Madrasah Teacher Performance Improvement Through Madrasah Head Leadership and Teacher Motivation

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Info Artikel	Abstract
Keywords: Teacher Performance; Madrasa Head Leadership; Teacher Motivation	This study was conducted at Madrasah Schools using quantitative research methods under the supervision of the Sunan Giri Prigen Foundation. Respondents in the study were 63 people. Direct distribution of a questionnaire to the respondents served as the method of data collection. The respondents then employed statistics to analyze the information or responses. The tests for normality, linearity, heteroscedasticity, and multicollinearity are the ones that come next. Validity and dependability are also examined by these tests.. The evaluation of the multiple linear regression data analysis comes next, and the study hypothesis is checked in the last test. The study's conclusions show that every component of the research question has been accepted as true and reliable. The conventional assumption test's findings demonstrated that this study could use all of the data. The results showed that the leadership of the madrasa head had a favorable influence of 40.1%. The principal's leadership style and teacher competency both have a positive and considerable impact on kids' emotional intelligence, and there is a 33% effect of motivation on teacher performance.
Kata kunci: Kinerja Guru; Kepemimpinan Kepala Madrasah; Motivasi Guru	**Abstrak**. *Penelitian ini dilakukan di Sekolah Madrasah dibawah naungan Yayasan sunan giri prigen, dengan metode penelitian kuantitatif. Jumlah responden pada riset ini berjumlah 63 orang metode pengambilan data menggunakan kuesioner yang dibagikan langsung terhadap responden, yang selanjutnya data atau jawaban responden tersebut diolah dengan menggunakan statistik. Tahapan nya adalah, melakukan uji validitas, uji reliabilitas, uji asumsi klasik yang terdiri dari uji normalitas, uji linieritas, uji heterokesdastisitas dan uji multikolineritas. Tahap selanjutnya adalah melakukan uji analisis data dengan memakai regresi linier berganda dan uji yang terakhir adalah melakukan uji hipotesis penelitian. Hasil penelitian menunujukkan bahwa keseluruhan item pertanyaan penelitian ini dinyatakan valid dan reliabel. Hasil uji asumsi klasik seluruh data dinyatakan layak untuk digunakan pada penelitian ini. Hasil riset didapatkan fakta jika kepemimpinan kepala madrasah mempunyai pengaruh secara positif 40,1%. Selanjutnya pemotivasian terhadap kienrja guru terhadap kinerja guru memiliki pengaruh sebesar 33% dan secara bersama-sama kompetensi guru dan gaya kepemimpinan kepala sekolah memiliki pengaruh positif dan signifikan kepada kinerja guru.*

INTRODUCTION

Reviewing teacher performance is necessary in light of the current issues. Keeping in mind that a nation's teachers are its most valuable resource can help the country's thinking advance (Adriana et al., 2023; Pratiwi & Warlizasusi, 2023; Rahayu et al., 2023). The impact on education quality will be better and more favorable the better the instructor performs. The government has made significant efforts to raise teacher effectiveness. Pratama reported that 17,945 madrasas and schools had lower performance in 2021(Putra, 2021). Rythya demonstrated that extensive training, oversight, and capacity building are required to enhance the performance and quality of teachers(Rohmat, 2022; Rythya, 2021). Based on these data, it is necessary to carry out an analysis to improve teacher performance in the future, and can also be used as a basis for making educational policies.

Teacher effectiveness is the way a teacher carries out his duties in the areas of activity strategy design, carrying out activities, and evaluating learning results (Rachman et al., 2022). As Billy indicated, one aspect that affects teacher performance is the leadership of the head of the madrasa or school(Santris, 2019). The capacity for controlling or influencing others within an organization is referred to as leadership (Aisyah et al., 2022; Mohzana et al., 2023; Prasetyo, 2022). The role of leadership in education nowadays is madrasah leadership, which includes organizing, planning, carrying out, and overseeing. A number of earlier studies found that the ability of the madrasah principal to direct teachers can enhance teacher performance (Bahrudi Efendi Damanik & Dedi Suhendro, 2022; Erlangga et al., 2015; Karweti, 2010; Kepemimpinan et al., 2018).

Motivation has an impact on teachers' performance in addition to the madrasa head's leadership. A number of exercises are used to motivate teachers so they are focused on the goals they have been given (Dudung, 2018; Huda et al., 2022; Pratiwi & Warlizasusi, 2023). Additionally, anything that can inspire enthusiasm or encouragement to work is considered to be motivating. This encouragement may originate inside or externally (Sahrul et al., 2022). Teacher performance is influenced by motivation, which includes signs of the urge for achievement, affiliation, and for power (Silaban & Nastiti, 2022). Organizations find it easier to accomplish goals when teachers are highly motivated (Hasibuan, 2016). According to several findings, the kalikula did not significantly and favorably affect teachers' performance (Kalikulla, 2017).

Finding research gaps and evaluating the consistency of earlier research findings are the goals of this study. The issue presented by this study is how the leadership and motivation of the madrasah principal affect teacher performance. This study question further clarifies the issue at hand: How big of an impact does the Madrasah Principal's leadership have on the effectiveness of the Madrasah Teachers? Second, how much of an impact does motivation have on the effectiveness of Madrasah teachers? The third question concerns how the leading role of the Madrasah Principal affects and boosts Madrasah instructor performance concurrently (all at once).

The following temporary solutions are chosen based on how the problem was originally formulated. 1) The effectiveness of madrasa teachers is positively and significantly impacted by the madrasa head's leadership. Research by Puspitasari, which asserts that principal administration affects teacher performance, lends support to this ad hoc response(Puspitasari et al., 2020). 2) The performance of teachers is significantly impacted by motivation. This hypothesis is backed by studies done by Ardiana, which found that 1) Leadership and motivation have a positive influence on teacher performance, 2) Teacher work motivation has a positive and significant impact on teacher performance, and 3) Motivation and leadership have a positive impact on teacher performance. Based on earlier research by Karweti, it is claimed that principal administration has

Imaduddin

a major effect on the effectiveness of instructors, with motivation serving as the primary motivator (Karweti, 2010).

RESEARCH METHODS

During the study, the relationship between variables is investigated using quantitative approaches and an explanatory research strategy (Kartiko et al., 2020). This study was carried out at the Sunan Giri Foundation in Prigen Pasuruan. From Madrasah Ibtidaiyah to Madrasah Aliyah, the Sunan Giri Foundation has madrasas. Within a three-month period, this study was completed. The variables utilized in this study are of two different types: the exogenous variable, which includes the leadership and motivation of the madrasa head (X1 and X2, respectively), and the endogenous variable, which is the effectiveness of the madrasah teachers (Y).

This study makes use of a questionnaire that it got from respondents. The questionnaire consists of a number of statements or questions, the results of which are scored on a Likert scale from 1 to 5, with a score of 1 being awarded for strongly disagreeing responses (sts), a value of 2 being awarded for disagreeing responses (ts), a value of 3 being awarded for neutral responses (n), a score of 4 being awarded for agreeing responses ((4), and a score of 5 being awarded for strongly agreeing responses (ss)(Likert, 1974). Before being delivered to respondents, each question on the disseminated questionnaire underwent validity and reliability testing. The table provides a description of the questions' sequence 1:

Tabel 1. Research Instrument

Variable	Indicator	Question/Statement Items	Scale
Madrasa Principal Leadership (X1)	1. Division of work	The job I accept is in accordance with the main tasks and functions within the organization Each member of the organization has the same workload Specializing in certain jobs The division of labor based on capabilities possessed	Likert
	2. Balance authority	Leaders do not use their position to act outside the rules Do not act arbitrarily to members Leaders appreciate the results of work done by members	Likert
	3. Discipline	I do not like to circumvent organizational rules Enter and leave work on time Leaders set an example in terms of discipline	Likert
	4. Command U:	I obey the leadership Carry out all instructions from the leadership	Likert
	5. Unity of Direction	I understand the vision of the Principal of the Madrasah I support the vision of the Madrasah Principal Able to follow and align thoughts to achieve organizational goals	Likert
Motivational	1. Responsibility	I am able to complete the work according to the main task I am fully responsible for the assignments I receive. I carry out work based on priority scale I carry out my assignments on time I carry out the teacher's administrative work in accordance with the provisions of the time.	Likert

	2. Achievements Achieved	I feel happy working as a teacher in this place	Likert
		The working environment conditions at this school support work activities	
		I am highly dedicated to achieving the best.	
	3.Self-development	I work optimally to achieve the best performance	Likert
		I initiated a Research class room	
		I get achievements based on the tasks I do according to the target.	
		I get bonuses outside of my school salary	
		The salary I receive has been able to meet the basic needs of life	
		Selection to be the best teacher makes me want to develop myself	
	4. Independence in action	The school provides opportunities for promotion	Likert
		The school gives rewards to employees who have good performance	
		The school gives a warning if the task is not completed on time	
		Leaders appreciate with praise to subordinates for work achievements achieved	
		I am satisfied with my salary as a teacher	
		The work I do is well paid.	
Teacher performance (Y)	1. Activity Program Planning	The school provides visual aids in carrying out learning activities	Likert
		Each teacher is provided with a computer to support work.	
		Design your own student learning resources based on learning objectives	
		There are study books and learning media	
		I formulate indicators based on basic competencies	
	2.Implementation of learning activities	teaching equipment provided by the school,	Likert
		I start and end lessons on time.	
		The equipment provided has met the needs of the teacher	
		Availability of furniture for teacher needs	
		In each lesson, I have reflected the personality of a teacher that students can emulate	
	3. Assessment of Learning Outcomes	Observe and record the participation of each student in discussion activities.	Likert
		The assessment criteria that I use are in accordance with the competencies being assessed.	
		I convey the results of the assessment to students and provide feedback when showing them to students	
		Prepare additional assignments for those who get remedial grades	
		Assessment criteria have been conveyed to students (open assessment).	

I'll now talk about the sample and population. The sample is the portion of the population that has been chosen as the sample, whereas the population is the complete item being studied(Anwar, 2011). Due to the sampling technique's use of probability sampling, every

component of the population has an equal chance of being selected as a sample. 63 teachers from the Sunan Giri Prigen Foundation made up the study's population. It is preferable to use the full population as a sample because there are not 100 samples available.(Gani et al., 2022).

The term "primary data" refers to information that has been received directly from respondents(Moleong, j, 2006). These initial data were then put to the test using the traditional assumption test, which includes the multicollinearity, heteroscedasticity, and normality tests. In the meantime, our study employed numerous linear regression tests to assess the data. The following model equation is used:

Y=α+X1β1+X2β2…n+e

Information

Y = Teacher Performance

X1=Leadership of the Madrasah Principal

X2=Motivating

α = Constant

β1β2 = regression coefficiente = derajat kesalahan.

Additionally, the F Test and Test T were used in this study's research to confirm each of the hypotheses.

RESULT AND DISCUSSION
RESULT

Data on the validity test, reliability test, conventional assumption test, multiple linear regression, and the outcomes of hypothesis testing were gathered for the study. The following analysis employs a method to evaluate the validity of the instrument that calculates the validity test results using the Pearson product moment coefficient..

$$r_{xy} = \frac{N\sum XY - \sum X.\sum Y}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

When the product moment table is used for validity testing, df = n-2 is guaranteed, so that 63-2 = 61 with sig. = 0.05 results in a two-sided r table of 0.254. Therefore, if r count is more than r table, statement items are legitimate. Because the value of the r table is 0.251 less than the value of the r count, the validity test findings of the principal's leadership, inspiration, and teacher performance are likewise legitimate.

However, the outcomes of the alpha formula reliability test are as follows:

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma_1^2}{\sigma_1^2}\right]$$

Furthermore, the results are shown in table 2 below:

Tabel 2 Hasil Uji Reliabilitas

No	Variable	Cronbach Alpha > 0,60	Information
1	Madrasa leadership	0,842	Reliabel
2	motivational	0,896	Reliabel
3	Teacher performance	0,896	Reliabel

All of the questions and statements on the research a tool that was employed in this investigation were determined to have passed a reliability analysis and be dependables, with each item receiving a score of 0.60 or higher on the reliability measure known as Cronbach's alpha.

The normalcy test, heteroscedasticity test, and multicollinearity test make up the traditional assumption test. The residual value is assumed to be normally distributed if the normality test using the Kolmogorov-Smirnov test yielded a significance value of 0.281 > 0.05, as shown in table 3 below.

Table 3 Kolmogorv-Smirnov Test
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		44
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	7,23473514
Most Extreme Differences	Absolute	,142
	Positive	,142
	Negative	-,082
Test Statistic		,141
Asymp. Sig. (2-tailed)		,281[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

According to the test's findings for heteroscedasticity performed using scatterplot image analysis, the dots must be randomly distributed and must be located both above and beneath the Y axis's zero point. It can be concluded that there is no heteroscedasticity in this instance and that the regression model is workable. used. The conclusions of the scatterplot are displayed in Figure 1 below.
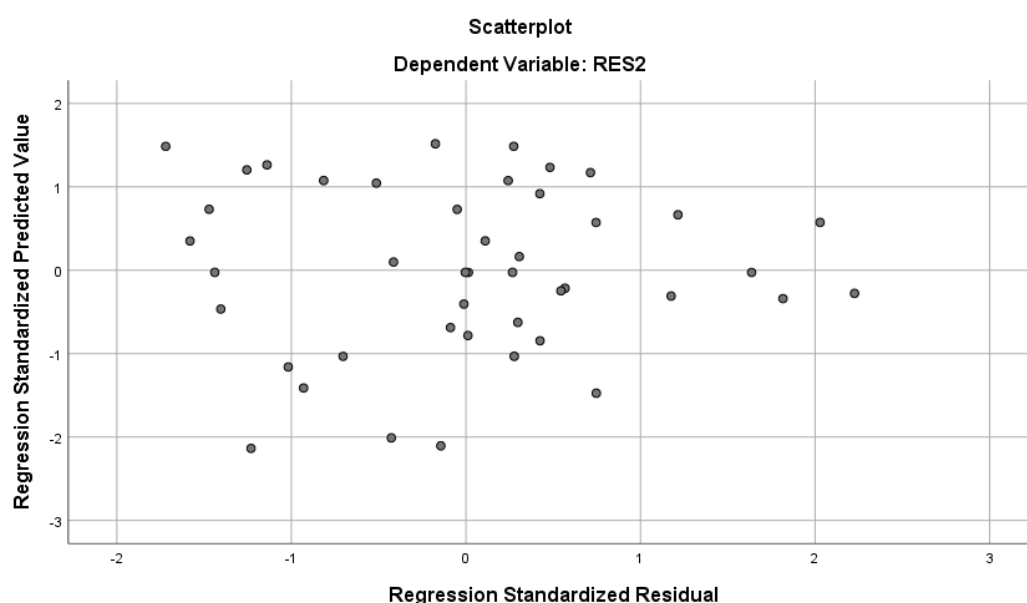
Figure 1 Scatterplot

Heteroscedasticity can be determined in a variety of ways. One of them is by taking a look at the graph plot between the independent variable's residual and its predicted value (ZPRED). The predicted variables are shown on the Y-axis of the scatterplot graph between SPRESID and ZPRED, while the residuals (Y predictions - Y series) are shown on the X-axis.

The scatterplot image above demonstrates how the points are dispersed at random and are dispersed above and below the Y-axis value of 0. There isn't a definite pattern. So Given that this regression model exhibit heteroscedasticity, it may be argued.

The final traditional using an assumption test multicollinearity test. This checks to see In the event that the regression model's independent variables are correlated with one another. The correlation matrix shown below is used to compute the test's results:

Table 4 Multicollinearity Test Results
Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	81,666	15,177		5,381	,000		
	TotalX1	,401	,183	,088	4,551	,005	,938	1,067
	TotalX2	,330	,158	,031	3,193	,008	,938	1,067

a. Dependent Variable: totally
Source: Primary data processed, 2023.

The results of the tolerance measurement show that no independent variable has a tolerance of higher than 0.10. No independent variable has a VIF value greater than 10, according to the computation of the variance inflation factor (VIF). The coefficients in the aforementioned figure make it evident that the VIF number is about 1.067 (variable X1) and 1.067 (variable X2). Because the result is smaller than 10, it may be deduced that the independent variable is based on the conventional multicollinearity assumption.

Following the traditional assumption test, a variety linear regression test was conducted with the intention of revealing the analysis of the variables that were hypothesized for this study. Table 5 below shows the outcomes of the data processing that are the primary determinants in the research penetration model.

Tabel 5 Hasil Uji Regresi Linier Berganda
Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	81,666	15,177		5,381	,000
	TotalX1	,401	,183	,088	4,551	,005
	TotalX2	,330	,158	,031	3,193	,008

a. Dependent Variable: totally
Sumber: Data primer diolah, 2023.

The following equation can be used to represent the model in multiple linear regression :

Y = 81.666+ 0.401X1 + 0.330X2 + e

The following can be deduced from the equation above:

a. The regression coefficient of the main leadership variable (X1) is ß1 = 0.401. Because the sig value is less than 0.05 and equals 0.005, if H1 is valid, it suggests that the teacher's performance is influenced by the madrasah head's leadership.

b. The motivating variable (X2)'s regression coefficient is ß2 = 0.330. If H2 is accepted, a sig value of less than 0.05 only yields a value of 0.008, which has significance, indicating that motivation affects teacher performance.

Table 6 below presents the coefficient of determination and the T test for the F test findings in order to test the hypothesis.

Tabel 6 Hasil Uji F
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23,047	2	11,524	7,210	,000[b]
	Residual	2250,680	41	54,895		
	Total	2273,727	43			

a. Dependent Variable: totally

b. Predictors: (Constant), TotalX2, TotalX1

Sumber: Data primer diolah, 2023.

According to table 6, the findings show that Fcount = 7.210 and that the sig level is = 0.00, which is less than 0.05. This means that Fcount is more than Ftable (7.210 > 2.418). This reveals whether H3 is approved. This implies that both the principle and motivation have an impact on a teacher's performance.

The objective of the following coefficient of determination test is to quantify the relative contributions of the independent and dependent variables. These findings suggest that the madrasa principal's leadership style and motivation can explain teacher performance:

Tabel 7 Koefisien Determinasi
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,101[a]	,010	,387	7,40909	2,048

a. Predictors: (Constant), TotalX2, TotalX1

b. Dependent Variable: totally

The corrected R Square determination coefficient value is 0.387, as shown in the table above. This can be used to determine whether the principal's inspiration and leadership both have a simultaneous positive impact on teacher performance of 0.387 or 38.7%. While other factors that were not examined in this study are responsible for the remaining 61.3%.

Each independent variable's impact on the dependent variable is examined using the t test. The following table shows the outcomes of this t test.

Imaduddin

Tabel 4.21 Hasil Uji T
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	81,666	15,177		5,381	,000
	TotalX1	,401	,183	,088	4,551	,005
	TotalX2	,330	,158	,031	3,193	,008

a. Dependent Variable: totally

Sumber: Data primer yang diolah, 2023

Hypothesis 1: The impact of madrasah leadership on teaching effectiveness

Testing the relationship between the madrasah leadership variable and the performance of madrasah teachers separately yields a coefficient value of 0.401, indicating that there will be an increase in the madrasah principal's leadership variable, resulting in an increase in teacher performance of 40.1% if other variables are held constant.

The leadership variable for the madrasah principal has a tcount value of 5.381 and a ttable value of 1.680. This demonstrates that the principal's leadership affects teacher performance, with a significant value of 0.005, as indicated by the tcount > ttable (5.381> 1.680). This significant value indicates that the principal's leadership variable has a substantial impact on teacher performance because it is smaller than the significant level of 0.05.

The influence of the madrasa head's leadership variable on teacher performance as much as 40.1% indicates that hypothesis 1 in this study has been examined for its validity, according to the description above.

Hypothesis 2: Performance motivation

Testing the motivating variable's influence on teacher performance yielded a partial coefficient value of 0.330, which indicates that, provided other variables are constant, the teacher's performance will increase by 33% for every increase in the motivating variable by 1. The statistical t value for the motivating variable is 5.381, while the significant t value is 0.008. The significant t value indicates that the value is less than the significant level of 0.05, supporting Hypothesis 2 that the motivating variable has a substantial impact on teacher performance. With the finding that 33% of motivational factors have an impact on teacher performance

Hypothesis 3: The effectiveness of teachers is influenced by the leadership of the madrasah head.

The following table shows the impact of the madrasa head's leadership and motivation on teacher performance.

Tabel 4.22 Hasil Uji T Secara Simultan
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,101[a]	,010	,387	7,40909	2,048

a. Predictors: (Constant), TotalX2, TotalX1

b. Dependent Variable: totally

Sumber: Data Penelitian diolah, 2023

The purpose of this study was to investigate the relationship between the madrasah principal's leadership and the teachers' overall performance using data that was simultaneously acquired. Considering all other variables to be constant, the adjusted R square of 0.387 indicates that teacher performance will rise by 38.7% for every unit increase in the leadership and motivating factors of the madrasah principal.

With the finding that the principal leadership and motivational variables simultaneously (together) affect teacher performance to the extent of 38.7%, while the remaining 61.3% is influenced by other variables not investigated in this study

Discussion
The Influence of the Principal's Leadership on Teacher Performance

Referring to the calculated values that have been accessed in the last section, It demonstrates that the influence of the madrasah head's leadership on teacher effectiveness has a notable effect at the significant level = 0.05. It is said to be very valuable because the results of this calculation are obtained by the correlation coefficient r = 0.401. This also implies that principals provide performance teachers with participatory work. This clearly shows there being is a significant relationship between the teacher's work environment and the leadership of the madrasa head. Due to the fact that this is the case, there is a marked difference between the principal and the motivator, which as a result, the employment status of a teacher can be determined by how the principal tells good or bad about himself or his ability to lead the school in question.

The participation assigned by the madrasah leadership variable to teacher performance is 40.1%, this figure shows the very important role of separate or partial testing. It was found that there was a very important influence from the leadership of the madrasah head on teacher performance.

The research above has supported the idea that the leadership of the madrasa principal determines quality; without good leadership, the quality improvement process cannot be realized and implemented. The influence of the principal's leadership is not merely instruction; it focuses more on motivational or generating efforts, which can inspire teachers and employees to be more initiative and creative, thus increasing performance levels(Fitria & Hakim, Alwasih, 2022).

The Effect of Motivation on Teacher Performance

According to Dudung, motivation stems from the word motivation which can be interpreted as a driving force that transmits readiness to start a series of activities in one behavior(Dudung, 2018). Motivation is a way that explains the intensity, direction, and seriousness of an individual in achieving what is intended (Judge, 2008).

Teachers who have high motivation at work will always work hard to solve or find solutions to all kinds of problems that are in front of them with the main reason being to get much better performance results than before. Various characteristics that can be seen from someone who has work motivation, including the following: 1) the results depend on the effort and abilities he has compared to the results of the group, 2) have skills when completing complex jobs, and 3) Repeatedly providing input in accordance with how he should carry out his work optimally, effectively and efficiently.

If linked with educators or teachers themselves, a conclusion can be drawn if teacher work motivation is a process that aims to encourage teacher behavior to achieve mutually agreed goals. Work motivation is a strong desire for someone to carry out work responsibilities, if someone has

a great desire originating from himself or a dominant desire that is large and comes from outside himself, it will have an impact on that person will be stimulated or intrigued that he will do everything as perfectly as possible (Sechandini et al., 2023; Yamin et al., 2023). As a result, good movement and stimulus comes from internal and external employees will get maximum performance, but on the contrary if employees do not have encouragement and stimulus to carry out their work it will have an impact on their work results and will make the teacher's performance worse.

With this, it can be explained if motivation has an impact on teacher performance if a person is highly motivated when doing a job, his performance will be high, but on the contrary, the lower a person's motivation in carrying out his job responsibilities, then his performance will decline. Of these things, motivation can also be assessed as a driving force that causes people to do something to achieve their goals at work.

The results of this research corroborate with research conducted by Agustina et al., where the research results explain that there is a dominant influence between work motivation on teacher performance at MTsN in Bontotiro District, Bulukumba Regency(Agustina et al., 2020; Karim et al., 2023).

The Effect of Madrasah Principal Leadership and Motivation on Teacher Performance

In the results of the hypothesis test show that the principal's leadership and motivation simultaneously cause good results on teacher performance. This result is indicated by Adjusted R Square of 0.387, which means that for every increase in the madrasah principal's leadership and motivational variables by 1, teacher performance will also increase by 38.7% assuming that other variables are considered constant. The findings of this investigation support earlier studies. conducted by (Fengky et al., 2017).

Based on the whole discussion in the MAN teacher performance research, Sunan Giri Prigen Foundation, it is possible to improve teacher performance in a comprehensive and gradual manner, based on the finding from the outcomes of a number of regression analysis where the leadership factor of the madrasa principal is more dominant and followed by motivation for the teacher.

CONCLUSSION

The study's findings indicate that while motivation and leadership individually have an impact on teachers' performance, the principal's leadership has a greater overall influence than motivation, therefore the madrasa head must always be aware of how his instructors are feeling. In theory this research can be used as a benchmark for future researchers, and in practice madrasa managers can use it to manage the institutions they manage, while this research has a limited number of variables and a relatively small population. In the future, researchers can review the consistency of the results of this study and add new variables and use different research methods to increase the population

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