



Research on The Relationship Between Work Motivation, School Principal Leadership, and Teacher Performance In Madrasah Ibtidaiyah At Taufiq Lakarsantri Surabaya

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Abstract

Teacher performance has a very important role in the world of education and student development. Teacher performance directly influences student learning outcomes. This research aims to explore the impact of school principals' work motivation and leadership on teacher performance. The research method used is a quantitative approach through distributing questionnaires to teachers. This research focuses on the teacher population at MI At Taufiq Lakarsantri, Surabaya. The collected data was analysis using regression analysis to assess the extent to which the school principal's work motivation and leadership influenced teacher performance. The research results show that high work motivation and effective principal leadership have a significant influence on teacher performance at MI At Taufiq Lakarsantri Surabaya. High work motivation and effective leadership of the school principal contribute positively to improving teacher performance. The implications of these findings provide valuable insights for the development of human resource management strategies in educational institutions. This emphasizes the importance of increasing work motivation and strengthening the leadership role of school principals in supporting the achievement of educational goals. This research provides an important contribution to understanding the factors that influence teacher performance at Islamic Primary School called Madrasah Ibtidaiyah (MI) At Taufiq Lakarsantri Surabaya and can be the basis for efforts to improve and increase the quality of learning at the institutional level.

Keywords: Learning Motivation; Principal Leadership; Teacher Performance.

Introduction

Improving the quality of education is the main focus in efforts to achieve higher educational standards where the role of education personnel, especially teachers, is not only as teachers but also as agents of change in inspiring and shaping the younger generation. Teacher quality has a direct impact on learning effectiveness, student skill development and ultimately the quality of education (Surani & Miftahudin, 2018). Therefore, teacher quality is the main determinant of the success of reforming and improving the quality of education (Fatoni, 2017).

The teacher's example has an important role in shaping the character and development of students. Teachers who are positive examples can have a big impact on students' morals, ethics and attitudes. A teacher's example involves consistency between words and actions, as well as the ability to practice positive values in everyday life. According to the views of Masnawati and Hariani (2023), teachers who are role models usually have high integrity and demonstrate values such as responsibility, hard work, honesty and empathy. By practicing these positive behaviors, teachers set a strong example for students to follow. For example, a teacher who is diligent, diligent, and dedicated to his work can motivate students to develop

the same attitude towards learning.

Apart from that, teacher example is also related to the ability to communicate effectively, be fair, and treat each student with respect (Rafiuddin & Darmawan, 2023). Teachers who can manage the classroom well and create an inclusive environment set an example that diversity is valued and respected. By being a good role model, teachers can help shape students' character, inspire and motivate them to reach their best potential. As an authoritative and inspirational figure, a teacher's example has a long-term impact in forming positive values that will guide students throughout their life journey.

Teachers who have high professionalism are able to face various challenges in education, such as integrating innovative teaching methods and motivating students to achieve their best potential (Purwanti et al., 2014; HD & Darmawan, 2023; Maolana et al., 2023). Teacher quality does not only include understanding academic concepts but also interpersonal skills, effective communication, and application of moral values in daily teaching (Lembong et al., 2015; Djazilan & Darmawan, 2022). In improving the quality of education, professional development of teachers, increasing access to up-to-date educational resources, and improving working conditions are key (Yusutria, 2017).

The development of human resource management (HR) strategies in educational institutions is very important to achieve quality education goals (Darmawan, 2007). The human resources needs of educational institutions involve understanding the vision, mission and goals of the institution. By understanding these needs, institutions can plan employee recruitment, training and development accordingly. The importance of ongoing training and development cannot be ignored, to ensure that employees keep up to date with the latest developments in education and management. Implementing an objective and fair performance evaluation system will provide career development and performance improvement (Hutomo et al., 2012; Munir & Arifin, 2021). Additionally, creating an inclusive and supportive work environment will encourage employee motivation and engagement.

Teacher performance is at the heart of the discussion in improving the quality of human resources, especially in the education sector (Suastini, 2021). Teacher performance is reflected in their ability to carry out their educational mandate with full responsibility (Aprilianti et al., 2019). This consists of a willingness to carry out teaching duties inside and outside the classroom with full dedication. Furthermore, teacher loyalty and compliance with professional norms and moral responsibility are performance measures that are no less important. Teachers who are loyal to professional ethics and have a high sense of moral responsibility tend to have a positive impact on the learning environment (Octavia, 2020).

Teacher performance has a very significant direct impact on student academic achievement. Quality teachers are not only able to convey lesson material clearly, but also understand individual students' needs and learning styles. By providing effective teaching, teachers are able to create a learning environment that motivates and empowers students (Irawan & Darmawan, 2023). The motivation instilled by well-performing teachers can be the key to arousing students' interest in learning, encouraging curiosity, and improving the quality of their participation in class (Safitri & Darmawan, 2023). In addition, teachers who provide personal support and guidance can also help students overcome obstacles in learning, so that they can reach their maximum academic potential. Aspects of teacher performance are also reflected in their readiness to prepare all teaching equipment before carrying out the learning process (Susmiyati & Zurqoni, 2020). Thorough preparation includes lesson planning, understanding student needs, and using appropriate teaching methods.

Competency specifications are a very important basis for measuring a teacher's performance. According to Mardikaningsih and Hariani (2016), this competency includes three main aspects, namely knowledge, skills and attitudes. Knowledge includes a deep understanding of subject matter, teaching methods, and child development. Skills involve the

teacher's ability to design and implement learning effectively, so that students can achieve optimal learning outcomes. Attitude, on the other hand, reflects the teacher's character and ethics in interacting with students, parents and colleagues.

These criteria, as stated by Hafid (2017); Putra et al. (2017), is a strong basis for evaluating the extent to which a teacher is able to provide optimal contributions to students' academic and character development. Dahlia & Afriadi (2020) stated that teacher performance evaluations based on competency specifications not only provide an overview of students' academic achievements, but also pay special attention to aspects of students' character and morality which are expected to develop through interactions with teachers. Therefore, these criteria play an integral role in determining the success of teachers in achieving broader educational goals, namely forming a generation that is intelligent and has integrity. Firmansyah and Darmawan (2023); Masnawati and Masfufah (2023) emphasize that competency specifications also provide a foundation for teacher professional development. Through competency-based evaluation, teachers can identify their areas of strength and weakness, so they can design appropriate self-development programs. Thus, competency specifications not only function as an evaluation tool, but also as a guide to improving the quality of education through developing human resources in the education sector. As a result, teachers can continually improve the quality of their teaching, positively impact student development, and help achieve educational goals.

Teachers who demonstrate optimal performance have the ability to encourage students' critical thinking and creativity. They encourage students to not only understand information, but also to evaluate, analyze, and develop new ideas. Through challenging questions and assignments that encourage problem solving, teachers create a learning environment that stimulates students' critical thinking. Additionally, by supporting creative expression, motivating students to think outside conventional boundaries, and providing space for innovative ideas, teachers play an important role in stimulating student creativity. Thus, optimal teacher performance is not only focused on delivering lesson material, but also on forming critical thinking and developing students' creative potential (Masnawati et al., 2022; Masfufah & Darmawan, 2023).

High motivation in a teacher has a significant positive impact on their performance (Dewi, 2015; Pramudya & Mardikaningsih, 2022). A motivated teacher will see every deficiency in the school environment as a challenge that can be overcome. This motivation becomes a driving force for teachers to make maximum efforts to overcome various obstacles that may arise. When teachers feel good attention to their work, this will result in high motivation to give their best in carrying out their duties. Having attention and recognition for teacher performance not only increases motivation, but also builds a strong commitment to work (Putra et al., 2019). Teachers who feel appreciated will tend to have a high commitment to carrying out work with optimal quality and responsibility for the progress of the organization, in this case the school (Yulianto & Darmawan, 2024). This commitment arises because teachers feel that their efforts and contributions are recognized and have a positive impact on school development. Teacher work motivation also creates an internal drive to involve oneself in work activities with enthusiasm and dedication. Teachers who are intrinsically motivated will better understand the goals of the organization and feel connected to their personal goals (Maulia, 2023). This motivation gives teachers strength and positive energy to carry out learning activities, create a comfortable classroom atmosphere, and innovate in teaching methods (Oktiani, 2017).

The principal's leadership plays a role in guiding the school towards achieving goals effectively and efficiently (Saputro et al., 2022). A good principal is not only an administrator but also a leader who inspires and motivates his staff. When a teacher is supported by effective principal leadership, the result creates a supportive, enthusiastic, and professional

work environment (Sinambela et al., 2014; Hermendi et al., 2021). A good school principal will be able to guide, provide clear direction, and raise enthusiasm for the work of teachers in his school. The high work motivation of the school principal can be transmitted to staff, including teachers. By providing support and recognition for the efforts made by teachers, school principals help create a positive and productive work atmosphere. Akmal et al. (2015); Susanto (2016); Masnawati and Darmawan (2022) stated that school principals who are able to create a cooperative school culture and support teacher professional development will create an environment where teachers feel valued and motivated to improve their performance. As a result, achieving school goals becomes more likely to be done successfully. Effective principal leadership creates a positive, supportive and inspiring school climate. This contributes directly to teacher performance, increases job satisfaction, and ultimately, has a positive impact on student learning outcomes (Setiyati, 2014; Karina et al., 2015; Fachruddin et al., 2023).

The effectiveness of education is influenced by the effectiveness of teachers, who play an important role in the transmission of knowledge to students. MI At Taufiq Lakarsantri in Surabaya, which functions as an Islamic educational institution, faces great challenges and responsibilities to ensure the provision of high quality education. The rationale for this research comes from the recognition that teacher motivation and principal leadership contribute significantly to teacher performance. Therefore, the aim of this research is to examine the influence of the school principal's work motivation and leadership style on the teaching performance of MI At Taufiq Lakarsantri teachers in Surabaya

Research method

Quantitative approach is the main method to measure the impact of school principals' work motivation and leadership on teacher performance. The choice of this approach was based on the desire to present relationships between variables in a detailed and measurable manner, with additional knowledge about the factors that influence teacher performance.

The population of this study were all teachers at MI At Taufiq Lakarsantri, Surabaya, totaling 45 teachers. The sampling process were implemented thoroughly for all respondents. The variables involved in this research are:

1. Teacher work motivation (X.1) is a very important factor in influencing teacher teaching performance to achieve educational goals (Dewi, 2018). Indicators of teacher work motivation are (a) the need for achievement, (b) opportunities for development, (c) pride in one's work, and (d) the need for recognition (Ardiana, 2017).
2. The leadership of the school principal (X.2) is one of the factors that influences the quality of schools which has a significant influence in decision making and in influencing teachers to carry out work more efficiently and effectively to achieve good teacher performance (Syamsul, 2017). Damayani et al. (2020) mentions the leadership indicators of school principals as (a) educator, (b) personality, (c) managerial, (d) entrepreneurship, (e) supervision, and (f) social.
3. Teacher performance (Y) is a measure reflecting the teacher's capacity to fulfill their obligations and responsibilities within the school environment, particularly in the execution of educational activities. This involves the ability to motivate and positively influence students, ensuring that educational objectives are not only met but also aligned with expectations. This is observed through the teacher's demeanor, conduct, and overall job effectiveness (Muspawi, 2021). Indicators of teacher performance encompass heightened discipline, heightened sense of responsibility, enhanced role modeling, sub-competencies in work ethics, and collaborative efforts (Kartowagiran, 2011).

Data collection in this research were carried out through a survey using a questionnaire. The questionnaire was designed to include a number of questions that focused on two main

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variables, namely work motivation and leadership of the school principal and how these variables influenced the performance of MI At Taufiq Lakarsantri Surabaya teachers. Each question were a Likert scale with a rating range of one to five, where the number one indicates a level of disagreement or low, while the number five indicates the level of agreement.

Data analysis in this research includes the application of advanced statistical methods, especially multiple linear regression analysis. The aim of using this analysis is to measure the extent to which an independent variable can influence the dependent variable, and how significant the impact (Mardikaningsih & Darmawan, 2013).

Results and Discussion

Distribution of questionnaires to 45 teachers at MI At Taufiq Lakarsantri Surabaya. All teachers have responded to the questionnaire distributed. This shows a high level of participation from respondents which can increase the validity and reliability of the data collected.

Validity testing is an important step in research to assess the extent to which a measurement instrument can accurately measure the concept being measured. In this study, validity tests were carried out on two independent variables, namely work motivation (X1) and school principal leadership (X2) as well as one dependent variable, namely teacher performance (Y). The results of this validity test show that not a single statement item was eliminated from the measurement instrument because the corrected total item correlation value for all statements exceeded 0.3.

Reliability testing has been carried out by measuring the Cronbach's Alpha value and the results show that all variables have a good level of reliability, because the Cronbach's Alpha values all exceed the threshold of 0.6. The work motivation variable has a reliability value of 0.793, the principal leadership variable reaches a very high level of reliability at 0.976, and the teacher performance variable has a reliability value of 0.833. All of these values indicate that the measurement instruments used in this research are reliable and consistent in measuring work motivation, principal leadership, and teacher performance at MI At Taufiq Lakarsantri Surabaya.

Table 1. ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 922.003 | 2 | 461.002 | 33.200 | .000 ^b |
| | Residual | 583.197 | 42 | 13.886 | | |
| | Total | 1505.200 | 44 | | | |

The results of the F test show that the F-count value reached 33.200, with a significance level of 0.000. With a probability value lower than 0.05, it can be concluded that the regression equation shows a high level of significance. Further analysis indicates that together, the variables of work motivation and principal leadership have a significant influence on teacher performance at MI At Taufiq Lakarsantri. Therefore, these findings confirm that the variables of work motivation and principal leadership play a crucial role in simultaneously influencing teacher performance at MI At Taufiq Lakarsantri.

Table 2. Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | |
|-------|-----------------------------|------------|---------------------------|---|------|------|
| | B | Std. Error | Beta | | | |
| 1 | (Constant) | 2.734 | 5.142 | | .532 | .598 |

| | | | | | |
|----|------|------|------|-------|------|
| X1 | .708 | .178 | .481 | 3.982 | .000 |
| X2 | .290 | .090 | .391 | 3.239 | .002 |

The results of this research show a regression model with the mathematical equation $Y = 2.734 + 0.708X1 + 0.290X2$. From this model, it can be concluded that if all variables, namely work motivation (X1) and principal leadership (X2), have a value of zero, the predicted teacher performance value (Y) will be around 2.734. The number 2.734 in the equation represents the teacher performance value when work motivation and principal leadership do not contribute or have zero influence. The coefficients of 0.708 for work motivation and 0.290 for principal leadership indicate how much change is anticipated in teacher performance when there is a one unit increase in each variable. With a positive value, this coefficient indicates that increasing work motivation and leadership of school principals is positively correlated with increasing teacher performance.

Besides that, the analysis results in Table 2 show a significant level of significance for the work motivation variable with a value of 0.000. The principal leadership variable at MI At Taufiq Lakarsantri also shows high significance, namely 0.002. The success of achieving such a small level of significance explains that the school principal's work motivation and leadership have a partial influence on the realization of teacher performance at MI At Taufiq Lakarsantri. This proves its important role, along with significance that is less than the 0.05 limit which indicates a significant contribution to teacher performance at the MI At Taufiq Lakarsantri school level.

Table 3. Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .783 ^a | .613 | .594 | 3.726 |

The coefficient of determination expresses the extent to which the regression model can explain variations in the dependent variable. In this research, the R value obtained was 0.783, while the R Square value reached 0.613. These results reflect that around 61.3% of the variation in teacher performance at MI At Taufiq Lakarsantri can be explained by the variables included in the model, namely work motivation and principal leadership. This percentage indicates the level of accuracy and success of the model in describing the relationship between the independent variable and the dependent variable. The remaining, approximately 38.7% of the variation in teacher performance is influenced by other factors not included in the scope of this research.

The results of the analysis show that work motivation has a significant influence on the performance of MI At Taufiq Lakarsantri Surabaya teachers. This finding is in accordance with previous research conducted by Darmawan et al. (2015); Dewi (2015); Yuliana et al., 2016; Mardikaningsih et al. (2022) stating that there is a strong influence of work motivation on teacher performance, emphasizes that the enthusiasm and desire of teachers to carry out their duties optimally is a key factor in improving the quality of education.

High work motivation is the main key in improving the quality of education at the At Taufiq Lakarsantri Surabaya Madrasah Ibtidaiyah (MI) level. Ahmadiasah (2016); Ummat and Retnowati (2022) stated that intrinsic drives, such as the desire to achieve educational goals and satisfaction in making a positive contribution to student development, have a central role in creating sustainable motivation. This shows that work motivation does not just come from external material incentives, but also involves psychological and intrinsic aspects that give deep meaning to teacher work. These findings reflect that teachers who feel positively motivated tend to show high involvement in learning activities. Additionally, they are more likely to create innovations in their teaching methods, providing an engaging

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learning atmosphere for students. This approach not only creates a stimulative learning environment but can also have a positive impact on students' overall development. In research by Andayani and Darmawan (2004); Rahmiati and Aziz (2023), stated that teachers with high motivation also show a strong commitment to student success, proving that work motivation plays a crucial role in shaping the quality of education.

Based on these findings, serious efforts are needed to maintain and increase teacher work motivation at MI At Taufiq Lakarsantri Surabaya. This can involve a variety of strategies, from recognizing and rewarding teacher achievements, to creating a supportive and motivating work environment. By nurturing and strengthening teachers' intrinsic motivation, they not only improve their individual performance, but also have the potential to improve the overall quality of education in this institution. As a conclusion, an in-depth understanding of teachers' work motivation factors is a crucial first step in responding to educational challenges and ensuring the achievement of the desired educational goals at MI At Taufiq Lakarsantri Surabaya.

The results of statistical analysis show that the principal's leadership has a strong influence on the performance of MI At Taufiq Lakarsantri Surabaya teachers. A finding that is in line with research conducted by Setiyati (2014); Hariani et al. (2016); Maknun et al. (2023). Effective leadership from a school principal has a central role in directing the school towards achieving common goals. In Darmawan's (2014) view, effective leadership involves the ability to motivate and guide staff, especially teachers, so that they can work productively. A visionary school principal, as stated by Mukti (2018), has the ability to formulate clear long- and short-term goals. A well-defined vision provides firm direction for all school members, creates a cohesive framework and makes it easier for teachers to carry out their duties.

Apart from that, effective leadership also involves identifying individual potential, providing support, and providing space for self-development. According to Mardikaningsih and Darmawan (2021), school principals who are able to recognize the strengths and talents of individuals in their team can create a positive work environment. Providing support and space for self-development creates a work climate that is conducive to teacher professional growth. Increased teacher morale and performance, as stated by Kuswaeri (2017), is a direct result of a positive work environment, which in turn will have a positive impact on achieving school goals.

Therefore, to achieve school education goals, there needs to be a focus on increasing leadership competence, developing interpersonal skills, and implementing supportive strategies. School principals who continue to develop themselves in terms of leadership can set a positive example for their staff. Supportive strategies include coaching, training, and recognition of achievements. By focusing efforts on these aspects, schools can create an environment that motivates and empowers teachers to contribute optimally to achieving the school's educational goals.

Conclusion

Based on the findings from research conducted on the influence of work motivation and principal leadership on teacher performance at MI At Taufiq Lakarsantri Surabaya, it can be concluded that teacher work motivation at this institution has a very significant influence on their performance. Teachers who have enthusiasm and intrinsic drive to make maximum contributions, and feel satisfaction in achieving educational goals, tend to show better performance. This motivation is considered a key factor that shapes teacher dedication and productivity in carrying out learning tasks.

Apart from that, the principal's leadership also has a strong impact on teacher performance. School principals who are effective in providing direction, motivation and support to their staff can create a positive, dynamic and productive work environment. Adequate leadership can establish effective communication, open up space for participation, and provide appropriate incentives, all of which can encourage increased teacher performance. Thus, this research emphasizes the importance of a balance between individual work motivation and organizational leadership support in creating working conditions that enable teachers at MI At Taufiq Lakarsantri Surabaya to develop optimally. Therefore, researchers will provide the following suggestions:

1. Encourage the development of work motivation programs that can provide encouragement and recognition to teachers for their contributions. By identifying and responding to factors that can increase teacher satisfaction and morale.
2. Conduct training and leadership development for school principals to strengthen skills in providing direction and motivation.

Encourage active participation of school members in activities that strengthen working relationships and mutual respect.

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