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**The Effect of Madrasah Principal's Leadership and Teachers' Work Motivation
on Learning Effectiveness in Bandar Lampung**

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THE EFFECT OF MADRASAH PRINCIPAL'S LEADERSHIP AND TEACHERS' WORK MOTIVATION ON LEARNING EFFECTIVENESS IN BANDAR LAMPUNG

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Abstract

This study aims to determine and analyze the effect of principal's leadership and teachers' work motivation on the effectiveness of learning in MTsN Bandar Lampung. The method used is a type of quantitative research that aims to test hypotheses using statistical techniques. The most basic data collection method is a questionnaire (questionnaire). The sample in this study is teachers at MTsN Bandar Lampung. Moreover, the data analysis techniques using simple correlation statistical tests and multiple linear regressions, the results of the study show: 1). There is the effect of the headmaster's leadership with the effectiveness of learning in MTsN Bandar Lampung with the effect power of 0.923 which is categorized as very strong; 2). There is a significant effect between teachers' work motivation and learning effectiveness in MTsN Bandar Lampung with the effect strength of 0.949 which is categorized as very strong; 3). There is the effect of the headmaster's leadership and teachers' work motivation together with the effectiveness of learning in MTsN Bandar Lampung because the value of r is smaller than the level used (ie 0.05) or $0,000 < 0.05$.

Keywords: *Madrasah Pricipal's; Leadership; Teachers' Motivation; Learning Effectiveness*



A. Introduction

Learning activities are the main activities in an educational process. The results of an education are very dependent on how the learning process is carried out in the education. That is, the more effective learning activities, the better the achievement of the learning outcomes will be. According to Sutikno (2007: 57), effective learning is "a learning that allows students to be able to learn easily, pleasantly and can achieve learning goals in accordance with expectations." (2002: 10) that effective learning is "all the efforts of teachers to help their students to learn well".

According to Rustiyah (2002: 44), it is said that effective learning has characteristics: 1) teach students actively; 2) using many teaching methods; 3) Giving students the right learning motivation; 4) The material taught is in accordance with the learning and needs of the community; 5) Consider individual differences in students; 6) The teacher always makes a plan before teaching; 7) Giving suggestive effect on students; 8) Democratic school situation 9) presenting material stimulates students to think; 10) Giving freedom to students to be able to; investigate, observe themselves, study on their own and seek solutions to their own problems 11) The planning of remedial teaching and given to students who need it.

Creating effective learning activities requires effective leadership of the madrasah principals. The same thing was stated by Syafaruddin (2005: 56), that the leadership of the madrasah principals would greatly influence the implementation of learning activities in achieving the goals. Purwanto (2003: 120) also explained with the leadership of the head of the madrasah who always provides guidance to the teacher in order to carry out learning activities causing the teacher to carry out learning activities more effectively. Burhanuddin (1994: 95) also states that with a good headmaster's leadership will create effective and efficient learning activities.

According to Sutisna (2007: 253), leadership is the ability to create the most effective changes in group behavior: for others he is the process of influencing group activities toward setting goals and achieving goals. D.E. McFarland (in Danim, 2010: 6) suggests that leadership is a process in which the leader is described as giving orders or influences, guidance or process

influencing the work of others in choosing and achieving their intended goals. From some of these opinions it can be concluded that leadership is a process or a number of actions where one or more people use influence, authority or power over others in moving them to achieve goals.

The leadership of madrasah principals referred to in this study is an activity carried out by the principal of the madrasah as the leader in madrasah to influence and encourage the teachers and staff in madrasah to carry out their duties and responsibilities as well as possible, so that the goals of madrasahs are achieved effectively and efficiently. According to Gayla Hodge quoted by Danim (2010: 22), there are ten characteristics of effective leaders, namely 1) having a vision; 2) having a focus on achieving goals that will make the vision come true; 3) winning support for his vision by utilizing style and activity the most suitable for them as individuals; 4) More focused on being than doing it; 5) Knowing how they work most efficiently and effectively; 6) Knowing how to use their strengths to achieve goals; 7) not trying to be someone else; 8) being able to find people with various characteristics of the effectiveness of nature; 9) able to attract other people; 10) Always develop strength in order to meet new needs and achieve new goals.

Another factor that can improve the effectiveness of learning is the motivation of the teacher's work. Based on the results of the study it is known that teacher work motivation is a very supportive increase in teacher performance, where the contribution of work motivation to teacher performance is 72.90% (Uno, 2007: 118). According to Sanjaya (2008: 199) that effective learning is influenced by several factors including the work motivation factors that the teacher has. US. Bar (in Suryosubroto, 2002: 14) also suggests that effective learning depends on several things including teacher work motivation. Thus it is understood that, principals who are able to lead well and teachers who have high work motivation will be able to improve learning effectiveness.

According to Uno (2007: 71), work motivation is "a process carried out to move the teacher so that their behavior can be directed towards tangible efforts to achieve the stated goals." According to Duncan (in Djaali, 2007: 113), motivation work is an impulse that arises from within a person to



do the task as a whole based on their respective responsibilities. Departing from several opinions, it can be concluded that what is meant by teacher work motivation is an encouragement in a teacher to carry out his duties and responsibilities with enthusiasm in an effort to achieve goals more optimally.

Pre-survey results at MTsN Bandar Lampung, the leadership of the madrasah principal is quite well indicated from the head of the madrasah who always gives advice to teachers who are negligent in their duties, willing to listen to the criticisms and opinions of teachers, include teachers in activities that can improve teacher competence, guide teachers in carrying out learning activities, helping teachers who have difficulty in facing student problems, make themselves as role models, be firm and consistent with the decisions they make. The pre-survey results on teacher work motivation in MTsN Bandar Lampung, teachers come to the madrasah on time, the use of methods and learning media varies, student assignments are corrected immediately and returned to students, always do remedial and enrichment, always have ideas new in learning activities.

The presurvey results on the effectiveness of learning in MTsN Bandar Lampung are still students who are sleepy and joking when the teacher explains the subject matter, there are still students who do not collect assignments given by the teacher, there are still students who like to go out during class hours, there are still lazy students ignore doing the assignments given by the teacher, there were still teachers who did not use the learning facilities, there were still teachers who used the learning method by not paying attention to the condition of their students.

Based on the results of the pre-survey it is known that although the leadership of the Head of MTsN Bandar Lampung is quite good and the level of teacher motivation is quite high, the learning is still less effective. Through this research, it is expected to be able to know the influence of the principals' leadership and teacher's work motivation on the effectiveness of learning at MTsN Bandar Lampung. This research is expected to be useful for scientific development, especially in the management of Islamic education. For madrasahs, it is useful to improve the quality of educators so as to improve the quality of their education and make a positive contribution to

the progress of the madrasah, which is reflected in the improvement of the principal's leadership, teacher's work motivation and learning effectiveness. For madrasah principals, it is useful to increase the effectiveness of learning through improving the leadership of the principal and the motivation of the teacher's work. For teachers it is useful to increase the effectiveness of learning through improving the leadership of the principal and the work motivation of the teachers.

B. Method

This study uses a type of quantitative research that starts with deductive thinking to derive hypotheses, then conduct tests in the field, conclusions or hypotheses are drawn based on empirical data. The population in this study were all teachers at MTsN Bandar Lampung. The number of samples in this study were 21 teachers from MTsN Bandar Lampung by random sampling. The main data collection technique used in this study was a questionnaire. Questionnaires were given to teachers of MTsN Bandar Lampung to find out about the leadership of the madrasah principal, teacher work motivation and learning effectiveness. The data analysis technique uses correlation techniques and multiple linear regressions. Simple linear regression analysis is used to examine the influence between two variables.

C. Results and Discussion

Based on the results of data analysis, the results show that the leadership of the madrasah principal of MTsN Bandar Lampung has a very close effect on the effectiveness of learning. The results of the study are relevant to the opinion expressed by Nurdin (2002: 56) that, the leadership of the madrasah principals will greatly influence the implementation of learning activities to achieve the objectives. Purwanto (2003: 120) also explained with the leadership of the principal of the madrasah who always provides guidance to the teacher in order to carry out learning activities causing the teacher to carry out learning activities more effectively. Burhanuddin (1994: 65) also states that with a good headmaster's leadership will create effective



and efficient learning activities. The results of Emmanouil's study, et al. (2014: 38) also found that leadership is a mediator that activates inspiration, motivation, support, and guidance in the right direction to maximize teacher potential and achieve school improvement. According to the literature and evidence provided, transformational leadership seems to include all the right practices that greatly influence teacher effectiveness. According to Barrett and Breyer (2014: 7) from his research found that principals play an effective role in leading teachers to improve the effectiveness of their learning.

This study also found that teacher work motivation has a very close effect on learning effectiveness. The results of this study are in accordance with the opinions expressed by Uno (2007: 72), that teachers who have a high work motivation will be able to move the teacher to behaviors that can be directed at tangible efforts to achieve the stated goals. The same opinion was expressed by Whitmore (1997: 104) that one of the factors measuring the success of the learning process is reflected teacher performance in how to plan, implement, and assess the learning process whose intensity is based on the work ethic, as well as the teacher's professional discipline in the learning process. The task will be easy to do if the teacher has a good work motivation. Even based on the results of the study, it is known that teacher work motivation is a very supportive improvement in teacher performance, where the contribution of work motivation to teacher performance is 72.90% (Uno, 2007: 118). As for the opinion of Sanjaya (2008: 199) that effective learning is influenced by several factors including the work motivation factors that the teacher has. Another expert, U.S. Bar (in Suryosubroto, 2002: 14) also suggests that effective learning depends on things including teacher work motivation. Manzoor's research (2015: 36) also found that there was a positive relationship between employee motivation and organizational effectiveness. More and more employees' motivation towards higher task performance will be organizational performance and success. The results of the Kwapong study, et al. (2015: 30) also found that there was a significant positive correlation between motivation and performance among teaching staff from the Ghana polytechnic, $r(408) = .892$, $p < .05$. In this case, motivation accounts for 79.5% of variation in performance.

From several opinions, it can be concluded that the level of motivation of work that the teacher has will greatly influence effective learning. In other words, the higher the level of motivation of work that the teacher has, the more effective the implementation of learning activities will be.

Based on the description, it can be understood that the principal of the madrasah who is able to carry out the duties and responsibilities as a leader and teachers who have high work motivation will be able to improve learning more effectively. This study successfully proved that the principal's leadership and teacher's work motivation contributed significantly and significantly to the improvement of learning effectiveness. The better the principal's leadership and the higher the teacher's work motivation, the more effective learning will be in achieving its goals more optimally.

D. Conclusion

From the results of the study obtained several conclusions. There is the influence of the headmaster's leadership with the effectiveness of learning at MTsN Bandar Lampung with the effect strength of 0.923 which is categorized as very strong. A significant influence between teacher work motivation and learning effectiveness at MTsN Bandar Lampung with the effect strength of 0.949 which is categorized as very strong. The effect of the principal's leadership and teacher's work motivation together with the effectiveness of learning at MTsN Bandar Lampung because the value of r is smaller than the level used (ie 0.05) or $0,000 < 0.05$.

Based on these conclusions, it is expected that the results of this study can be useful for: 1). The head of the madrasah to further enhance his role in carrying out his duties as a leader, so that with a good leadership pattern will be able to increase the effectiveness of learning carried out by the teachers. 2). Madrasah supervisors to provide guidance and direction to the headmaster and teachers to always improve work motivation and performance because it will greatly influence the success and effectiveness of learning. 3). Teachers to further increase work motivation in themselves by instilling a commitment that their professional duties are a mandate that must be carried out as well as



possible. By increasing work motivation, the implementation of learning will also increase. It is important for every teacher to always be enthusiastic in carrying out their duties and responsibilities.

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