

## THE INFLUENCE OF THE LEADERSHIP STYLE OF THE HEAD OF THE MADRASAH AND MOTIVATION ON THE PERFORMANCE OF TEACHERS IN THE TSANAWIYAH MADRASAH FOUNDATION OF THE TAHFIDZUL QUR'AN ISLAMIC BOARDING SCHOOL MATHLAUL HUDA (MTS. YPPTQMH) AMBARAWA SUB-DISTRICT

Arya Duta<sup>(1)</sup>, Epi Parela<sup>(1)\*</sup>, Ahiruddin<sup>(1)</sup>

<sup>(1)</sup>Sang Bumi Ruwa Jurai University, Lampung, Indonesia

\*Correspondence : epiparela05@gmail.com

**Abstract.** *Teachers must have competencies that are in accordance with national learning standards in order to be able to carry out their duties and positions with good competency standards that create students to become knowledgeable humans and have certain skills. This study aims to examine the influence partially or simultaneously of variables of Leadership Style of the Head of Madrasah and Motivation on Teacher Performance in Madrasah Tsanawiyah Yayasan Pondok Pesantren Tahfidzul Qur'an Mathlaul Huda (MTs. YPPTQMH) Ambarawa District, Pringsewu Regency. This study took 35 respondents as a sample. The analytical tool used in this study is multiple linear regression. The tests carried out are with classical assumption tests, F tests, and t tests. The results of this study explain that: the leadership style of the head of the madrasah (X1) has a significant and positive effect on the performance of MTs. YPPTQMH Ambarawa teachers. The motivation variable (X2) has a significant and negative effect on the performance of MTs. YPPTQMH Ambarawa teachers. The leadership style variable of the head of the madrasah (X1) and the motivation variable (X2) have a significant effect together (simultaneously) on the performance of MTs teachers. YPPTQMH Ambarawa.*

*Keywords: Leadership Style, Motivation, Teacher Performance*

## PENGARUH GAYA KEPEMIMPINAN KEPALA MADRASAH SERTA MOTIVASI TERHADAP KINERJA GURU DI MADRASAH TSANAWIYAH YAYASAN PONDOK PESANTREN TAHFIDZUL QUR'AN MATHLAUL HUDA ( MTS. YPPTQMH) KECAMATAN AMBARAWA

**Abstrak.** Guru wajib mempunyai kompetensi yang cocok dengan standar nasional pembelajaran supaya bisa melaksanakan tugas serta kedudukannya dengan standar kompetensi yang baik yang menciptakan partisipan didik jadi manusia yang berilmu serta mempunyai keterampilan- keterampilan tertentu. Penelitian ini bertujuan menguji pengaruh secara parsial maupun simultan variabel Gaya Kepemimpinan Kepala Madrasah serta Motivasi terhadap Kinerja Guru di Madrasah Tsanawiyah Yayasan Pondok Pesantren Tahfidzul Qur'an Mathlaul Huda ( MTs. YPPTQMH) Kecamatan Ambarawa Kabupaten Pringsewu. Penelitian ini mengambil 35 responden sebagai sampel. Alat analisis yang dipakai dalam penelitian ini adalah regresi linear berganda. Pengujian yang dilakukan yaitu dengan uji asumsi klasik, uji F, dan uji t. Hasil dari penelitian ini menjelaskan bahwa : gaya kepemimpinan kepala madrasah (X1) berpengaruh signifikan dan positif terhadap kinerja guru MTs. YPPTQMH Ambarawa. Variabel motivasi (X2) berpengaruh signifikan dan negatif terhadap kinerja guru MTs. YPPTQMH Ambarawa. Variabel gaya kepemimpinan kepala madrasah (X1) dan variabel motivasi (X2) berpengaruh signifikan secara bersama -sama (simultan) terhadap kinerja guru MTs. YPPTQMH Ambarawa.

Kata kunci: Gaya Kepemimpinan, Motivasi, Kinerja Guru

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## **INTRODUCTION**

The role of teachers is very meaningful in the educational process, and advances the world of learning. The quality of students in the world of learning is very dependent on the quality of teachers. Teachers must have competencies that are in accordance with national learning standards in order to be able to carry out their duties and positions with good competency standards that create students to become knowledgeable humans and have certain skills (Rachmawati & Kaluge, 2020).

Teachers are one of the key elements in the learning system, especially in madrassas / schools. All other components, ranging from curriculum, infrastructure, pay, and so on do not want to mean much if the essence of education is that the interaction of teachers with students is not of good quality.

Moreover, there has been a growing public understanding that there are no teachers, there is no official learning. There is no quality learning, without the arrival of a reliable teacher with an adequate number. So meaningful is the position of teachers in transforming learning inputs. Teachers must have competence in educating so that they want to create quality students (Jayanti, 2016).

A teacher being an educator means being a guide. So, in the learning process of educating, teaching, and tutorial activities as something that cannot be separated. Teachers must be able to design education that not only

holds cognitive aspects, but can also improve the skills and behavior of students.

Thus, teachers have a significant position to build the nation through the world of learning, therefore it is necessary to have teachers who have great performance (Ardiana, 2016). Performance is the appearance of work attitudes that are signaled by flexibility of motion, rhythm, and work sequence that matches the procedure, so that results are obtained that meet the requirements of quality, speed and quantity. So, performance is the result or output of a process (Halim Yustiyawan, Supriyanto, & Mustiningsih, 2016).

Performance is an environment and is influenced by many aspects, both internal and external. Internally, teacher performance can be determined by teacher work motivation. On the contrary, externally influenced by the area in which the teacher works, both the physical area and the social area of the madrasah, such as the structure of the madrasah raised, the culture of the madrasah, the air of the madrasah, and especially the leadership of the head of the madrasah.

Teacher performance is a work achievement in carrying out learning programs that must be able to create graduates / outputs that continue to increase in quality, be able to display to citizens in the form of good service, the application of duties continues to be good and grow and is able to explore the dynamics of residents' needs that are constantly changing in

accordance with the progress and demands of the era (Salmawati, Rahayu, & Lestari, 2017).

The growth of the world of learning in this globalization era is still found by many teachers who are less responsible, resulting in the quality of learning. Students want to have low intellectual quality if the teacher as a guide in the teaching and learning process also has low intellectual quality as well. Low teacher quality must be due to the comparison of the quality of performance, competence and expertise possessed by teachers, which in conclusion wants to share the influence on teacher performance in improving the quality of learning usually and the quality of special education (Sukayana, Yudana, & Hendra Divayana, 2019).

One of the characteristics of the learning crisis in Indonesia is that teachers have not been able to perform adequately. This matter shows that teacher performance has not been fully supported by a sufficient degree of competency ability.

The results of early observation are linked to performance which is interpreted as the following results: (1) teachers are lazy to work, (2) do not often check assignments or test results of students, (3) pretend to be indifferent / do not want to explore changes to the progress of science and technology growth, (4) lack of willingness to improve skills in the form of exploring training because there are many activities / activities outside school, (5) leave

teaching hours before the time expires, and (6) arrive at school only during certain hours or when there are teaching hours.

From the observations above, MTs. YPPTQMH Ambarawa teachers do not have motivation in performance. Motivation refers to encouragement, or stimulation and effort to produce a person's work excitement, so that they want to work, work together, work efficiently and integrated with all their energy efforts to achieve goals.

This shows that teacher performance is still low, a method is needed to improve their performance. For that, efforts that can be tried are through IHT (In House Training), training, MGMP (Subject Teacher Deliberation), and so on. However, based on the results of the questionnaire that the author underwent, if there are no efforts tried by the head of the madrasah to increase teachers through some activities and the head of the madrasah also seems not to want to accept criticism and recommendations from teachers related to the increase in teacher performance.

Leadership is one aspect that is meaningful in every group, group or organization in achieving goals. Leadership style or leadership style affects the success of a leader in influencing the attitude of his followers. Leadership is an art to influence others to carry out actions and actions desired by the leader (Raharjo & Nafsiah, 2006). The success of learning in madrasah is strongly

determined by the success of the leadership style of the head of the madrasah in managing educators and education personnel in schools (Sukayana et al., 2019).

The expertise of a madrasah head in leading greatly influences in improving teacher work or improving and producing an appropriate (efficient) and targeted education process. This means that a principal as a learning leader wants to experience a heavy responsibility, so it is mandatory to have adequate preparation, both mental and psychological in carrying out his duties, especially in experiencing all cases, challenges experienced and sharing comfort for teachers and students in madrasahs.

## **THEORETICAL BASIS**

### **Work Motivation**

Motivation comes from the Latin word "Movere" which means drive or driving force. Motivation comes from the root word motive which means the drive on human nature to act or move and directly through behavioral channels leads to an agreed goal in the organization or organization (Hartanti & Yuniarsih, 2018).

Motivation in management is shown in human resources in general and subordinates in particular. Motivation questions how to direct the power and potential of subordinates, so that they want to work together productively to

achieve and realize predetermined goals. The importance of motivation because it causes, channels, and supports human behavior, so that workers are willing to work hard and enthusiastically achieve optimal results in a job. Motivation is increasingly important because managers distribute work to their subordinates to be done well and integrated with the desired goals.

According to (Putra & Negara, 2021) motivation is the driving force that causes a member of the organization to be willing and willing to exert abilities in the form of expertise and skills, energy and time to carry out various activities that are his responsibility and fulfill his obligations, in order to achieve goals and various predetermined organizational goals

### **Leadership Style**

Leadership Style is an attempt to influence others through interpersonal relationships and communication processes to achieve goals. Leadership Style can also be interpreted as a process in which an executive gives guidance, influence and guidance or influences people's work in order to choose or achieve certain goals and objectives.

Leadership style is the basis for classifying leadership which has three basic patterns in the implementation of tasks that produce three main types, namely authoritarian, democratic and free leadership. To get employees who can help the leader's task

optimally, a leader is needed who is able to interpret and change the behavior of his subordinates to achieve maximum organizational goals.

In order for employee behavior to be directed at the best task executioners, it is necessary to have optimal employee management and coaching efforts, considering this fact, improving the quality of human resources is a necessity.

### **Employee Performance**

A way for the personnel department to improve employee performance, motivation, satisfaction and productivity is through the determination of performance achievements that are part of the remuneration activity. If teachers can meet or exceed the budget from the weight of performance achievements set by the organization, teachers will get additional compensation equal to the percentage of achievement, so that teachers get job satisfaction and increased work productivity. This will be able to further motivate employees in improving their performance so that by itself what is expected by the organization and employees alike can be achieved(Ardiana, 2016).

Performance comes from the word *job* performance or actual performance which means work performance or actual achievement achieved by someone(Astutik, Minarsih, & Harini, 2018). Understanding performance (work performance) is the result

of work in quality and quantity achieved by a teacher in carrying out his functions in accordance with the responsibilities given to him. In general, performance is the result achieved by a person according to the measures applicable to the job concerned, thus to measure performance, the most important problem is to establish job requirements on the criteria(Haryati, Mariatin, & Supriyantini, 2014).

Aspects of performance assessors that can be determined are work performance, responsibility, obedience, honesty, cooperation, initiative, and leadership style, these aspects that are assessed can basically still help or facilitate the implementation of assessment, for example aspects of work performance can be detailed into quality of work, ability to work alone, understanding and introduction to work and the ability to solve problems achieved by teachers.

### **RESEARCH METHODS**

This study uses quantitative research by conducting survey methods, namely research that takes samples from a population and uses questionnaires as the main data collection tool. A sample is a portion of the population that is less than the population. The number of MTs. YPPTQMH Ambarawa teachers is 35 people.

The operational definition contains indicators of a variable that allow researchers to collect relevant data so that each variable is

more directed and in accordance with the planned measurement method. The indicators of each variable are as follows:

The independent variable (X1) of leadership style is the art of leadership or the ability of the leader to influence subordinates to want to work to achieve organizational goals and objectives. Leadership style variables (X1) are measured by indicators 1) Persuasive style; 2) Repressive style ; 3) Participatory style; 4) Innovative style; and 5) Investigative style.

Work Motivation (X2) independent variables in this study are measured through the following indicators 1) Physiological needs; 2) The need for a sense of security; 3) Social needs; 4) The need for rewards; and 5) The need for embodiment or self-actualization.

Employee performance (Y) which is meant by employee performance is the achievement achieved by employees in carrying out a job in an organization. Employee performance variables (Y) are measured by indicators 1) Quality of work; 2) Working quantity; 3) Timeliness; 4) Effectiveness; 5)

Independence; and 6) Work commitment.

## RESEARCH RESULTS AND DISCUSSION

A statement is said to be valid if the question is able to measure what needs to be measured and is able to express what it wants to reveal. In this study, the validity test used was the pearson correlation. Validity tests are carried out to measure the statements in the questionnaire.

Thus, based on the validity test, a question item is said to be valid if the r value of thecount item score against its total score is above 0.2144, or it is said to be invalid if the r value of the count of the question item is less than 0.2144. Therefore, the better the value of the Pearson correlation coefficient of an item, the better the validity of the item.

From the analysis, it can be understood  $r_{count}$  of all statements answered by respondents the value is greater than  $r_{table}$  which is 0.334. So it can be concluded that all statements on each variable are said to be valid and can be continued in the next study.

**Table. 1.** Effect of Gayes Leadership on Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.966	6.947		.2010	.053
X1	.407	.119	.510	3.405	.002

The variables X1 to Y significance values  $0.002 < 0.05$  and  $t \text{ count } 3.405 > t \text{ table } 2.036$ . Interpretation: according to table 4.14, the

results of the t test (partial) show that the significance value of the influence of the leadership style of the head of the madrasah

(X1) on Performance (Y) is  $0.002 < 0.005$  and the calculated t value is  $3.405 >$  the t value of table 2.036. Then Ho1 is rejected and Ha1 is accepted. This means that there is a significant

influence of the leadership style of the head of the variable madrasah (X1) on the teacher's performance as Variable (Y).

**Table. 2.** Effect of motivation on Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Beta	Beta		
1 (Constant)	12.150			2.180	.037
X2	.665	.510	.624	4.588	.000

Variables X2 to Y significance values  $0.00 < 0.05$  and t count  $4.588 >$  t table 2.036. Interpretation: according to table 4.14, the results of the t test (partial) show that the significance value of the influence of motivation (X2) on teacher performance (Y) is

$0.002 < 0.005$  and the calculated t value is  $3.405 >$  the t value of table 2.036. Then Ho2 is rejected and H2 is accepted. This means that there is a significant influence of variable motivation (X1) on teacher performance as Variable (Y)

**Table. 3.** Effect of Gayes Leadership and Motivation on Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	705.490	2	352.745	10.645	.000 <sup>a</sup>
Residual	1060.395	32	33.137		
Total	1765.886	34			

From table 3 it can be concluded that the significance for the influence of leadership style of the head of the madrasah (X1) and motivation (X2) on teacher performance (Y) is  $0.000 < 0.005$  and F count  $10.645 >$  F value table 3.35. This proves that Ho3 is rejected and Ha3 is accepted. This means that there is a significant influence of the leadership style of the head of the madrasah (X1) and motivation (X2) on teacher performance (Y).

the influence of the leadership style of madrasah heads and motivation on teacher performance in MTs. YPPTQMH Ambarawa, the following conclusions can be drawn 1) Partially, the leadership style of the head of the madrasah (X1) has a significant and positive effect on the performance of MTs. YPPTQMH Ambarawa teachers; 2) Partially, motivation (X2) has a significant and negative effect on the performance of MTs teachers. YPPTQMH Ambarawa; and 3) The leadership style variable of the head of the madrasah (X1) and the motivation variable (X2) have a significant effect together (simultaneously) on the

**CONCLUSION AND IMPLICATION**

Based on the results of research and discussions that have been carried out regarding

performance of MTs teachers. YPPTQMH Ambarawa.

Based on the conclusions that have been drawn and also based on the description of the research results, the author gives the following implications 1) The variable leadership style of the head of the madrasah that needs attention is the indicator of recognition of the status of subordinates appropriately and professionally because this indicator gets the lowest score is statement no. 12, namely the leader does not see the professional level of the teacher, with a value of 89. Improvement of this indicator can be done by the leader by asking for input from subordinates in making decisions; 2) The motivation variable that needs attention is on the timely indicator because this indicator gets a low score is statement no. 6 i.e. teachers work harder to obtain benefits, with a score of 90. Improvement of these indicators can be done by leaders by providing guidance, approach and motivation as well as rewards; and 3) The Teacher Performance variable that needs attention because this indicator gets a low score is statement no. 6, which is working according to work procedures, with a value of 93. Improvement can be done by looking at the abilities or talents of each teacher.

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