH METHODS

This research used a quantitative approach with the associative method. Causal associative research aims to determine the effect between two or more variables. The variables used in this research consist of two independent variables, namely the principal's motivation (X) and the dependent variable, namely teacher performance (Y).

The population in this study was teachers at SDIT Matahati with 30 teachers; the research sample was 30 teachers. This study used proportional stratified Random Sampling and was conducted randomly without regard to the existing strata in the population. Sugiyono (2009) explained, "This technique is used if the population has members/elements that are not homogeneous and professionally stratified." The measuring instrument used in the study was a questionnaire in the form of a Likert scale compiled by the researcher based on the principal's theory of motivation and teacher performance. The data analysis technique used to test the hypothesis is simple and multiple linear regression analysis. This research was conducted at SDIT Matahati Bandung, which coincided with the Jl. Raya Nagreg Kp. Taman Mekar Rt.05 Rw.15, Citaman, Nagreg District, Bandung regency, West Java Province. The instrument of this research is a set of questions consisting of 17 questions to determine the extent to which respondents about the effect of the principal's motivation in improving teacher performance and 18 questions to determine the teacher's performance on the motivation given by the principal so that there are 35 items to be tested first so that the validity and reliability values are tested. Data needs to be disaggregated through editing, coding, and tabulation (warsito, 2005). To answer the first and second problem formulations, namely about the motivation of school principals and efforts to improve teacher performance, percentage analysis is used.

The data normality test aims to find out that a sample of data coming from a normal distributed population is an important thing that can be known with regard to the selection of statistics to be used. To find out whether or not the normality test results are to pay attention to the numbers in the significant column.

**Table 1: One-Sample Komogorov-Smirnov Test**

		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	5,17762156
Most Extreme Differences	Absolute	,169
	Positive	,169
	Negative	-,127
Kolomogorov-Smirnov Z		,927
Asymp. Sig. (2-tailed)		,375

a. Test distribution is Normal.

b. Calculated from data.

From the results of the Normality test in the table above can be seen and interpreted that SIG. IS 0.357 and  $> 0.05$  then the data is normal distributed, so that instruments used in research or questions asked can be asked.

The linearity test aims to find out whether two variables have a significant linear relationship. This test is used as a prerequisite for parametric statistics, especially in correlation analysis or linear regression included in the associative hypothesis.

**Table 2: Anova Table**

		Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance*	Between Groups (Combined)					
	Linearity	1706,550	15	113,770	5,513	,001
	Deviation From Linearity	1218,041	1	1218,041	59,022	,000
Headmaster	Linearity	448,509	14	34,893	1,691	,169
	Within Groups	228,917	14	20,637		
Total		1995,467	29			

Linerity test results showed that there was a significant relationship of two variables. Because sig. 0.169 and  $> 0.05$  then LINEAR data.

## RESULTS AND DISCUSSION

### Overview of the effect of Principal's Motivation in Efforts to Improve Teacher Performance

The principal has a high effect on determining the direction of existing policies in schools in maximizing the achievement of quality education (Mukhtar, 2015). Consistent teacher performance is an important factor in the quality of education. Principals as functional officials are required to have professional competence to help manage potential resources and improve teacher performance. the tendency of increasing the combination of principal motivation will be followed by an increase in teacher performance, on the contrary if there is a tendency to decrease the combination of principal motivation will be followed by a decrease in teacher performance.

Master's performance requires a performance management system designed to connect institutional (institutional) goals with objectives in the learning process, so that a shared understanding of what must be achieved and how to organize people in an appropriate way to achieve a goal (Habib & Aawi, 2019). The role of the principal as a leader can determine the high low performance of teachers in schools and can provide supervision in improving the quality of performance. Therefore, teacher performance will increase when the principal provides good mentoring in the form of leading, controlling, providing motivation and providing evaluation (Kasmoin, 2021).

The results of the analysis in this study indicate that the principal has a significant effect in efforts to improve teacher performance at SDIT Matahati with the magnitude of the effect of 90.6%. This study also shows that there is an effect of the principal on the effect of teachers by 88.6% (questionnaire results, October 4, 2021). It can be concluded that the principal's motivation in an effort to improve teacher performance at SDIT Matahati is in the high category, namely 88.6%. In improving teacher performance at SDIT Matahati, the principal motivates all teachers at SDIT Matahati not to give up easily, always work hard, carry out the tasks assigned by the principal to each individual teacher, and the principal can be held accountable for everything he has planned.

A school principal is obliged to have the task of mobilizing all available resources in the school, so that they can be empowered to be used optimally to achieve the goals that have been set. Good or bad teacher performance in schools is very dependent on how the principal's ability to effect teacher behavior in carrying out their duties. Motivation requires the intensity and quality of these efforts and the principal can focus on the goals of the organization. Motivated employees are in a state of tension and seek to reduce that tension by making efforts to eliminate it. The principal in an effort to motivate someone is not just encouraging or even ordering someone to do activities or work seriously, rather it is an art involving the ability to recognize and manage emotions in oneself and others.

In this section, data on the motivation of school principals will be clearly explained in an effort to improve teacher performance at SDIT Matahati Bandung. To get significant results, we as researchers distributed questionnaires to 30 respondents, namely teachers at SDIT Matahati. In the questionnaire there are 17 question items that are devoted to assessing the motivation of teacher performance at SDIT Matahati, and each question is given 4 (four) alternative answers with the provisions: B (good), CB (good enough), TB (not good), and STB (very bad).

In the table below, it can be seen the percentage of filling in each item of the questionnaire that was filled out by the respondents.

**Table 3: Percentage of Questionnaire Items on the Effect of Principal's Motivation by the Principal**

About	Alternative answer							
	Good		Fairly good		Not good		Not very good	
	F	%	F	%	FF	%	F	%
1	22	73%	8	26%	0	0	0	0
2	20	66%	10	33%	0	0	0	0
3	23	76%	7	23%	0	0	0	0
4	21	70%	8	26%	1	3%	0	0
5	25	83%	5	16%	0	0	0	0
6	15	50%	15	50%	0	0	0	0
7	16	53%	12	40%	2	6%	0	0
8	19	63%	10	33%	1	3%	0	0
9	15	50%	13	43%	2	6%	0	0
10	17	56%	12	40%	0	0	0	0
11	16	53%	13	43%	1	3%	0	0
12	13	43%	15	50%	2	6%	0	0
13	17	56%	11	36%	2	6%	0	0
14	16	53%	13	43%	1	2%	0	0
15	11	36%	12	40%	6	6%	0	0
16	16	53%	13	43%	1	3%	0	0
17	24	80%	6	20%	0	0	0	0

From the results of the questionnaire above, it can be seen that the total ideal value of the questionnaire is  $68 \times 30 = 2,040$  and the value of the questionnaire obtained is 1,808 which comes from 17 questions with 30

respondents. From the calculation above, it can be seen that the percentage of the effect of the principal's motivation at SDIT Matahati Bandung is 88.6%. These results are in the internal 75%-100% which is classified into the very good category. So the motivation of the principal at SDIT Matahati is classified as very good so that it is able to effect the performance of teachers at the school with a percentage gain of 88.6%. The results of the percentage of the effect of the principal's motivation in an effort to improve teacher performance at SDIT Matahati Bandung are converted according to AnasSudjono as follows:

- 75% - 100% = Very Good
- 50% - 74% = Good
- 25% - 49% = Fairly Good
- 24% = Not Good

The following is presented data about improving teacher performance at SDIT Matahati Bandung. To explore, this was done by distributing questionnaires to 30 respondents with 18 questions that were focused on questions about teacher performance at SDIT Matahati. In each question, 4 (four) alternative answers are given with the following conditions: S (often), CS (quite often), J (rarely), TP (never).

In the table below, it can be seen the percentage of filling in each item of the questionnaire that was filled out by the respondents.

**Table 4: Percentage of Questionnaire Items Efforts to Improve Teacher Performance by Respondents**

About	Alternative answer							
	Often	%	Quite Often	%	Rarely	%	Never	%
1	21	70%	6	20%	2	6%	1	3%
2	21	70%	8	26%			1	3%
3	14	46%	15	50%			1	3%
4	22	73%	5	16%	2	6%	1	3%
5	21	70%	7	23%	1	3%	1	3%
6	23	76%	6	20%			1	3%
7	23	76%	6	20%			1	3%
8	25	83%	4	13%			1	3%
9	15	50%	13	43%	1	3%	1	3%
10	21	70%	8	26%	2	6%	1	3%
11	16	53%	13	43%			1	3%
12	26	86%	3	10%			1	3%
13	21	70%	6	20%	2	6%	1	3%
14	23	76%	5	16%	1	3%	1	3%
15	28	93%	0	0	1	3%	1	3%
16	14	46%	11	36%	4	5%	1	3%
17	23	76%	6	20%			1	3%
18	26	86%	3	10%			1	3%

From the results of the questionnaire above, it can be seen that the total ideal value of the questionnaire is  $72 \times 30 = 2160$  and the value of the questionnaire obtained is 1,959 which comes from 18 questions with 30 respondents. From the above calculation, it can be seen that the percentage of school teacher performance at SDIT Matahati Bandung is 90.6%. These results



are in the internal 75%-100% which is classified into the very good category. So the motivation of the principal at SDIT Matahati can improve the performance of teachers in the school, so that the increasing performance of teachers at SDIT Matahati will produce a good contribution to the school at SDIT Matahati Bandung with a percentage gain of 90.6%.

Motivation is one of the factors to be the driving force in doing something (Firdaus et al., 2020). In addition to the motivational ability factor is also needed to improve one's performance. Motivational strategy (SM) as an instructional intervention to obtain and stimulate student motivation is used by teachers to improve teaching and learning outcomes.

In general, the source of motivation is divided into two parts, namely motivation that comes from within humans (internal) and motivation that comes from outside humans (external): Internal factors, this factor comes from within the individual which consists of: Individual perception of oneself, whether someone is motivated or not to do something depends a lot on the cognitive process in the form of perception. One's self-perception will encourage and direct one's behavior to act. Self-esteem and achievement, these factors encourage or direct individuals to strive to become independent, strong individuals and gain freedom and gain a certain status in society and can encourage individuals to excel. Hope, there is hope for the future. This expectation is objective information from the environment that affects attitudes from the environment that affects a person's subjective attitudes and feelings. Expectations are the goal of behavior. Needs, humans are motivated by the need to make themselves fully functional, so that they are able to reach their full potential. The need to direct a person to seek or avoid, directs and responds to the stress experienced. Job satisfaction is more of an effective impulse that arises in the individual to achieve the desired goal of a behavior. And External Factors, these factors come from outside the individual which consists of: The type and nature of employees, the urge to work on certain types and characteristics of employees with the available employee objects will direct individuals to determine attitudes or choices for the employees to be occupied. Work groups in which individuals join. Work groups or organizations where individuals join can encourage or direct individual behavior in achieving a behavioral goal certain behavioral goals, the role of this group can help individuals get the need for the values of honesty, virtue and can give meaning to individuals in connection with their work in social life. In environmental situations in general, each individual is encouraged to relate to a sense of belonging in interacting effectively with his environment. The reward system received, rewards are characteristics or qualities of satisfying objects needed by someone that can affect motivation or can change the direction of behavior from one object to another object that has a greater reward value.

Based on the results of the study indicate that the motivation of a leader in this case the principal can improve teacher performance. The motivation given by the principal can have a positive effect on teacher performance, so that teacher performance can carry out their duties with full responsibility, optimal results, and good performance (questionnaire, October 4, 2021).

## Data Analysis and Hypothesis Testing

Simple linear regression test was used to determine the effect of one independent variable on one dependent variable. The variable that is affected is called the dependent variable, teacher performance, while the variable that effects is called the independent variable, namely the motivation of the school principal.

Table 5: Simple Linear Regression Test

model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Betta		
	1. (constant)	9,513	9,203		
Motivation from the principal	1,006	,152	,781	6,623	,000

a. Dependent Variable: Teacher Performance

Because the value of the regression coefficient is 1.006. So every one percent motivation from the principal will increase teacher performance by 1.006. Thus, the principal's motivation has a positive effect on teacher performance.

## Hypothesis testing

Table 6: Simple Linear Regression Test

model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Betta		
	2. (constant)	9,513	9,203		
Motivation from the principal	1,006	,152	,781	6,623	,000

a. Dependent Variable: Teacher Performance

*Principal Motivation Variable (X)*

### Hypothesis

T count = 6.623 and significant = 0.000

1) Test criteria:

The value of sig > 0.05 = Ho is accepted and Ha is rejected.

Value sig < 0.05 - Ho is rejected and Ha is accepted.

2) Decision

The value is significantly smaller than the significance level (0.000 > 0.05), then Ho is rejected and Ha is accepted.

3) Conclusion

On the significant effect between the principal's motivation on efforts to improve teacher performance.

## Coefficient of Determination Test (R<sup>2</sup>)

The coefficient of determination test is used to determine the percentage of the effect of the independent variable, namely the effect of the principal's motivation on efforts to improve teacher performance.

**Table 7: Coefficient of Determination Result  
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 <sup>a</sup>	.610	.596	5,269

b. Predictors: (Constant), Motivation from the Principal

The value of R Square = 0.610, then the value of the effect is 61%. This means that  $H_0$  is rejected and  $H_a$  is accepted. Thus, giving motivation from the principal can improve teacher performance by 60%. The results of the study have implications that the motivation of the principal is a factor that can affect the performance of teachers.

Based on the results above. Thus, at SDIT Matahati Bandung there is no dichotomy and there are efforts to improve teacher performance in schools, where each teacher is able to account for all the tasks that have been given by the principal, so that the three learning activities can run as planned. Likewise with the motivation of a leader or what we call the principal in this case the principal is needed and plays a role for teachers and employees to work together and carry out their duties with full responsibility and optimal results, namely good performance.

Motivation is a skill in directing subordinates to organizational goals to want to work and try so that the desires of subordinates and organizational goals can be achieved. A person's motivation to do a job is because of a life need that must be met. These needs can be in the form of economic needs, namely to earn money, while non-economic needs can be interpreted as the need to obtain an award for achievements achieved (Harapan et al, 2021). The process of great motivation is geared toward meeting and achieving needs as a mover or generator of behavior. Work motivation is a term used in the field of organizational behavior to describe the forces that exist in an individual, which is the cause of the emergence of levels, directions, and efforts made in work. Thus, work motivation is a driving force that influences, awakens, directs, and maintains the behavior of teachers to carry out their duties as educators and teachers with all their abilities and expertise to realize the educational goals that have been set.

Educators who have good performance will be able to foster the spirit and motivation of learning better learners, which will ultimately be able to improve the quality of learning. Teacher performance is the teacher's ability to carry out tasks in accordance with his motivation, so that there are changes in the students both in the cognitive, affective, and psychomotor aspects as a result of the teacher's efforts in educating learners it can be realized one of them with the motivation of the principal (Barkah et al., 2021). Performance improvement after motivation is one of the largest for teachers whose

performance is weakest before evaluation, showing that with the motivation of the principal the teacher can be an effective professional development tool (Taylor & Tyler, 2012).

## CONCLUSION

The motivation of the principal affects the performance of teachers and employees at SDIT Matahati Bandung. The leadership role of school principals to improve teacher performance is something that requires the principal's attention to create professional teachers. Principals are required to have the ability to be able to apply their functions to be able to optimally utilize school resources so that goals are achieved practically. The results of the analysis show that the motivation of the principal at SDIT Matahati Bandung has a very good category with a percentage of 88.6% so that it can have a negative effect on teacher performance at SDIT Matahati Bandung. Then, for teacher performance to get a very good category with a percentage of 90.6% so that with the motivation of the principal, it will result in significant teacher performance, by further improving the performance of teachers who are affected by the principal, it will produce a good contribution to the continuity of learning at SDIT Matahati Bandung.

## ACKNOWLEDGMENT

First of all the author thanked Allah SWT who until now provided convenience to the author so that it could pass this stage of the journal smoothly. Then to both our parents who always give encouragement to the author in the process of making a journal, to our lecturers who always give direction and encouragement during the creation of this journal, and lastly we thank the journal Al-Tanzim who has given the opportunity to the author to publish one of these scientific papers. The author hopes that this writing can be useful and acceptable to readers.

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