



The Effect of Work Motivation of Madrasah Principals on Teacher Performance in Madrasah Aliyah Negeri 3 Batanghari Provinsi

Ansori ¹, Luqmanul Hakim Hawasyi ², Usman Handoyo ³

¹ Institute Agama Islam Nusantara Batang Hari, Indonesia

² Institute Agama Islam Nusantara Batang Hari, Indonesia

³ Institute Agama Islam Nusantara Batang Hari, Indonesia

Corresponding Author: Ansori, E-mail: ansori1183@gmail.com

Received: June 01, 2021	Revised: June 03, 2021	Accepted: June 08, 2021	Online: June 08, 2021
ABSTRACT In principle, teachers have a high enough potential to be creative in order to improve their performance. these influencing factors include factors that arise from within the teacher's person, such as the teacher's spersonality, or factors that arise from outside the teacher's person, including motivation. Therefore, every leader in an educational institution needs to have certain strategies to improve performance. Based on the results of observations made by the author on teachers at Madrasah Aliyah Negeri 3 Batanghari, there are various kinds that affect teacher performance, which the author considers to be a problem and is very worthy of further research on. "The Effect of Work Motivation of Madrasah Principals on Teacher Performance in Madrasah Aliyah Negeri 3 Batanghari". Keywords: Teacher, Motivati, Performance			

Journal Homepage <https://ejournal.iainbatanghari.ac.id/index.php/attasyrih/index>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite: Ansori,Ansori., , Hawasyi, H, L., Handoyo, U. (2021). The Effect of Work Motivation of Madrasah Principals on Teacher Performance in Madrasah Aliyah Negeri 3 Batanghari Provinsi. *At-Tasyrih: Jurnal Pendidikan dan Hukum Islam*, 7(1), 17-25.
<https://doi.org/10.55849/attasyrih.v7i1.85>

Published by: Pusat Penelitian dan Pengabdian Masyarakat, Institut Agama Islam Nusantara Batang Hari

INTRODUCTION

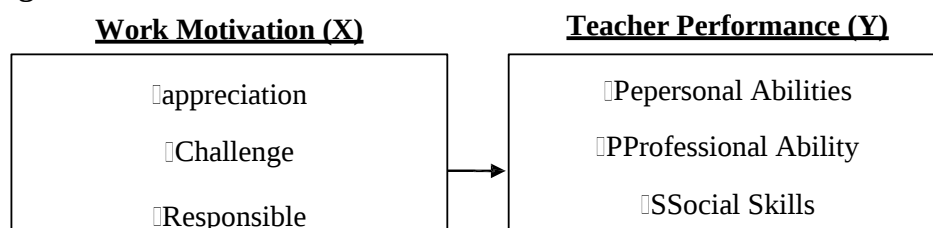
Teacher's performance has always been the center of attention, because teachers are a determining factor in improving learning achievement and playing a role in improving the quality of education (Qureshi dkk., 2022). In principle, teachers have a high enough potential to be creative in order to improve their performance. These influencing factors include factors that arise from within the teacher's person such as the teacher's personality, or factors that arise from outside the teacher's person, including motivation (Gabriela dkk., 2022). Motivation is the encouragement that a teacher gets from his boss. The motivation obtained will greatly affect the performance of the teacher, motivation is an impetus that arises from a person to do something, a teacher who has high motivation will try to give the best that can be done, because he has a high commitment (Kartel dkk., 2022). Therefore, for every leader in an educational institution it is necessary to have a certain strategy to improve the performance of teachers. Based on the (grand tour) the results of the observations that the author made on teachers at Madrasah Aliyah Negeri 3

Batanghari, there are various kinds that affect teacher performance, this is what the author considers to be a problem and is very worthy of further research on (Keshav dkk., 2022). "The Effect of Work Motivation of Madrasah Principals on Teacher Performance in Madrasah Aliyah Negeri 3 Batanghari" this is what the author considers to be a problem and is very worthy of further research on (Dewi S dkk., 2022). "The Effect of Work Motivation of Madrasah Principals on Teacher Performance in Madrasah Aliyah Negeri 3 Batanghari" this is what the author considers to be a problem and is very worthy of further research on (Hikmah dkk., 2022). "The Effect of Work Motivation of Madrasah Principals on Teacher Performance in Madrasah Aliyah Negeri 3 Batanghari"

Basis Of Theory, Framework Of Thinking. performance is the final result or work ability of a person or group of people for a job at a certain time. The form of performance can be in the form of the end or products of goods and services, forms of behavior, skills, competencies, facilities and so on (Demina dkk., 2022). An educator must have some basic abilities as an effort to improve the quality of education (Anoum dkk., 2022). The department of education and culture has formulated the basic abilities that teachers must have (Ilham dkk., 2022), namely personal abilities and professional abilities (Firman dkk., 2022). The Ministry of Education and Culture further details the three groups of abilities into ten basic abilities, namely: (1) Mastery of subject matter along with basic scientific concepts. (2) Management of teaching and learning programs. (3) Classroom management. (4) Use of media and learning resources. (5) Mastery of educational foundations. (6) Management of teaching and learning interactions. (7) Student achievement assessment. (8) Introduction of guidance and counseling functions and programs. (9) Introduction and implementation of school administration (Najeed et al., 2022; Qureshi et al., 2022; Safitri et al., 2022). (10) Understanding the principles and the use of the results of educational research for the benefit of improving the quality of teaching (Safitri dkk., 2022). Some of the main sources that cause ineffective performance are individual factors, factors from the organization, factors from the external environment.

Mmotivation is defined by Fillmore H. Stanford that "Motivation as an energizing condition of the organism that serves to direct that organism towards the goal of a certain class" (Motivation is a condition that moves humans towards a certain goal) (Hartini dkk., 2022). In short, on the one hand, passively, motivation appears as a need as well as a driving force that can mobilize all potential, both employees and other resources. On the other hand, from an active perspective, motivation appears to be a positive effort in mobilizing the power and potential of employees in order to achieve goals productively. Work motivation is the encouragement or stimulation given to someone to have the will to act (Nopiana dkk., 2022). This encouragement can be done in various ways, for example by increasing wages, rewards, and rewards which are certain bonuses (Rohmalimna dkk., 2022a). With indicators: rewards, challenges and responsibilities.

Thinking Framework



By referring to the various theories described above, the influence between research variables can be directed as shown above (Rohmalimna dkk., 2022b). The work motivation of Madrasa principals has an effect on teacher performance.

RESEARCH METHODOLOGY

This research is a quantitative research with a survey approach type (Liang dkk., 2019). According to Suharsimi Arikunto, quantitative research is a research approach that is required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results¹. The population in this study were all 13 teachers at Madrasah Aliyah Negeri 3

Batanghari In this study the research sample was the entire study population . this isbecause the study population is less than 100 people, so researchers use total sampling as a sampling technique. Total sampling means making all members of the population as the research sample (Yang dkk., 2020). So in this study, all 13 teachers at Madrasah Aliyah Negeri 3 Batanghari were the research samples. Validity is the truth or validity of the research instrument used (Zhao dkk., 2022). Validity shows the extent to which the measuring tool measures what you want to Measures: If rcount is positive and rcount > rtable then the variable is valid, If rcount is not positive and rcount < rtable then the variable is invalid.

RESULT AND DISCUSSION

The descriptive statistics used is a measure of central symptoms which includes the highest score, lowest score, average (mean) (Asadi-Pooya & Simani, 2020), values that often appear in respondents' answers (mode), mean (median), standard deviation (standard deviation) and sample variance.

the the description of the data presented in this section includes variable data on the variable learning model (X) and learning outcomes (Y), after being processed using descriptive statistics with the SPSS version 20.0 program (Wolraich dkk., 2019). Variable Work Motivation Variables (X) are measured through a questionnaire consisting of 17 statement items. .

No.	class intervals	Ffrequency	Relative Ffrequency (%)	Cum Frequest
				1
			7.692307692	
2	63 - 67	2	15.38461538	3

3	68 - 72	8	61.53846154	11
4	73 - 77	1	7.692307692	12
5	78 - 82	1	7.692307692	13
AMOUNT		100		

Based on the table above, the mode, median and mean values are in the fourth interval class 68 – 72 (Huhn dkk., 2019). In addition, the number of respondents who get the highest score and the lowest score is balanced so that the data tends to be normally distributed (Asadi-Pooya & Simani, 2020). The table above also illustrates that the frequency distribution of the Work Motivation variable is a symmetrical curve.

The Teacher Performance Variable (Y) was measured through a questionnaire consisting of 17 statements

No.	class intervals	Ffrequency	Relative Ffrequency (%)	Cum Frequest
			7.6923077	1
2	54 - 59	2	15.384615	3
3	60 - 65	7	53.846154	10
4	66 - 71	2	15.384615	12
5	72 - 77	1	7.6923077	13
AMOUNT		13	100	

Based on the table above, the mode, median and mean values are in the fourth class interval from 60 to 65 (Ye dkk., 2020). In addition, the number of respondents who obtained the highest score and the lowest score were balanced so that the data tends to be normal distributed (Carod Artal, 2020). The table above also illustrates that the distribution of the teacher performance variable frequency is a symmetrical curve.

Qesting the analysis requirements used consisted of three types, namely the normality test, homogeneity test and linearity test (Abdel-Mannan dkk., 2020). The following will describe the test results one by one using the help of the SPSS version 20.0 program (Zhang dkk., 2020). The data normality test can be done with the Kolmogorov-Smirnov test. By first determining the testing hypothesis, namely:

Ho : data is normally distributed

Ha : data is not normally distributed.

Normality test

Work Motivation Normality Test (Variable X)

Tests of Normality

Kolmogorov-Smirnova Shapiro-Wilk

Sstatistics	df	Sig.	Sstatistics	Df	Sig.
.177	13	.200 *	.933	13	.371

Based on the table above, the value of Sig = 200 is obtained (Kolmogorov- Smirnov test). The value of 200 is greater than the value of α (alpha) 0.05. Or 200 >

0.05, then the work motivation data (X) comes from a population that is normally distributed.

Teacher Performance Normality Test (Variable Y)

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Sstatistics	Df	Sig.	Sstatistics	Df	Sig.
Teacher Peformance	.183	13	.200	.906	13	.163

Based on the table above, the value of Sig = 200 is obtained (Kolmogorov- Smirnov test) (Wang dkk., 2020). The value of 200 is greater than the value of α (alpha) 0.05. Or $200 > 0.05$, then the teacher performance data (Y) comes from a population that is normally distributed.

Homogeneity test

Homogeneity Test of Work Motivation (Variable X) ANOVA Work motivation Based on the results of the calculations by SPSS above, the r (sig) value is smaller than the determined α (alpha) level (ie 0.05) or $0.030 < 0.05$ so that the scores on the Work Motivation variable and the scores on Teacher performance variables spread homogeneously.

Homogeneity Test of Teacher Performance (Variable Y)

Teacher Performance

	Sum of		Means		
	Squares	Df	Square	F	Sig.

Between Groups 486,500 9 54,056 108,111 .001, Within Groups 1,500 3,500, Total 488,000 12. Based on the results of the calculations by SPSS above, the r (sig) value is smaller than the determined α (alpha) level (ie 0.05) or $0.001 < 0.05$ so that the scores on the teacher performance variable and the scores on Work Motivation variable spreads homogeneously.

Linearity Test

Linearity Test of Variable X over Variable Y Based on the results of data processing with SPSS above (Galani dkk., 2021), it appears that the value of r is smaller than the level of α (alpha) used (0.05) or $0.003 < 0.05$, so the Work Motivation variable on the Teacher Performance variable is linearly patterned .

Linearity Test for Variable Y over Variable X

Based on the results of data processing with SPSS above, it appears that the value of r is smaller than the α (alpha) level used (0.05) or $0.000 < 0.05$, so that the Teacher Performance variable on the Work Motivation variable has a linear patterns.

Hypothesis test

Simple Linear Regression Analysis

Constant) 17,591 2,192 8,025 ,000, Teacher Performance .820 .035 .990 23,667 .000

Dependent Variable: Work Motivatio, The formula used in the calculation of simple linear regression is as follows:

$$Y = a + bx$$

$$Y = 17.591 + 0.990x$$

Based on the above calculations, it can be seen that the effect of Work Motivation (X) on Teacher Performance (Y), or Teacher Performance determined by Work Motivation is 0.990 or 99.%. Furthermore, testing the hypothesis can be seen from the results of the following calculations, Hypothesis Testing: There is a direct effect of Work Motivation (X) on Teacher Performance (Y).

Determination Analysis (R2)

Results of Determination Analysis (R2) Summary models. Model RR Square Adjusted R Square Std. Error of the Estimate. 1 .990a .981 .979 .765 a. Predictors: (Constant), Teacher Performance

Dependent Variable: Work Motivation

Based on the table above, the r2 (r square) number is 0.990 or 99%. This shows that the percentage of the contribution of the influence of the independent variable (work motivation) on the dependent variable (teacher performance) is 99%, while the remaining 1% is influenced or explained by variables that are not damaged in this research model .

Test Analysis

Results of T-Test Analysis of Work Motivation (X) on Teacher Performance (Y). 1 Teachers Peperformance .820 .035 .990 23,667 .000

Dependent Variable: Work Motivation, The hypothesis states that work motivation (X) affects teacher performance (Y). The t distribution table is sought at $\alpha = 5\%$: with degrees of freedom (df) $nk-1$ or $13-1-1 = 11$ (N is the number of respondents and K is the number of independent variables). By testing $\alpha = 5\%$ (significant = 0.05) the results obtained for the t table of 1.79588. Based on the regression analysis, it was found that the value of $t_{count} > t_{table}$ ($23.667 > 1.79588$) means that partially work motivation has a significant effect on teacher performance. Therefore, H_0 is rejected, meaning that partially there is a significant influence between work motivation and teacher performance. Thus the hypothesis is accepted. This means that the better the principal's work motivation, the better the teacher's performance.

The result of the equation that is carried out automatically above is entered into the following structural equation drawing:

The work motivation of the madrasah principal has an effect on teacher performance, this means that the better the work motivation of the Madrasah Principal, the better the teacher will be at work at Madrasah Aliyah Negeri 3 Batanghari. Motivation is the desire to do something, while the motive is a need, desire, desire or impulse. This can be proven by the results of research which show that the t_{count} of X variable is 23.667 because the $t_{count} > t_{table}$ ($23.667 > 1.79588$) means that partially work motivation has a significant effect on teacher performance. Therefore, H_0 is rejected, meaning that partially there is a significant influence between the work motivation of the head of the madrasa and teacher performance. Thus the hypothesis is accepted.

CONCLUSION

The conclusion of this research is that the better the work motivation of the head of the madrasa, the better the performance of teachers at MAN 3 Batanghari. Based on the results of this study, it can be concluded that the research hypothesis which states "The work motivation of madrasah principals has a direct effect on teacher performance" is acceptable. The principal's work motivation which dominantly affects teacher performance is: Personal Ability, Professional Ability and Social Ability. The amount of influence of work motivation on teacher performance at Madrasah Aliyah Negeri 3 Batanghari is 99% (very strong).

It is hoped that the principal of Madrasah Aliyah Negeri 3 Batanghari will always increase creativity in providing motivation to teachers to always provide better performance in the implementation of learning in schools. This is so that teachers are always motivated in their performance.

REFERENCES

- Abdel-Mannan, O., Eyre, M., Löbel, U., Bamford, A., Eltze, C., Hameed, B., Hemingway, C., & Hachon, Y. (2020). Neurologic and Radiographic Findings Associated With COVID-19 Infection in Children. *JAMA Neurology*, 77(11), 1440. <https://doi.org/10.1001/jamaneurol.2020.2687>
- Anoum, P., Arifa, F., & May, C. (2022). Strategies to Increase the Motivation of Tahfidz Al-Quran. *Journal International Inspire Education Technology*, 1(2), 74–85. <https://doi.org/10.55849/jiiet.v1i2.88>
- Asadi-Pooya, A. A., & Simani, L. (2020). Central nervous system manifestations of COVID-19: A systematic review. *Journal of the Neurological Sciences*, 413, 116832. <https://doi.org/10.1016/j.jns.2020.116832>
- Carod Artal, F. J. (2020). Complicaciones neurológicas por coronavirus y COVID-19. *Revista de Neurología*, 70(09), 311. <https://doi.org/10.33588/rn.7009.2020179>
- Demina, D., Remy, T., & Danyl, A. (2022). The Use of Quranic Learning Strategies Through the Wafa Method in Elementary Schools. *Journal International Inspire Education Technology*, 1(2), 62–73. <https://doi.org/10.55849/jiiet.v1i2.91>
- Dewi S, Y., Rasyid Umar, A., Ali Khan, A., & Aziz, A. (2022). Fun Arabic Teaching With Media Song For Early Child Education School. *Journal International of Lingua and Technology*, 1(2), 140–156. <https://doi.org/10.55849/jiltech.v1i2.80>
- Firman, F., Alef, R., & Eric, M. (2022). Use Of Zoom Meeting Applications to Memorize the Qur'an Online. *Journal International Inspire Education Technology*, 1(2), 99–110. <https://doi.org/10.55849/jiiet.v1i2.92>
- Gabriela, M., Cicerchi, G., Colin, H., & Ana, C. (2022). The Role of Parents in Helping Arabic Teachers to Improve Students' Vocabulary. *Journal International of Lingua and Technology*, 1(2), 131–139. <https://doi.org/10.55849/jiltech.v1i2.83>
- Galani, I.-E., Rovina, N., Lampropoulou, V., Triantafyllia, V., Manioudaki, M., Pavlos, E., Koukaki, E., Fragkou, P. C., Panou, V., Rapti, V., Koltsida, O., Mentis, A., Koulouris, N., Tsiodras, S., Koutsoukou, A., & Andreacos, E. (2021). Untuned antiviral immunity in COVID-19 revealed by temporal type I/III interferon patterns and flu comparison. *Nature Immunology*, 22(1), 32–40. <https://doi.org/10.1038/s41590-020-00840-x>
-

-
- Hartini, S., Alie, E., & March, J. (2022). The Relationship Between Authoritarian Parenting and Aggressive Behavior of Adolescents in Nagari Bungo Tanjung. *World Psychology*, 1(2), 18–26. <https://doi.org/10.55849/wp.v1i2.98>
- Hikmah, D., Petoukhoff, G., & Papaioannou, J. (2022). The Utilization Of The Animiz Application As A Media For Arabic Language Learning On Students. *Journal International of Lingua and Technology*, 1(2), 157–171. <https://doi.org/10.55849/jiltech.v1i2.84>
- Huhn, M., Nikolakopoulou, A., Schneider-Thoma, J., Krause, M., Samara, M., Peter, N., Arndt, T., Bäckers, L., Rothe, P., Cipriani, A., Davis, J., Salanti, G., & Leucht, S. (2019). Comparative efficacy and tolerability of 32 oral antipsychotics for the acute treatment of adults with multi-episode schizophrenia: A systematic review and network meta-analysis. *The Lancet*, 394(10202), 939–951. [https://doi.org/10.1016/S0140-6736\(19\)31135-3](https://doi.org/10.1016/S0140-6736(19)31135-3)
- Ilham, S., Adelir, D., & Delr, Q. (2022). The Benefits of Whatsapp as a Medium in Depositing Memorization of the Qur'an. *Journal International Inspire Education Technology*, 1(2), 86–98. <https://doi.org/10.55849/jiiet.v1i2.90>
- Kartel, A., Charles, M., Xiao, H., & Sundi, D. (2022). Strategies for Parent Involvement During Distance Learning in Arabic Lessons in Elementary Schools. *Journal International of Lingua and Technology*, 1(2), 99–113. <https://doi.org/10.55849/jiltech.v1i2.82>
- Keshav, M., Julien, L., & Miezal, J. (2022). The Role Of Technology In Era 5.0 In The Development Of Arabic Language In The World Of Education. *Journal International of Lingua and Technology*, 1(2), 79–98. <https://doi.org/10.55849/jiltech.v1i2.85>
- Liang, C., Amelung, W., Lehmann, J., & Kästner, M. (2019). Quantitative assessment of microbial necromass contribution to soil organic matter. *Global Change Biology*, 25(11), 3578–3590. <https://doi.org/10.1111/gcb.14781>
- Nopiana, N., Egie, J., & Mers, O. (2022). The Impact of Internet Addiction on Introvert Personality. *World Psychology*, 1(2), 1–17. <https://doi.org/10.55849/wp.v1i2.97>
- Qureshi, M., Mahdiyyah, D., Mohamed, Y., & Ardchir, M. (2022). Scale For Measuring Arabic Speaking Skills In Early Children's Education. *Journal International of Lingua and Technology*, 1(2), 114–130. <https://doi.org/10.55849/jiltech.v1i2.81>
- Rohmalimna, A., Yeau, O., & Sie, P. (2022a). The Role of Parental Parenting in the Formation of the Child's Self-Concept. *World Psychology*, 1(2), 36–45. <https://doi.org/10.55849/wp.v1i2.99>
- Rohmalimna, A., Yeau, O., & Sie, P. (2022b). The Role of Parental Parenting in the Formation of the Child's Self-Concept. *World Psychology*, 1(2), 36–45. <https://doi.org/10.55849/wp.v1i2.99>
- Safitri, S., Alii, M., & Mahmud, O. (2022). Murottal Audio as a Medium for Memorizing the Qur'an in Super-Active Children. *Journal International Inspire Education Technology*, 1(2), 111–124. <https://doi.org/10.55849/jiiet.v1i2.87>
- Wang, Y., Dong, C., Hu, Y., Li, C., Ren, Q., Zhang, X., Shi, H., & Zhou, M. (2020). Temporal Changes of CT Findings in 90 Patients with COVID-19 Pneumonia: A Longitudinal Study. *Radiology*, 296(2), E55–E64. <https://doi.org/10.1148/radiol.2020200843>
- Wolraich, M. L., Hagan, J. F., Allan, C., Chan, E., Davison, D., Earls, M., Evans, S. W., Flinn, S. K., Froehlich, T., Frost, J., Holbrook, J. R., Lehmann, C. U., Lessin, H. R., Okechukwu, K., Pierce, K. L., Winner, J. D., Zurhellen, W., &
-

-
- SUBCOMMITTEE ON CHILDREN AND ADOLESCENTS WITH ATTENTION-DEFICIT/HYPERACTIVE DISORDER. (2019). Clinical Practice Guideline for the Diagnosis, Evaluation, and Treatment of Attention-Deficit/Hyperactivity Disorder in Children and Adolescents. *Pediatrics*, 144(4), e20192528. <https://doi.org/10.1542/peds.2019-2528>
- Yang, F., Yang, H., Fu, J., Lu, H., & Guo, B. (2020). Learning Texture Transformer Network for Image Super-Resolution. *2020 IEEE/CVF Conference on Computer Vision and Pattern Recognition (CVPR)*, 5790–5799. <https://doi.org/10.1109/CVPR42600.2020.00583>
- Ye, Q., Zou, B., Yeo, Y. H., Li, J., Huang, D. Q., Wu, Y., Yang, H., Liu, C., Kam, L. Y., Tan, X. X. E., Chien, N., Trinh, S., Henry, L., Stave, C. D., Hosaka, T., Cheung, R. C., & Nguyen, M. H. (2020). Global prevalence, incidence, and outcomes of non-obese or lean non-alcoholic fatty liver disease: A systematic review and meta-analysis. *The Lancet Gastroenterology & Hepatology*, 5(8), 739–752. [https://doi.org/10.1016/S2468-1253\(20\)30077-7](https://doi.org/10.1016/S2468-1253(20)30077-7)
- Zhang, J., Wang, S., & Xue, Y. (2020). Fecal specimen diagnosis 2019 novel coronavirus–infected pneumonia. *Journal of Medical Virology*, 92(6), 680–682. <https://doi.org/10.1002/jmv.25742>
- Zhao, Y., Shi, J., Liu, J., Zhao, J., Zhou, F., Zhang, W., Chen, K., Zhao, X., Zhu, C., & Chen, W. (2022). Evaluating Effects of Background Stories on Graph Perception. *IEEE Transactions on Visualization and Computer Graphics*, 28(12), 4839–4854. <https://doi.org/10.1109/TVCG.2021.3107297>
-

Copyright Holder :

© Ansori et al. (2021).

First Publication Right :

© At-Tasyrih: Jurnal Pendidikan dan Hukum Islam

This article is under:

