



## Madrasah Principal Leadership in Increasing Work Motivation Teachers at Madrasah Tsanawiyah Negeri Batang Hari

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### Abstract

This study aims to analyze and describe (1) How is the work motivation of teachers at Madrasah Tsanawiyah Negeri 1 Batang Hari (2) How does the Principal carry out his role as a motivator at Madrasah Tsanawiyah Negeri 1 Batang Hari (3) How is the Principal's effort in improving teacher performance at Madrasah Tsanawiyah Negeri 1 Batang Hari. This study uses a qualitative approach with a case study method. Data were collected through in-depth interviews, observations, and documentation. The primary informants in this study were the Principal, teachers, and administrative staff. The results of this study are as follows: (1) The Principal of the Madrasah provides work motivation to teachers by encouraging them to attend relevant seminars or workshops. The Principal accepts suggestions and criticisms from all parties, teachers, staff, or other employees. Conducts ongoing supervision and evaluations (2) The Principal of the Madrasah as a motivator by fostering a sense of togetherness, solidarity, and good cooperation towards teachers with a sense of family. Builds a positive and collaborative organizational climate. (3) The efforts of the Head of the Madrasah to improve performance by providing teacher performance coaching, supervising teacher performance, providing motivation to teachers, creating a conducive working atmosphere, and implementing madrasah rules with discipline.

**Keywords:** Leadership, Principal, Work Motivation.

### Introduction

Education is about learning to achieve academic and moral achievements and implementing the Qur'an as a student guide. (Hafiz Abdul, 2016; Mutahhari, 1986) . The Qur'an is a holy book revealed to the Prophet Muhammad as a guide for humanity, and reading it is considered worship. Considering that the tradition of reading the Qur'an is significantly reduced, several institutions have begun improving the quality of their students' Qur'an learning. (MQ Shihab, 2006; Syarif & Idris, 2018). Improving the ability to read and write the Quran can be done by using the habituation method. So, with continuous practice, students will quickly grasp and always remember what is taught. (Imran, 2021; A. Shihab, 1990).

Quality educational institutions can be realized if they are supported by leaders who understand management because leadership and quality management are the most important aspects that influence the quality of education. (Fathurrahman, 2002; Tanjung et al., 2022; Thohir et al., 2021). The purpose of educational quality management is to maintain and improve the quality of education in a sustainable manner, which is carried out systematically to meet the needs of stakeholders. This achievement requires effective management and strong leadership so that these goals can meet the hopes and desires of the community. Therefore, the vision of educational institution quality management must take an active role in realizing the desires of stakeholders (Saputra, 2016; Syafaruddin, 2003).

In general, the duties and roles of the madrasah principal have five dimensions. In the Regulation of the Minister of National Education Number 13 of 2007 concerning the

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Standards of School or Madrasah Principals, which was later strengthened by the Minister of Education and Culture Regulation No. 6 of 2018 concerning the assignment of teachers as school/madrasah principals, it is emphasized that a school/madrasah principal must have personality, managerial, entrepreneurial, supervisory and social competencies. All of these competencies must be possessed by a madrasah principal in order to realize quality learning and achieve quality education in the Madrasah he leads (Iskandar & Machali, 2020).

A madrasah principal must be a motivator for the teacher council, able to encourage teachers to apply their abilities in carrying out their teaching duties, encourage teachers to apply their abilities, and encourage teachers to pay serious attention to their duties and responsibilities (Priatmoko, 2019; Tabroni et al., 2023). In short, as a supervisor, the madrasah principal should be able to foster teacher motivation. Supervision of the madrasah principal will make teachers more professional if the program can develop two dimensions of professional requirements, namely the dimension of workability and the dimension of teacher work motivation. (Iskandar, 2019; Qistiyah & Karwanto, 2020).

Leaders use their abilities and intelligence to take advantage of the environment and potential that exists in the organization. (Fathurrahman, 2002; Gibson et al., 2006; Tanjung et al., 2022). In other words, leaders try to involve members of the organization to achieve goals. The ability to move, direct, and influence members of the organization to achieve organizational goals is a form of leadership. The ability to influence the behavior of others towards specific goals is an indicator of a leader's success.

Allah SWT emphasizes the nature of leadership in the Qur'an as follows:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ  
وَذَكَرَ اللَّهَ كَثِيرًا ﴿٢١﴾

Meaning: Indeed, in the Messenger of Allah, you have a good example to follow for him who hopes for (the meeting with) Allah and the Last Day and remembers Allah much. (QS. Al Ahzab:21) (Indonesia, 2015).

The achievement of educational goals in a Madrasah depends on the expertise and policies of the head of the Madrasah, who is one of the leaders of the educational institution. The head of the Madrasah is a professional official in the Madrasah organization tasked with managing the organization and working with educators to educate and foster students to achieve educational goals. (Andriani & Hidayat, 2023; Iskandar & Putri, 2020). With the professionalism of the madrasah principal, the development of the professionalism of the educational staff is easy to do because, by their function, the madrasah principal understands the needs of the Madrasah they lead so that the competence of educators can be improved. The professionalism of educational staff is also consistently one of the most important factors in the quality of education.

In this study, the author takes from Sutisna's opinion in Mulyasa that leadership can be interpreted as an activity that influences people toward achieving organizational goals. Sutisna formulates leadership as "The process of influencing the activities of a person or group to achieve goals in certain situations." Soepardi defines leadership as the ability to move, influence, motivate, invite, direct, advise, guide, order, command, prohibit, and even punish (if necessary) and foster with the intention that humans as a management medium are willing to work in order to achieve administrative goals effectively and efficiently (Mulyasa, 2011).

As a top manager, the head of the Madrasah is expected to be able to influence his subordinates, especially teachers, to improve the quality of education. To do such work is not easy because such work requires several things that he must possess. They are not required to have abilities in the field of knowledge but must also have the skills to control emotions to understand themselves and others. The head of the Madrasah must try to improve teacher performance. One way is to motivate teachers. Motivation is important because it is a personal condition of the teacher that encourages him to carry out activities to achieve goals. Providing motivation means allowing teachers to develop their abilities to try as hard as possible and show the best work results. The researcher wants to see and analyze how the leadership of the Madrasah Head motivates teachers to improve the quality of learning so that the expected goals are achieved. So, the author raised the title Leadership of the Madrasah Head in Improving Work Motivation Teachers at Madrasah Tsanawiyah Negeri 1 Batang Hari.

### **Literature review**

According to Maslow, the hierarchy of human needs with high motivation will be arranged like a pyramid with five levels of needs. The lowest level of the pyramid shows the most basic human needs and then sequentially increases to the highest level of the pyramid, which shows the highest level of human needs. When a person has met a need, a higher need immediately becomes a new need that must be achieved. (Mullins, 2010; Rahmah, 2016) . The following need will become dominant if all these needs are substantially met. Individuals move up the hierarchy ladder (Bagas, 2020).

The first level of the hierarchy of human needs is our *physiological* needs. This level consists of the most basic physical needs and what we need to stay alive. These include food, drink, shelter, sleep, and oxygen (clothing, food, shelter). After fulfilling the first-level needs, we can satisfy the second-level *safety* or security needs. Security here does not only mean physical (although that is also included in this level) but also about the sense of security. It means that, in addition to physical security, this need also includes stability and dependency and protection from crime, terrorism, war, disease, natural disasters, and others. Security also includes mental security, such as freedom from fear, stress, etc. If we do not feel safe, we will not think about social needs or the need to be appreciated by others (Bagas, 2020).

According to Yunus, the factors that influence teacher work motivation are as follows:

1. A sense of security, namely the certainty of obtaining permanent employment, holding a position in the organization for as long as possible by what they expect.
2. Opportunity to advance (opportunity), namely the possibility to progress, move up a level, gain position and expertise.
3. Type of work, namely the existence of work that suits educational background, experience, talents, and interests.
4. The good name of the workplace (*company*), namely the company (school), gives employees pride when working at the company or school.
5. *Coworkers*, namely coworkers who are suitable for working at the same wages (pay), namely the compensation/income received.
6. A supervisor is a leader or superior who has a good relationship with his subordinates, knows them well and considers their opinions.
7. *Working hours*, namely regular or specific working hours in a day.
8. *Working conditions* include the cleanliness of the workplace, workspace, ventilation, noise, and smell.

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9. Facilities (*benefits*) include the opportunity for leave, health insurance, medical treatment, and so on.

In addition, according to another opinion, the factors that can influence a teacher's work motivation include:

1. Recognition and Appreciation: Recognition of good performance and appreciation from the school or community can increase teacher motivation. Feeling appreciated and recognized will motivate them to continue giving their best.
2. Supportive Work Environment: A positive, collaborative, and supportive work environment will help improve teacher motivation. It includes good relationships with coworkers, support from school management, and adequate facilities.
3. Professional Development: Teachers who have the opportunity to continually develop their skills and knowledge through training and professional development tend to be more motivated. They want to improve the quality of their teaching continually.
4. Ownership of the Teaching Process: Teachers free to design and manage their learning tend to be more motivated. Ownership of their teaching process can increase creativity and innovation.
5. Stable and Fair Working Conditions: Stable working conditions, including job security and fair compensation, can affect teacher motivation. Uncertainty or unfairness in working conditions can reduce motivation.
6. Relationship with Students: A good relationship between teachers and students can be a powerful source of motivation. Teachers can be delighted by seeing students progress and positively impacting them.
7. Clear Goals and Values: Teachers who clearly understand the goals and values of education and feel that their work makes a meaningful contribution to those goals tend to be more motivated.

Internal Factors: Besides external factors, teacher work motivation is also influenced by internal factors such as interest in the teaching profession, a sense of responsibility for the education of future generations, and personal satisfaction from work (Damanik, 2018; Sadirman AM, 2002).

### **Research method**

This research is a research study that uses a *qualitative research approach*. According to (John W. Cresswell, 2008), qualitative research intends to understand the phenomenon of what is experienced by the research subject holistically and descriptively in the form of words and language, in a unique natural character, and by utilizing various natural methods. This research occurred at Madrasah Tsanawiyah Negeri 1 Batanghari, in Muara Bulian. The selection and determination of the location were based on several considerations, namely gaps, interests, and suitability with the topic in this study.

The arguments underlying the researcher's choice of research location at Madrasah Tsanawiyah Negeri 1 Batanghari are: a) The research location is relatively close to the researcher's residence, b) Madrasah Tsanawiyah Negeri 1 Batanghari is a favorite Madrasah Tsanawiyah in Batanghari Regency, c) It is a madrasah that is active in Intra and Extracurricular activities. The main subject in this study is the Principal of the Madrasah and is supported by statements from several teachers and Administration boards.

The type of data in this study uses qualitative data, which is *non-numerical* data obtained through interviews, observations, or documentation. The dominant qualitative data types use verbal words and documentation. To obtain data holistically and comprehensively, and to pay attention to the suitability of the data with the focus and objectives in collecting data in this study using three techniques offered by Bogdan and Biklen, namely: 1) In-depth

interviews; 2) Observation ; 3) Document studies ( *study document* ) (Sugiyono, 2019). The following section will discuss each of the three techniques in detail. The things observed in this study can be presented in the following table:

Table 1 . Setting of observed events

No	Observed Situation	Information
1.	Physical condition: a. The atmosphere of the MTs N 1 Batanghari environment b. Offices, layout, and classrooms	Settings that are deemed necessary will be photographed/documentated.
2.	Agendas & Meetings: a. Admission of new students b. National/religious holiday ceremonies c. Internal Meeting of the Head of Madrasah and the Teachers' Council and administration d. Internal Meeting of the Principal and Deputy Principal e. Supervision and coaching f. Other ceremonial activities and meetings	If it is missed, then it will be replaced with an interview
3.	Teaching and learning process atmosphere: a. The learning process at MTsN 1 Batanghari b. Practical activities c. Curricular and extracurricular activities	Settings deemed necessary will be photographed/ the documentation
4.	Other activities: a. Academic activities at MTs N 1 Batanghari b. Other things related to the research focus	Settings that are deemed necessary will be photographed/documentated.

## Result/Findings

### Teachers' Work Motivation at State Junior High School 1 Batang Hari

Based on the results of interviews conducted by researchers, the leadership of the Madrasah Principal in its implementation is very appropriate in the current conditions. The existence of productive activities, such as carrying out seminars to improve the competence of teachers and education personnel to improve the ability to use learning media. In addition, the Internal MGMP activity is a forum for teachers who teach subjects together so that we can discuss. The existence of literacy as a means of monitoring and supervision to improve the vocabulary of teachers and employees (Interview with Mr. Doni Parizal, S.Pd., I., M.Pd. October 12, 2023).

These activities will reduce the burden on teachers, especially senior teachers, in mastering learning applications and increase teacher motivation to remain active and productive during the post-pandemic period. It is hoped that with these activities, teachers will continue striving to improve their literacy, impacting student achievement. At MTs N 1

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Batang Hari, the Principal uses a democratic leadership style. This leadership style is very appropriate to use currently to motivate teachers and education personnel to improve their performance. The principal does not only provide criticism but also vice versa. Teachers and employees are free to provide the best service to students. Consult with subordinates when making decisions. Moreover, it becomes a mediator when problems occur. This leadership is certainly highly expected by teachers and employees currently. With this leadership style, teachers and employees are motivated and continue to develop themselves to do their best.

Then, several indicators of teacher work motivation can be seen from

1. Internal Motivation
  - a. Responsibility: The level of responsibility of teachers in carrying out their duties reflects commitment to the work.
  - b. Clear Goals: The ability to set and achieve specific goals in teaching.
  - c. Feelings of Joy at Work: A sense of satisfaction and happiness in carrying out teaching duties.
  - d. Positive Feedback: Receiving and giving feedback on work results can improve morale.
  - e. Desire to Achieve: The drive to achieve better results and outperform others in performance.
2. External Motivation
  - a. Work Environment Conditions: Supportive physical and social environment, including facilities and relationships between coworkers.
  - b. Awards and Recognition: Receiving praise or recognition for achievements can increase work enthusiasm.
  - c. Adequate Compensation: Salary and benefits commensurate with the job contribute to motivation to perform better.
  - d. Opportunities for Development: Opportunities for personal and career development within educational institutions.
3. Performance Indicators
  - a. Duration and Frequency of Activities: How often and for how long teachers are involved in learning activities
  - b. Resilience in the Face of Challenges: The ability to remain committed despite adversity.
  - c. Aspiration Level: Teachers' ambition to achieve higher educational goals.

Based on the results of observations at Madrasah Tsanawiyah Negeri 1 Batang Hari, teachers can be classified into 3 large groups, namely:

1. Teachers with classification A have all indicators of teacher work motivation, such as internal, external, and performance indicators, as many as 5 people.
2. 7 teachers with classification B have several indicators of teacher work motivation and
3. Ten people are teachers with classification C who have a small number of teacher work motivation indicators (Observation October 13, 2023).

Based on the mapping above, 10 teachers do have a small part of the teacher work motivation indicators, so this is what the Principal of the Madrasah is concerned about to improve further their motivation, both internal, external, and work motivation. Paying attention to the level of teacher motivation and competence is needed to improve the quality of the Madrasah. It can build teacher performance and teacher enthusiasm. The researcher asked the Principal of the Madrasah the following question: How does the principal pay attention to teacher competence? The answer is as follows:

"Paying attention to teacher competency is very important to improve their performance, so what I do is if I have time, I will conduct a class review to see the mastery of

the material and then look at the teacher's lesson plan. Then I encourage teachers to improve their competency by participating in training, small training at the madrasah" (Interview with Mr. Doni Parizal, S.Pd., I., M.Pd. October 12, 2023).

Next, the researcher asked the teacher the same question: What kind of attention does the madrasah principal give to improve teacher competence? The answer is as follows:

"He makes class visits when he has time and looks at how the teacher teaches to see mastery of the material and the teacher's lesson plans. However, it could be said that the head of the Madrasah rarely comes to our class, maybe when he is too busy. He allowed us to take part in training outside of school and brought experts to this madrasa. "This is a form of attention from the head of the madrasah to improve the competence of teachers" (Interview with Mrs. Roziqoh, S.Pd.I, October 12, 2023).

From the interview results above, it can be understood that if the Principal of the Madrasah does not have enough time to visit the class to see the teacher's mastery of the material and see the teacher's lesson plan, this is a form of attention that the Principal of the Madrasah does to improve teacher competence. The Principal also permits teachers to participate in training and brings in experts to mentor the teachers at MTs N 1 Batang Hari.

Next, the researcher asked the head of the Madrasah: What do you do as the head of the Madrasah to improve teacher discipline? The answer is as follows:

"In this Madrasah, discipline is prioritized. The main thing I pay attention to in discipline is discipline in coming in and discipline in going out with a fingerprint attendance system, so if you are a little late, you are considered absent. So I also give directions during meetings so that discipline is maintained, and I also come earlier than the teacher, so that the teacher can follow my example" (Interview with Mr. Doni Parizal, S.Pd., I., M.Pd. October 12, 2023).

Next, the researcher asked the teacher the same question: How does the Principal of the Madrasah do to improve teacher discipline? The answer is as follows:

"Discipline is indeed highly prioritized in this madrasah, so whenever there is time or a meeting, the principal always talks about discipline, he also reprimands teachers who are late or teachers who are late entering the room, the principal will reprimand them" (Interview with Mrs. Iryani Pertiwi, S.Pd.I, October 12, 2023).

Based on the interview results above, it can be understood that discipline is the primary concern for MTs N 1 Batang Hari. Every time there is a meeting, the principal always conveys matters of discipline and reprimands teachers who are late and teachers who are late to class. Furthermore, the researcher asked the Principal of the Madrasah, "What supervision do you do to improve teacher competence?" The answer is as follows.

"The first thing I will do is supervise the learning devices by looking at the lesson plan, where there are deficiencies, they will be fixed, then later there will be observations in the classroom, all teacher teaching systems, so I will go into the classroom to see the teacher teaching, whether the teacher is just sitting around in class or what" ( Interview with Mr. Doni Parizal, S.Pd., I., M.Pd., October 12, 2023)

Next, the researcher asked the teacher the same question: What kind of supervision does the madrasah principal do to improve teacher competence? The answer is as follows:

"The principal always supervises every activity of the madrasah, both in the learning section, he looks at the teacher's lesson plan, observes the teacher in class when the teacher is teaching, and where there is a teacher's mistake, he always provides direction or coaching either during a meeting or is called to the principal's office to be given direction or motivation" ( Interview with Mr. Doni Parizal, S.Pd., I., M.Pd. October 12, 2023). From the interview results above, it can be understood that supervising teachers, such as supervising teachers while teaching and supervising teacher lesson plans, will motivate teachers to

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develop and provide their ideas. In this case, the Principal of MTs N 1 Batang Hari has seen and supervised teachers in the learning process.

In line with this, the Head of Madrasah said the following:

"We will provide what teachers need, for example providing the tools needed by teachers, such as learning media, infocus and we direct teachers to use media while learning so that students do not get bored, in this madrasah learning media is still lacking. And also thank the active and high-achieving teachers so that their motivation increases. And I also encourage teachers to be more enthusiastic and more active in the teaching and learning process." (Interview with Mr. Doni Parizal, S.Pd., I., M.Pd October 15, 2023).

Next, the researcher asked the teacher: How does the madrasah principal encourage teacher enthusiasm? The answer is as follows:

"Such as coaching on teacher mastery of materials, media mastery, improving quality, providing books, but giving rewards or money to teachers who excel has not been done, perhaps due to limited funds, he only expressed his gratitude to teachers who excel and are active during meetings" (Interview with Mr. Doni Parizal, S.Pd., I., M.Pd. October 15, 2023).

From the interview results above, it can be understood that coaching material mastery, media mastery, improving teacher quality, and providing media are motivational encouragements carried out by the Principal of MTs N 1 Batang Hari to his teachers. Another form of motivational encouragement by the Principal of MTs N 1 Batang Hari is expressing gratitude to teachers who have achieved it. With this, teachers will be more motivated to carry out their duties.

Involving teachers in managing and designing quality education is necessary because it can build work enthusiasm for teachers. To put this, the researcher asked the head of the Madrasah, how do you involve teachers in designing and planning quality education? The head of the Madrasah's answer is as follows:

"Actually, in education, we all have to be involved, meaning we empower teachers, then we also do whatever is best for quality improvements, so these teachers are our partners in developing, we collaborate, form teams, let's say we want to do something to improve quality, we have a quality team, so the involvement is actually not just teachers, we also involve students, then we also involve the committee, supervisors, so all these elements will have an influence and always work together." (Interview with Mr. Doni Parizal, S.Pd., I., M.Pd. October 12, 2023).

From the interview results above, it can be understood that by involving teachers and staff in providing ideas for the progress of the Madrasah, teachers will be more motivated to develop and provide their ideas. In this case, the Principal of MTs N 1 Batang Hari Madrasah has involved teachers and other staff in planning and developing quality education. The leadership of MTs N 1 Batang Hari Besar Madrasah has implemented open management; this can be seen from the leadership of the principal, who invites and involves teachers and other staff in designing and planning quality education.

### **The Head of Madrasah in carrying out his role as a motivator at Madrasah Tsanawiyah Negeri 1 Batang Hari**

The head of the Madrasah must motivate teachers and education personnel to carry out their main tasks and functions. Every teacher has unique characteristics, so special attention is required from the head madrasah so that teachers are willing to use their time to improve professionalism, especially in improving the quality of education.

In addition, according to researchers, the head of the Madrasah, in his role as a motivator, must also understand things that can improve motivation can be grouped into four categories, namely (1) personal needs as a human being, for example, the need to be appreciated, need for achievement, need for self-esteem, need for friendship, and the need to



be seen as valuable in society; (2) factors inherent in the work situation, for example, the nature and type of work, opportunities to be considered part of a group, career advancement opportunities, work environment, opportunities for creativity and innovation; (3) management system, teachers and education personnel like to know and need to know everything that is expected of them and the tasks they perform are part of the effort to achieve organizational goals; and (4) the social system that is reflected in society.

Planning a program is very necessary to achieve the vision/mission of MTs N 1 Batang Hari to create a skilled and noble Islamic generation. It is planned to improve teachers' performance in planning learning activity programs at MTs N 1 Batang Hari. The Principal of MTs N 1 Batang Hari has a planning function and role as a motivator in various ways, including as an educator; the Principal of the Madrasah focuses on curriculum development and teaching and learning activities at the Madrasah. The principal carries out curriculum development with the ability to guide teachers, develop the potential of teachers' pedagogical abilities, and provide teaching examples.

Based on the interview, the researcher conducted an observation regarding the planning. The Head of Madrasah allowed all Teachers' Councils to make decisions through deliberation at each meeting. It is one form of teacher performance motivation for giving opinions in planning an educational program activity at the Madrasah.

At MTs N 1 Batang Hari, teaching and learning activities are the core of the educational process, and teachers are the primary implementers and developers of the curriculum in Madrasah. The Principal of MTs N 1 Batang Hari has shown a high commitment and focus on curriculum development and teaching and learning activities in the Madrasah. The principal carries out curriculum development through the ability to guide teachers, develop their potential, and provide teaching examples. The principal's program in the educational field is realized by participating in the IKM (Implementation of the Independent Curriculum) program, which is currently in its early stages of implementation. As expressed by Mr. Doni Parizal, the head of the MTs N 1, Batang Hari madrasah, said that.

"The program to improve the performance of teachers and employees is by creating an annual program, by participating in the IKM Socialization. To improve teacher performance including a Daily Lesson Plan, a Yearly Program, and a Semester Program. For employees by participating in training and career development." (Interview with Mr. Doni Parizal, S.Pd., I., M.Pd on October 12, 2023).

Then, in line with what was explained by the Deputy Head of Academic Affairs, Mr. Juhri, S.Pd.I as follows: "The Meeting before entering the new school year is always held every year, designing learning activity programs, dividing teaching tasks and other teacher tasks according to their positions, and motivating teachers to be more enthusiastic in facing the new school year. At every Meeting I always tell the importance of teachers, to always being professional in carrying out their duties and obligations, including making teaching and learning tools such as Daily Lesson Plan, a Yearly Program, and a Semester Program. " (Interview with Mr. Juhri, S.Pd.I October 12, 2023 ).

Based on the observation results, the researcher saw that the head of the Madrasah always motivated his subordinates to gain skills, knowledge, and abilities that would later be useful in carrying out their duties. Another task of the head of the Madrasah as a manager is to motivate his personnel to be able to work as well as possible according to their respective duties; in this case, the head of the Madrasah motivates his personnel by enforcing discipline and various efforts so that they can work as well as possible. He has done his job well despite not being done optimally. Good performance is the hope for every Madrasah to be able to make improvements. To improve this performance, the head of the Madrasah motivates teachers, as in his role as a motivator (Observation Date October 14, 2023).

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The results of the interview above show that establishing a good relationship between the leader and the subordinates is necessary. Good communication between the leader and the subordinates will foster a harmonious atmosphere in the madrasah environment; with good communication, the subordinates will also.

Teacher performance is closely related to their duties as teachers who are required to be professional in teaching. Thus, they can actualize basic teaching skills in their daily duties to achieve this success. The basic skills and attitudes that every teacher must have are the ability to master the material of each subject, the ability to master assessment methods and techniques, the teacher's love for their duties, and high work discipline.

Delivering learning materials to teachers in class is identical to three main interrelated issues: class management, media and learning resources, and learning methods.

In Madrasah, teaching and learning activities are the core of the educational process, and teachers are the primary implementers and developers of the curriculum. The Principal of MTs N 1 Batang Hari has shown a high commitment and focus on curriculum development and teaching and learning activities in Madrasah.

The head of the Madrasah carries out curriculum development through the ability to guide teachers, develop the environment, and provide teaching examples. The Madrasah Head's program in the educational field is realized by following the 2013 curriculum program. As expressed by the head of the MTs N 1 Batang Hari madrasah:

The program to improve teacher and employee performance is created by creating an annual program that follows the 2013 curriculum. Improving teacher performance includes a daily lesson plan, a yearly program, and a semester program. For employees, it is done by following training and career development." (Interview with Mr. Doni Parizal, S.Pd., I., M.Pd on October 12, 2023).

Rewards *are* one form of motivation that is very important to teachers and education personnel to improve their professionalism and reduce less productive activities. The implementation of awards can be linked to their achievements openly, and they can achieve them. Therefore, the head of the Madrasah must try to use this award appropriately, effectively, and efficiently to avoid the negative impacts that it can cause.

### **The efforts of the Head of Madrasah in improving teacher performance at State Junior High School 1 Batang Hari**

In improving the quality of the Madrasah, the leadership of the Madrasah head has an important role, namely being responsible for facing changes in the Madrasah. Leadership that can prepare new thinking in the process of interaction activities in the Madrasah environment by making changes or adjustments to the objectives, target objects, configurations, procedures, inputs, processes, and outputs of a Madrasah by looking at the demands of the development of the times. The problem of improving teacher performance is the most important part that teachers must possess at the education level or educational unit. Theoretically, teacher competence cannot be separated from the personality of the teacher himself or social competence, which will be implemented practically in educational units. In this case, the Principal of the Madrasah has an important role in improving teacher performance, as discussed above. As a leader in an institution, what cannot be separated is his ability to provide stimulus to teachers to improve their performance as educators.

Based on the results of observations at Madrasah Tsanawiyah Negeri 1 Batang Hari, teachers can be classified into 3 large groups, namely:

1. Teachers with classification A have all indicators of teacher work motivation, such as internal, external, and performance indicators, as many as 5 people.
2. 7 teachers with classification B have several indicators of teacher work motivation and

3. Ten people are teachers with classification C who have a small number of teacher work motivation indicators (Observation October 13, 2023).

## **Discussion**

### **The Head of Madrasah in motivating teachers at the State Junior High School 1 Batang Hari**

To improve the work motivation of teachers, the head of the Madrasah makes several other efforts namely first, the head of the Madrasah adjusts the placement of positions. Placement of positions is adjusted to the personal characteristics of individual teachers, as seen from their educational background, diplomas, expertise, work experience of interest, and attitudes and personalities. The head of the Madrasah places teachers in the correct position so that they feel happy, their potential can be utilized, and the implementation of education can be accounted for. If the placement of positions does not match their abilities, then the teacher's performance will not be optimal.

Second, accepting suggestions and criticism. The principal accepts suggestions and criticisms from all parties, teachers, staff, or other employees. Thus, teachers, staff, and other employees are expected to be motivated to provide ideas, suggestions, or criticisms related to school development, which are then discussed together for decision-making.

Third, continuous and comprehensive supervision, namely, the head of the Madrasah, supervises teachers in carrying out an activity, materials in meeting needs, and obstacles that occur. Supervision is carried out so that the Head of the Madrasah knows and analyzes the teachers' weaknesses and strengths as one of the benchmarks for policy making.

The four madrasah principals conducted evaluations by conducting performance assessments of all teachers at MTs N 1 Batang Hari at the end of each semester. Then, they provided input if there were errors or deficiencies according to the expected criteria and felt obstacle solutions if the teacher felt obstacles.

Based on the interview results, it can be understood that the head of the Madrasah is required to increase teacher work motivation in various ways. Motivation is carried out to foster teacher enthusiasm in carrying out their duties and functions so that they can run effectively. The leadership of the head of the Madrasah at MTs N 1 Batang Hari has provided good motivation to teachers and other staff by giving rewards or awards to teachers who carry out their duties and functions well. The head of the Madrasah MTs N 1 Batang Hari is also motivated in various ways, including giving awards and at least words of gratitude to teachers who have worked well.

The duties of the head of the Madrasah related to the management of the Madrasah include his leadership role as the head of the Madrasah, who is responsible for all school policies, including motivating educators or teachers. Quality and adequate teacher performance are necessary to create high school productivity. Educational staff performance can be improved by taking several appropriate and valuable actions.

The principal as a motivator has been quite good so far, but the Principal has not implemented it optimally. It can be seen from the fact that there are still inadequate facilities and infrastructure to support the teaching and learning process implementation, such as the absence of practice rooms and practice tools for fulfilling practical subjects. It makes it tricky for teachers of practical subjects, such as craft subjects, to provide learning materials.

### **The Head of Madrasah is a motivator at the State Junior High School 1 Batang Hari.**

The principal approaches teachers by fostering a sense of togetherness, solidarity, and cooperation with teachers with a sense of family (Abdul Aziz, 2023; Rahmat, 2023). The Principal also fosters an open attitude toward teachers by being friendly towards teachers and greeting them regardless of rank (Sari et al., 2022). Thus, it is hoped that teachers will not

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feel afraid because they consider the Madrasah's Principal superior to subordinates. However, teachers can consider the Principal of the Madrasah as someone who has the same goals and can then unite to achieve these common goals.

In addition, to create a good and harmonious atmosphere, the principal always accustoms all members of the Madrasah to instill the 5S, namely smile, greet, greet, be polite, and courteous. When the Principal, the board of teachers, and the students meet, they do not hesitate to greet each other, shake hands, and smile. It is also done to guests who visit the school/madrasah, such as researchers.

Implementing discipline. The principal motivates teachers by enforcing discipline, namely by making regulations that teachers must implement. Because sometimes motivation arises from coercion or binding regulations. In instilling discipline in teachers, the principal also makes himself a role model for teachers, namely by starting to exemplify small things such as discipline when entering school.

The Principal of the Madrasah always comes to the Madrasah before the students arrive at the school/Madrasah and approaches the students by greeting and shaking hands in front of the school/madrasah yard. Although the Principal of the Madrasah has other activities outside the Madrasah, the Principal always takes the time to come to the Madrasah before the students arrive. With this, the teachers admit they are motivated to always come to the Madrasah before the students arrive.

Next, the principal awards teachers based on good work performance. The principal gives something to teachers individually or in groups who perform well or do something superior in a particular field. The award is usually in the form of a certificate and sometimes accompanied by gifts. Giving awards is one form of compelling motivation. Here are some reasons why giving awards can be a powerful motivation.

Motivation is a force or drive that arises within a person so that the person acts or does something to achieve a specific goal. This motivation can also be caused by other people, such as the head of the Madrasah, who provides enthusiasm and inspiration to achieve the desired results. In other words, motivation is something fundamental that drives someone to work. The core of providing motivation is fostering employees' self-awareness that working is necessary.

Motivation can direct if a target or goal is desired by the individual so that motivation brings the individual closer to achieving a goal. In addition, it can activate and increase activities if the motivation obtained is large or strong. Then, a person will do an activity seriously, directly, and enthusiastically to increase the possibility of success.

This motivation can be divided into two important parts: intrinsic and extrinsic. However, intrinsic motivation is the most influential and long-lasting. It can provide satisfactory results because it arises based on one's awareness to obtain the desired results.

Motivation is the primary driver behind human behavior. It motivates individuals to act, whether to achieve a goal, satisfy a need, or seek satisfaction. Motivation helps individuals determine priorities in their lives. People tend to be more motivated to pursue goals that they consider important or valuable. Motivation provides the energy and persistence to overcome obstacles and barriers to achieving goals. It helps individuals stay focused and determined in pursuing what they want.

As a motivator in a madrasah, a principal has a vital role in creating a supportive work environment, motivating staff, and encouraging students' academic and non-academic achievements. Based on the results of field observations, the principal carries out his role as a motivator with various strategies, including:

1. Providing a Clear Vision and Goals. The principal provides a clear vision and goals that inspire staff and students. This helps motivate them to work toward a common, meaningful goal.

2. Principals communicate high expectations for staff performance and student achievement. By setting high standards, they provide challenges that encourage continuous improvement.
3. The principal provides strong support to staff and students. It includes recognizing achievements, encouraging students when faced with challenges, and providing necessary resources and guidance.
4. A principal encourages the professional development of staff by providing training, workshops, and other opportunities to learn and develop. It helps to improve their motivation and performance.
5. The principal facilitates collaboration and teamwork among staff and builds an inclusive and supportive work culture. Teamwork can increase motivation and productivity and create a pleasant work environment.
6. The principal provides constructive feedback to staff and students. Good feedback can help them improve their performance and feel appreciated for their efforts.
7. As a leader, the principal also serves as a role model for staff and students. They must demonstrate a high commitment to the school's goals and values, a positive attitude, and a good work ethic.
8. The principal can celebrate achievements with staff and students as a form of appreciation and recognition. It creates a sense of pride and increases morale.

In addition, giving awards can improve morale and work spirit in a team or organization. When team members feel appreciated and recognized, they tend to be more motivated to work together effectively and achieve common goals. Rewards provide positive reinforcement for desired behavior. When someone receives a reward for their accomplishments or efforts, they tend to feel recognized and appreciated, which increases their motivation to do more.

### **The efforts of the Head of Madrasah in improving teacher performance at State Junior High School 1 Batang Hari**

Communication is essential in the life of the madrasa community, just like the blood flow in the human body. In carrying out his duties, the head of the madrasa needs to communicate with all community members to invite, give orders, organize, convey, provide encouragement, and build understanding among the people he leads. Meanwhile, the problem that often occurs is the lack of good communication between the head of the madrasa and the teachers, which results in the madrasa running according to the interests and drives of each ego.

In communicating with employees, the Principal uses a communication pattern. A communication pattern is a form or relationship between two or more people in the process of sending and receiving in the right way so that the intended message can be understood and delivered. The Principal can use interpersonal communication patterns. Interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of others directly, both verbally and nonverbally.

The Principal must have open and effective communication with teachers. It includes taking the time to listen to input and problems teachers face and providing constructive feedback regularly. The communication style of the Principal when conducting supervision has a significant role in impacting the psychology of the person being supervised, because the communication style has a magical power in showing the charisma of the Principal's leadership. The Madrasah Principal's communication style has become a power that needs to be studied more deeply. In general communication theories, the thing that is the center of attention is the process of information processing experienced by a person through the nervous system and their senses. Intrapersonal communication theories generally discuss the

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process of understanding, remembering, and interpreting symbols captured through the five senses.

In order to improve teacher performance, the head of the Madrasah and his staff always invite teachers to discuss plans and determine programs that will be implemented in order to achieve the goals of the Madrasah, especially in the field of improving teacher performance by the vision and mission of MTs N 1 Batang Hari. In the meeting/discussion, the head of the Madrasah gives teachers the freedom to express ideas and constructive suggestions related to improving teacher performance, for example, encouraging teachers to conduct further studies and attend training and seminars supporting teacher teaching quality.

The communication delivered by the principal to the teaching staff at MTs N 1 Batang Hari is quite good. Good communication can be seen in the performance of the principal, namely from the way he carries out his duties and responsibilities as a leader; the Principal always involves educators and education personnel in improving the positive image of MTs N 1 Batang Hari through various activities to guide and direct students in the process of organizing these activities. In addition, the principal always maintains communication and fosters good relationships with educators and education personnel, both inside and outside the madrasah environment, respects his subordinates, tries to understand every situation, and tries to find solutions to every obstacle.

Some MTs Negeri 1 Batang Hari teachers teach subjects that do not match their graduate qualifications. For example, PAI graduates, in addition to receiving religious lessons, are also responsible for teaching SBK / Prakarya / Regional Languages. Problems like this often occur at MTs Negeri 01 Lumajang because no teachers are SBK / Prakarya / Regional Languages graduates. Therefore, the Principal asked the center to delegate teachers who are SBK / Prakarya / Regional Languages graduates. However, this problem does not make the teaching and learning process fail because teachers are concerned with learning and honing their knowledge to understand the lesson.

The head of the Madrasah has duties and roles as a leader in the Madrasah he leads. The head of the Madrasah requires skills and competency standards to carry out the role and duties of a leader. The competency standards of the head of the Madrasah are stated in the Regulation of the Minister of National Education Number 13 of 2007 concerning the Standards of the Head of the Madrasah, that the head of the Madrasah must have competencies or abilities that include personality, managerial, entrepreneurial, supervisory, and social competencies.

In this case, the head of the Madrasah can improve teacher performance through coaching and developing the teacher profession, which aims to improve performance and is carried out continuously so that it can create performance by the desired requirements. The more often the teacher profession is developed through various activities, the closer the teacher is to achieving the predicate of a professional teacher in carrying out his duties so that the hope of better teacher performance will be achieved.

### **Conclusion**

As for the results of the analysis above, this research shows that (1) The principle in providing work motivation to teachers at Madrasah Tsanawiyah Negeri 1 Batang Hari is to encourage teachers to attend relevant seminars or workshops. The principal accepts suggestions and criticisms from all parties, teachers, staff, or other employees. Carrying out continuous and comprehensive supervision, namely, the principal supervises teachers in carrying out activities, materials in meeting needs, and obstacles. Evaluations are carried out by conducting performance assessments of all teachers at MTs N 1 Batang Hari, which are carried out at the end of each semester. (2) The Principal of Madrasah, in carrying out his role

as a motivator at Madrasah Tsanawiyah Negeri 1 Batang Hari, is to foster a sense of togetherness, solidarity, and good cooperation towards teachers with a sense of family. Building a positive and collaborative organizational climate and Encouraging open communication between all parties in Madrasah. Continually accustom all madrasah residents to instill 5S: smile, greet, greet, and be polite. Enforcing discipline by making regulations that teachers must implement because sometimes motivation arises from coercion or binding regulations. Giving awards to teachers based on good work performance. (3) The efforts of the Head of Madrasah in improving teacher performance at Madrasah Tsanawiyah Negeri 1 Batang Hari are to provide teacher performance coaching, provide teacher performance supervision, provide motivation to teachers and create a conducive working atmosphere and implement madrasah rules with discipline.

### **Declaration of conflicting interest**

This research was conducted without any pressure, intervention, or influence from any party, including sponsoring institutions, funders, or parties interested in the research results. We have no personal, financial, or professional relationships that could affect the objectivity or interpretation of the research results. All parties who contributed to this research have been given credit according to their roles and contributions, and no conflicts of interest could affect the data's transparency or validity.

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