

**THE INFLUENCE OF LEADERSHIP STYLE AND WORK
MOTIVATION ON TEACHER PERFORMANCE AT MIFTAHUL
JANNAH ISLAMIC ELEMENTARY SCHOOL (MADRASAH
IBTIDAIYAH), PURWAKARTA**

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ABSTRACT

This study aims to analyze the influence of leadership style and work motivation on the performance of teachers at Miftahul Jannah Islamic Elementary School (Madrasah Ibtidaiyah), Purwakarta. The research is grounded in the importance of leadership style and work motivation for teacher performance at this institution. A quantitative approach was employed, combining descriptive and verificative methods. Data were collected through questionnaires administered to 35 teachers at Miftahul Jannah Islamic Elementary School, Purwakarta, and analyzed using multiple linear regression. The results indicate that both leadership style and motivation have a positive and significant effect on teacher performance, both partially and simultaneously. The study concludes that leadership style and work motivation are essential for enhancing teacher performance at Miftahul Jannah Islamic Elementary School, Purwakarta.

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INTRODUCTION

Basic education plays a strategic role in shaping students' character, personality, and academic foundations. Madrasah Ibtidaiyah, as a form of Islamic basic education, contributes to producing a generation that is not only intellectually capable but also morally sound. In this context, the success of education is strongly influenced by the leadership of the head of the madrasah as the driving force behind all institutional activities. Miftahul Jannah Islamic Elementary School, located in Purwakarta, is an Islamic educational institution that continues to develop and strives to improve its quality in both academic and spiritual dimensions. Such progress cannot be separated from the leadership style applied by the head of the madrasah. Effective leadership can create a conducive learning environment, enhance teacher performance, and foster a positive school culture.

In practice, the head of Miftahul Jannah Islamic Elementary School adopts a leadership approach that emphasizes religious values, openness, and collaboration among all members of the madrasah community. This approach merits further investigation because it may serve as an example of leadership that is aligned with local context and Islamic values. It is therefore important to examine how the leadership style applied at Miftahul Jannah Islamic Elementary School contributes to the improvement of educational quality and madrasah management. Teachers are central to the educational process, acting as facilitators, motivators, and educators for students. The quality of education is strongly influenced by teachers' performance and dedication in carrying out their duties. One important factor affecting teacher performance is work motivation. High motivation encourages teachers to work more optimally, creatively, and responsibly in performing their duties both inside and outside the classroom.

Miftahul Jannah Islamic Elementary School, Purwakarta, as an Islamic basic education institution, bears significant responsibility for instilling Islamic values and shaping students' character from an early age. Teachers play a crucial role in achieving these goals; hence, teacher work motivation is an aspect that the madrasah must address carefully. Field observations suggest that teacher work motivation may be influenced by various factors, such as the work environment, the head of the madrasah's leadership style, welfare, relationships among teachers, and recognition of work achievements. At Miftahul Jannah Islamic Elementary School, management efforts to build harmonious relationships and a supportive work climate are evident. Nevertheless, a deeper understanding is needed of how teacher work motivation is formed and which factors most strongly influence it.

A more comprehensive understanding of teacher work motivation is expected to inform appropriate strategies for improving teacher performance and professionalism, ultimately having a positive impact on the quality of education at Miftahul Jannah Islamic Elementary School, Purwakarta. Basic education is a critical foundation for students' character and knowledge. In the madrasah setting, teachers serve not only as instructors but also as moral and spiritual guides. Teacher performance is therefore a decisive factor in the quality of education provided. Teacher performance at this madrasah is influenced by various factors, including work motivation, the head of the madrasah's leadership style, and organizational climate. Previous research indicates that a conducive madrasah climate can improve the performance of educational staff, including teachers. However, challenges such as limited resources, heavy workloads, and the need for continuous professional development remain pressing concerns.

According to the internal evaluation of Miftahul Jannah Islamic Elementary School, Purwakarta, in 2024, 27% of teachers did not meet the target for timely preparation of teaching materials, and 32% did not meet the minimum standard for implementing daily assessments (Penilaian Harian, PH) according to the established schedule. This suggests that some teachers still require improvement in discipline and teaching quality. Several issues nevertheless persist: (1) suboptimal performance among some teachers—even though Miftahul Jannah Islamic Elementary School has favourable accreditation, some teachers are still less than fully effective in carrying out teaching, classroom management, or administrative tasks related to instruction; (2) variation in the head of the madrasah's leadership style—the leadership approach applied has not yet fully met individual teachers' needs in fostering work spirit and managing performance effectively and fairly; (3) uneven levels of teacher work motivation—differences in motivation among teachers are influenced by internal factors (such as personal satisfaction

and self-actualization needs) and external factors (such as recognition, work environment, and supervision by the head of the madrasah); (4) insufficient integrative evaluation of teacher performance—there is not yet a consistent, structured assessment or feedback system to evaluate teacher performance holistically, particularly in linking leadership and motivational aspects; (5) limited efforts toward continuous professionalism—training programmes, competency development, or professional incentives for teachers have not yet been implemented consistently enough to encourage optimal performance.

Based on the above, the author proposes a thesis entitled “The Influence of Leadership Style and Work Motivation on Teacher Performance at Miftahul Jannah Islamic Elementary School (Madrasah Ibtidaiyah), Purwakarta.” . A hypothesis is a provisional statement or conjecture proposed by the researcher regarding the relationship between two or more variables, the truth of which is then tested empirically. Hypotheses are provisional in the sense that they are not confirmed until tested with data.

In line with the conceptual framework above, the following hypotheses are formulated:

1. Leadership style has an effect on the performance of teachers at Miftahul Jannah Islamic Elementary School, Purwakarta.
2. Motivation has an effect on the performance of teachers at Miftahul Jannah Islamic Elementary School, Purwakarta.
3. Leadership style and motivation jointly have an effect on the performance of teachers at Miftahul Jannah Islamic Elementary School, Purwakarta.

RESEARCH METHODOLOGY

This study employs a quantitative design with descriptive and verificative approaches. According to Solimun, Armanu, and Fernandes (2018) in Santoso and Madiistriyatno (2021:4), the quantitative method is the science and art of data collection, data analysis, and interpretation of analytical results to obtain information for drawing conclusions and making decisions. According to Sugiono (2016:78), a population is the generalization domain consisting of objects or subjects that possess certain qualities and characteristics defined by the researcher for study, from which conclusions are then drawn. The population in this study comprises all teachers at Miftahul Jannah Islamic Elementary School, Purwakarta, numbering 35 individuals.

A sample is a subset of the population that reflects its size and characteristics. When the population is large and the researcher cannot study every unit, for example due to limitations of funds, manpower, or time, a sample may be drawn from the population (Sugiyono, 2013:149). In this study, the entire population was taken as the sample using saturated sampling (census), yielding 35 respondents. Data were collected through field study and questionnaire administration. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) for Windows Release 25. Data quality was assessed through validity and reliability tests. The analytical techniques include multiple linear regression, multiple correlation analysis, and the coefficient of determination.

RESULTS AND DISCUSSION

Validity Test for Leadership Style

The validity test shows that all indicators of the leadership style variable have significance values < 0.05 based on the total Pearson correlation column; therefore, all five question indicators are declared valid.

Validity Test for Work Motivation

The validity test shows that the two-tailed significance between each item and the total for all 10 items in the work motivation instrument is below 0.05; therefore, all 10 items are declared valid.

Validity Test for the Performance Variable

The validity test shows that all indicators of the performance variable have significance values < 0.05 based on the total Pearson correlation column; therefore, all four items are declared valid.

Reliability Test for Leadership Style

The reliability test for the leadership style variable shows that the five items have a Cronbach’s alpha of 0.901, which is greater than 0.70; the instrument is therefore declared reliable.

Reliability Test for Work Motivation

The reliability test for work motivation shows that the 10 items have a Cronbach’s alpha of 0.942, which is greater than 0.70; the instrument is therefore declared reliable.

Reliability Test for Performance

The reliability test for performance shows that the four items have a Cronbach’s alpha of 0.875, which is greater than 0.70; the instrument is therefore declared reliable.

Table 1 Results of Multiple Linear Regression Analysis: Leadership Style (X1) and Work Motivation (X2) on Performance (Y) (Simultaneous)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sign.
	B	Standard Error	Beta		

		ro			
		r			
1	(Constant)	11.154	.577		2.990
	Leadership Style	.514	.076	.623	6.790
	Motivation	.181	.044	.376	4.100
a. Dependent Variable: Performance					

Regression equation: $y = a + bx_1 + cx_2$

Where:

- y = performance (dependent variable)
- a = constant
- b = regression coefficient for x_1
- x_1 = leadership style variable
- c = regression coefficient for x_2
- x_2 = work motivation variable

The estimated equation is: $y = 11.154 + 0.514X_1 + 0.181X_2$. Thus, when leadership style increases or decreases by 1 unit together with a 1-unit increase or decrease in work motivation, the performance value changes by $11.154 + 0.514 + 0.181 = 11.849$.

Table 2 Coefficient of Determination: Leadership Style and Work Motivation on Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.984	.969	.967	.421
a. Predictors: (Constant), Motivation, Leadership Style				

Magnitude of effect = coefficient of determination, $R^2 \times 100\% = 0.969 \times 100\% = 96.9\%$. This means that leadership style and work motivation together explain 96.9% of the variance in performance.

Table 3 F-Test Results (ANOVA)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	176.724	2	88.362	498.171	.000 ^b
	Residual	5.676	32	.177		
	Total	182.400	34			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Motivation, Leadership Style						

The table shows a significance value of 0.000, which is less than the alpha level of 0.05 (5%). Statistically, the hypothesis that leadership style and work motivation jointly affect performance is accepted; that is, leadership style and work motivation have a significant joint effect on performance, with $R^2 = 96.9\%$.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the research conducted to examine the influence of leadership style and motivation on the performance of teachers at Miftahul Jannah Islamic Elementary School, Purwakarta, the following conclusions are drawn:

1. Leadership style has a significant effect on the performance of teachers at Miftahul Jannah Islamic Elementary School, Purwakarta, with $R^2 = 0.953$, indicating that approximately 95.3% of the variance in performance is explained by leadership style, while the remaining 4.7% is attributable to other factors outside the leadership style variable. This is consistent with the study by Hamidi, SE., MM., entitled *The Influence of Leadership Style and Work Motivation on Employee Performance at PT Viking Engineering*, which found that leadership style and work motivation each had a significant effect on the dependent variable (employee performance).
2. Motivation has a significant effect on the performance of teachers at Miftahul Jannah Islamic Elementary School, Purwakarta, with $R^2 = 0.924$, indicating that approximately 92.4% of performance is explained by motivation, while the remaining 7.6% is attributable to other factors outside the motivation variable. This is consistent with the study by Ubaid Alfaruq and Agus Hariyanto, entitled *The Influence of Leadership Style and Work Experience on Employee Performance at the Head Office of PT Delta Garda Persada, Jakarta*, which found that leadership style and work experience each had a significant effect on employee performance at PT Delta Garda Persada, and that leadership style and work experience jointly had a significant effect on employee performance.

3. Leadership style and motivation jointly have a significant effect on the performance of teachers at Miftahul Jannah Islamic Elementary School, Purwakarta, with $R^2 = 0.969$, indicating that approximately 96.9% of the variance in performance is explained by leadership style and motivation simultaneously, while the remaining 3.1% is attributable to other factors outside these two variables. The results confirm a simultaneous and significant effect of leadership style and motivation on teacher performance at Miftahul Jannah Islamic Elementary School, Purwakarta.

Recommendations

Based on the conclusions above, the following recommendations are offered:

1. To enhance readiness for assigned positions, it is important to deepen understanding of duties, responsibilities, and competencies required for the role. Developing leadership, communication, and decision-making skills will help ensure that such readiness is reflected in day-to-day performance rather than remaining merely declarative. Openness to guidance, evaluation, and new learning will further strengthen readiness to perform the role optimally.
2. To improve ease of use of health insurance, institutions should clarify claim procedures and provide more practical, accessible guidance for all employees. Strengthening cooperation with healthcare providers can help ensure that administrative processes run more quickly and smoothly. Institutions should also provide dedicated information channels or assistance so that employees can obtain support when facing difficulties in using insurance facilities.
3. To increase work output so that it meets or exceeds institutional standards, more effective time management and strategic prioritization of tasks are required. Regular evaluation of daily or weekly achievements can help assess whether workload volume is optimal. In addition, improving efficiency through technology, good coordination with colleagues, and commitment to continuous process improvement will support more consistent increases in work quantity.

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