

Leadership and Principal Motivation on Teacher Performance at Madrasah

Jamilus¹, Ghulam Murtadlo², Pahmi³, Dewi Indriani⁴, Jasiah⁵

¹Islamic Educational Management Department, Institut Agama Islam Negeri Batusangkar, Tanah Datar, West Sumatera, Indonesia

²Islamic Educational Management Department, Institut Agama Islam Negeri Metro, Lampung, Indonesia

³Islamic Educational Management Department, Institut Agama Islam Nusantara Batang Hari, Jambi, Indonesia

⁴Islamic Educational Management Department, Sekolah Tinggi Agama Islam Al-Hikmah Pariangan, Tanah Datar Regency, West Sumatera, Indonesia

⁵Islamic Educational Management Department, Institut Agama Islam Negeri Palangkaraya, Central Kalimantan, Indonesia

Email: jamilus@iainbatusangkar.ac.id¹, ghulammurtadlo@metrouniv.ac.id², sp3teboilir@gmail.com³, tahniaharvi@gmail.com⁴, jasiah@iain-palangkaraya.ac.id⁵

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Abstract:

This study aims to determine the influence of leadership and principal motivation on teacher performance at Madrasah Tsanawiyah Thawalib, Tanjung Limau Pariangan, West Sumatra. This study uses a quantitative correlational approach that is commonly used to evaluate and detect the extent of a factor's variation on one or more other factors based on the correlation coefficient. This study involved 30 teachers. The results showed that leadership and motivation simultaneously affected teacher performance at Madrasah Tsanawiyah Thawalib with a significance value (sig) of 0.003. The better the leadership and the higher the motivation given by the head of the madrasah, it will improve teachers' performance in the madrasah. This study has implications for the importance of the leadership style displayed by the principal in improving the performance of existing personnel in the organization to achieve the desired goals.

Keywords: *Leadership, Motivation, Principal, Teacher Performance*

Abstrak:

Riset ini bertujuan untuk mengetahui tentang pengaruh kepemimpinan dan motivasi kepala terhadap kinerja guru di Madrasah Tsanawiyah Thawalib, Tanjung Limau Pariangan Sumatera Barat. Penelitian ini menggunakan pendekatan kuantitatif korelasional yang biasa digunakan untuk melakukan evaluasi, dan mendeteksi sejauh mana variasi suatu faktor pada satu atau lebih faktor lain berdasarkan koefisien korelasi. Penelitian ini melibatkan 30 orang guru. Hasil penelitian menunjukkan bahwa kepemimpinan dan motivasi secara simultan memiliki pengaruh terhadap kinerja guru di Madrasah Tsanawiyah Thawalib dengan nilai signifikansi (sig) sebesar 0,003. Makin baik kepemimpinan dan makin tinggi motivasi yang diberikan oleh kepala madrasah, maka akan meningkatkan kinerja guru di madrasah. Penelitian ini memberikan implikasi tentang pentingnya gaya kepemimpinan yang ditampilkan oleh kepala madrasah dalam meningkatkan kinerja personalia yang ada dalam organisasi

guna mencapai tujuan yang diinginkan.

Kata Kunci: *Kepemimpinan, Motivasi, Kepala Sekolah, Kinerja Guru*

INTRODUCTION

Teacher performance is the work that a teacher can achieve in an educational institution or madrasah following the duties and responsibilities in achieving academic goals (Saputri, 2019; Rosaliawati et al., 2020; Saka, 2021). A teacher's success must meet established standards, and if the teacher meets these criteria, he or she is considered successful and of high quality. On the other hand, a teacher who does not fit the qualifications will not be successful.

Motivation, talents, and education are factors that influence a teacher's performance (Mahmud & Sanusi, 2021; Sari et al., 2021). There are additional factors outside of the individual's control, such as the work environment, income levels, etc. Principal leadership is the effort of an individual who is trusted as an organizational leader in a school that influences its members, including teachers, staff/employees, students, and school committees, to realize an educational goal. The principal encouraged teachers to be more active in carrying out teacher performance which includes planning, implementing, and evaluating (Imhangbe et al., 2019; Gian & Bao, 2020; Fathurrochman et al., 2021). Good classroom management, capable of managing good facilities and infrastructure, and relationships between teachers, students, employees, and school principals can make the school atmosphere pleasant (Thoyibi et al., 2021). This can create feelings of pleasure and enthusiasm for teachers carrying out their duties (Hamedoğlu, 2019).

The principal has a significant impact on the overall success (Kalangi et al., 2021). When it comes to school administration, the principal is a functional teacher responsible for overseeing a place where the teaching and learning process occurs or where there is the interaction between instructors delivering lessons and students being taught. The principal's responsibilities include those of an educator, manager, administrator, supervisor, leader, innovator, and motivational motivator (Rohmah, 2021). However, in light of the issues in the profession, the emphasis has shifted to the principal's ability to inspire and motivate his or her students. As a condition of their employment, instructors at Madrasah Tsanawiyah Thawalib in Tanjung Limau Pariangan, West Sumatera, were obliged to be more competent in conducting research in their classrooms, improving themselves and creating articles and scientific works as part of their performance. Teachers, on the other hand, continue to struggle with personal development. This is due to several factors, including the majority of instructors reaching retirement age, the lack of a relationship between the principal and the teacher, and the principal's lack of enthusiasm. First, teachers have not been able to work to their full potential with students because there are still many teachers who often leave students during class lessons and only give assignments, especially in practical lessons; many teachers do not always accompany their students. The two teachers at this madrasah did not use media as learning materials. The three leaderships that have not been active from a teacher when

in class means that when a teacher is in class, the classroom atmosphere seems dull, and many students are not enthusiastic when receiving the lesson. According to Kuswanto & Anderson (2021), motivation is a force that drives someone to do an activity. Motivation can affect a person's achievement in carrying out a particular activity.

As can be seen from the preceding, motivation is a force that exists within a person and is then developed by that person. Motivation can also affect a performance/job both positively and negatively (Alkan & Arslan, 2019). In providing motivation, the principal is also not easy to do because he needs to know what is being needed and wanted by the teacher to carry out his activities. Motivation also does not arise from oneself but the forces of the surrounding environment. Teacher motivation is a factor in improving the work of teachers to achieve educational goals (Gultom & Situmorang, 2020). Motivation will lead to positive and negative directions; if motivation leads to positive recommendations, it will produce a positive or good job in achieving a specific goal. However, if motivation results negatively, it will produce poor results or fail to achieve the desired goal.

If the principal can motivate educators, the teaching and learning process will be successful. Precisely, according to Permendiknas No. 13 of 2007 about Standards for Principals and Madrasah, principals must possess a range of competencies or talents that include personality traits and managerial, entrepreneurial, supervisory, and social skills (Yanti, 2021). Based on the above background. Schools on teacher performance at Madrasah Tsanawiyah Thawalib need to be implemented.

RESEARCH METHODS

Using a quantitative correlational technique, which is often used to evaluate and detect the extent of a factor's variation on one or more other factors based on the correlation coefficient, this study examines the relationship between a factor and its effect on one or more other factors. This study examines the influence of the principal's leadership and motivation on teachers' performance at Madrasah Tsanawiyah Thawalib Tanjung Limau Pariangan, West Sumatra, using research variables to measure the factor of principal's leadership and motivation. Teachers' performance was measured as the dependent variable in this study, including two independent variables and one dependent variable (Y). The first independent variable to consider is the principal's motivation (X1) when it comes to leadership. The second independent variable to consider is the principal's motivation (X2) (X2). Thirty students from the Madrasah Tsanawiyah Thawalib Tanjung Limau Pariangan in West Sumatra participated in this study. The selection of research subjects was based on elements of cultural similarity between regions so that generalizations were possible.

The information for this study was gathered by questionnaires that were sent to 30 participants, as previously stated. In order to verify that the device used in this study was legitimate and valid, validity and reliability tests were

performed on the instrument prior to it being disseminated to the respondent population. The agency in issue in this study consists of 30 items in the form of questions with a Likert scale consisting of 5 answer choices; highly agree with a score of 5, strongly disagree with a score of 1, and severely disagree with no score. The instrument was adapted from a tool developed by Wahjosumidjo (1991), Maslow (2003), and Robbins (1998). The instrument composition grid is presented in the table below;

Table 1: Grid of Research Instruments

No.	Aspect	Indicator
1	Leadership (Wahjosumidjo, 1991)	<ul style="list-style-type: none"> a. Fair b. Give suggestions c. Support the achievement of goals d. As a catalyst e. As an organic representative f. Creating a sense of security g. Source of inspiration h. Be respectful
2	Motivation (Maslow, 2003)	<ul style="list-style-type: none"> a. Physical needs b. Need for security c. Social needs d. Appreciation needs e. Self-actualization needs
3	Performance (Robbin, 1998)	<ul style="list-style-type: none"> a. Work quality b. Quantity c. Effectiveness d. independence e. Commitment

Multiple regression analysis approaches were used to assess the data acquired from the questionnaire. This is done in this study to determine the degree of the link and the impact of multiple independent variables. The study used a simultaneous significance test (F-test) and a partial significance test (t-test).

RESULTS AND DISCUSSION

Leadership has a significant role in moving all components and units in an organization he leads, especially at Madrasah Tsanawiyah Thawalib. In this case, the leader is expected to be the captain of the madrasah he leads so that teachers in the madrasah perform excellently to achieve the desired goals. Teacher performance, in this case, is needed to mobilize all educational and learning activities in madrasah to achieve the vision and mission that have been set together. Therefore, the leadership style for madrasah is a determining factor in moving their teachers' performance through applied managerial activities, motivating teachers to continue to improve their performance, and so on. From the results of the questionnaire distributed, the following data were obtained;

Table 2: Partial test between variables

		Coefficients ^a				
Model		Unstandardized Coefficients		Standdilaardiz	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.859	11.100		1.419	.008
	Leadership	.370	.065	.188	.015	.000
	Motivation	.214	.127	.313	1.092	.002

a. Dependent Variable: Performance

The table above shows that the influence of leadership and motivation variables is partially on performance variables, as explained in other parts of this manuscript. Based on this research paradigm, the proposed hypothesis is the influence of leadership on performance and the effect of motivation on performance.

The leadership variable's significance value (sig) is 0.000 with a probability of 0.005 based on the partial test table between the variables above. It can be concluded that leadership has an impact on performance. In terms of motivation, the variable has a significance value (sig) of 0.002 with a probability of 0.005. It can be concluded that motivation has an impact on performance.

Table 3: Results of the F Test of Simultaneous Leadership and Motivation on Performance ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	227.272	2	273.636	22.763	.003 ^a
	Residual	135.528	7	1.316		
	Total	42.800	29			

a. Predictors: (Constant), Motivation, Leadership

b. Dependent Variable: Performance

The table above shows that the influence of leadership and motivation variables on performance variables simultaneously has been explained in another part of this manuscript. Based on this research paradigm, the proposed hypothesis is the influence of leadership and motivation on performance simultaneously.

According to the table of data above, the significant value (sig) of the F test of leadership and motivation on performance is 0.003. The F test decision-making indicated that leadership and motivation affect performance simultaneously because of the value of sig. $0.003 < 0.005$.

It can be understood that employee performance will not be separated from the leadership role in the organization (Tohet et al., 2022). This is because leadership can direct organizational goals, motivate behavior toward achieving these goals, and be able to define organizational culture. Leadership is a critical component of any company since, in reality, the leader can influence employee morale and job satisfaction, job security, work-life balance, and, most importantly, the degree of achievement of the organization.

In both people and groups, leadership is defined as the discipline of influencing others' conduct or the skill of influencing human behavior in general (Dewi, 2019). Especially in this current era where organizations continue to develop and change, leadership is vital because it will lead the organization to achieve its vision and mission (Eko, 2018; Alimuddin, 2020). As a result, the success or failure of a company in reaching optimal performance is determined by the leadership role that is currently in place (Cilek, 2019; Banmairuroy et al., 2021).

Motivation or encouragement to work is essential in determining high and low organizational performance (Owenvbiugie & Ekhaise, 2019). The success or failure of an organization depends on the activities and creativity of employees (Gultom & Situmorang, 2020). Motivation will also encourage someone to work better to achieve the expected performance to get what they need (Hasibuan, 2022). Therefore, motivation is essential for leaders and employees to increase morale and performance (Haryono et al., 2020). To motivate someone, it is necessary to provide them with a driving force that sparks their interest in their work so that they are eager to engage with others, work efficiently, and combine all of their efforts to achieve fulfillment (Rina et al., 2020). Motivation is concerned with how to direct the strength and potential of subordinates to the desire to collaborate productively in order to achieve and accomplish the goals that have been established (Astuti et al., 2020).

Performance is a work result obtained by an individual while carrying out his or her responsibilities based on his or her abilities, efforts, and opportunities (Aryani et al., 2021). People who do well are typically referred to as productive, whereas those who perform poorly are unproductive or low-performing (Suskawationo et al., 2021). Good and bad performance can be influenced by many factors, including how the leader leads his employees. Leadership determines an organization's success or failure; competent leadership will impact the organization's advancement (Magdalena, 2016). A good leader can utilize existing human resources (Chiedozie et al., 2018), so leadership is an essential part of enhancing staff performance. Organizations can use productivity as a guide or reference to determine the overall level of performance (Kholid, 2022).

CONCLUSION

Leadership and motivation are fundamental aspects of improving teacher performance to achieve the desired goals; the better the leadership and the higher the motivation is given; will improve teacher performance in madrasah. This shows the importance of the leadership style that the head of the madrasah must display in mobilizing the potential that exists in his organization, so that commitment and organizational culture will be created that reflect the quality of performance in the madrasah. The leadership style displayed needs to be adapted to the existing culture and local wisdom to arouse the spirit of all personnel to display their best performance. This research provides opportunities for further researchers to examine things that can increase teacher performance to achieve the institution's vision in various

aspects, thus providing new scientific treasures in the field of Islamic education management.

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