THE EFFECT OF MADRASAH HEAD LEADERSHIP EFFECTIVENESS AND WORK MOTIVATION ON TEACHER PERFORMANCE IN THE SPECIAL REGION OF WEST PAPUA

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Abstract

The study aims to determine: (1) an overview of the level of effectiveness of madrasah head leadership, teacher work motivation and teacher performance; (2) the effect of work motivation on teacher performance; (3) the effect of the effectiveness of the leadership of the head of the madrasa on the performance of teachers; (4) the effect of the effectiveness of the leadership of the madrasa head and the motivation of work together on the performance of teachers in MI, MTs, and MA Emeyodere. This study used a quantitative approach with a population of all MI, MTs, and MA Emeyodere teachers of 29 people. The sampling technique used is a saturated sample where all members of the population are sampled. The data were collected by disseminating questionnaires and subsequently analyzed by multiple regression analysis. The results showed that: (1) the effectiveness of the leadership of the head of the madrasah in the good category (3.79), the work motivation of teachers in the sufficient category (2.66), and the performance of teachers in the sufficient category (2.70) on a scale of 5.00; (2) There is a positive and significant influence of work motivation on teacher performance with a regression coefficient of +0.329; (3) There is a positive and significant influence of the effectiveness of the madrasa head's leadership on teacher performance with a regression coefficient of +0.68; and (4) There is a positive and significant influence on the effectiveness of madrasa head leadership and work motivation together on teacher performance in MI, MTs, and MA Emeyodere with the regression line equation obtained Y = 1.138 + 0.329 X1 + 0.681 X2.
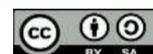
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INTRODUCTION

Until now, the quality of education in the special regions of Papua and West Papua has always been low. Data from the Central Statistics Agency in 2021 shows that the quality index of west Papuan schools and madrasahs is ranked second from the bottom after Papua, (BPS, 2021). Many factors led to all of this. Like a tangled thread that is difficult to decipher. However, the optimism of the central and local governments in improving quality continues to be pursued through various existing programs. But to all that, what is always scapegoated is the quality and quantity of Master's work.

Empirical facts show that the low quality of education in the West Papua region is partly due to the performance of teachers, (Yudiawan and Putri, 2020). Teachers in practice are always absent from duty and sometimes it is often too late to teach at the place of duty, (Rohmah, 2018); (Hikmah and Putri, 2020). This is a serious concern for madrasah managers in the special region of West Papua in optimizing the quality of their institutions. For example, in the Emeyodere educational institution in Sorong City which houses Islamic boarding schools, orphanages and madrasahs in the Sorong City area, (Wekke, 2020), preliminary observations show that there are still teachers who lack motivation in carrying out the tasks given. This can be seen from the lack of responsibility of the teacher in terms of the work given, for example, lack of time discipline, administrative discipline, and discipline in carrying out tasks. On the other hand, the head of the madrasa himself seems to lack understanding of the responsibilities that should be had as a leader. For example, the frequent delays when entering schools that are supposed to set an example to arrive on time to teachers, the provision of disproportionate rewards and punishments based on performance and neglect, delays in some small problems that should be solved immediately and also administrative activities that lack supervision. These various conditions cause the quality of teacher work cannot optimally contribute to the governance of the existing quality of education, (Fauziah, 2020); (Ihsan and Gustini, 2021).

In general, studies on the performance of madrasa teachers conducted by scholars and academics are quite widely carried out. For example, studies related to teacher motivation and performance, (Fauzyah, 2020); (Hafid, 2017); (Ihsan and Gustini, 2021), related to teacher leadership and performance, (Khoerunisa, 2022); (Khusnuddin, 2017); (Mukhtar, 2020); (Jonah, 2021). However, studies that focus on educational institutions in special areas (Muslim minorities and entry into frontier, remote and disadvantaged areas) have not been widely carried out. Existing studies are still focused on the level of

conception and not yet on practical and empirical areas. Call it the study conducted (Yudiawan dan Putri, 2020); (Irawaty, 2021) which explains how effective leadership models, and education services for special areas of Muslim minorities, (Widodo and Wekke, 2020) in educational institutions in West Papua. Key variables of teacher performance as presented by (Mulyasa, 2009); (Robins and Timoty, 2008). Leadership and work motivation have not been comprehensively tested.

Therefore, this study tries to conduct an empirical study on how the findings of theories that have been carried out in other regions can also be proven to have the same contribution if carried out in madrasas in special regions in West Papua. In other words, the novelty of this study is on the issue of madrasa territoriality over the implementation of existing theories. Thus, previous theories and findings can be ascertained to be true when testing in madrasas in the special region of West Papua, (Wekke, 2020). In addition, conceptually the important role of the head of the madrasa in leading the organization is indispensable. Proportional work motivation must always be given to teachers so that they are always enthusiastic and enthusiastic in accepting all the work given by the leadership. In other words, both empirically and in literature, these leadership and motivational factors are thought to be the main causes of low teacher performance, in addition to several other factors that are also relevant.

METHOD

Types of Research

This type of research design is included in *the ex-post facto.* In *ex-post facto* studies, there was no control group. The cause-and-effect relationship between one subject and another subject is not manipulated, because *ex- post facto* research only reveals the symptoms that exist or have occurred. The facts in this study are revealed as they are from the collected data. Thus, this study reveals the relationship of the existing variables. Respondents filled in the questionnaire instrument provided by the researcher. Questionnaires are given 4 (four) times based on Linkert's rules and then the results of filling in are carried out statistical analysis.

Research Instruments

The tool used by researchers as a data collection tool is a questionnaire with a Linkert scale. All instruments before use in the study will be tested for validity and reliability. The instrument validity test is intended so that the instrument to be used in measuring variables has validity and reliability in accordance with the provisions. An instrument is said to be valid if the instrument has gone through a reliability test. In addition to being valid, the instrument must also meet reliability standards. An instrument is said to be reliable if it can be trusted to collect research data.

Population and Sample

The population in this study was all teachers of MI Emeyodere (10 people) and MTs. Emeyodere (9 people) and MA Emeyodere (10 people), so that a total population of 29 teachers was obtained. Sampling in this study was carried out using *the saturated sample technique / census.* This technique is deliberately used considering that the number of population samples is less than 100 so that the entire population is sampled.

Data Analysis Methods

Data analysis techniques are carried out using parametric statistics with the help of *SPSS for Windows Version software.* 17. The statistical testing steps are explained as follows:

1. Test Classical Assumptions

   Before conducting a multiple regression analysis, a prerequisite test for Classical Assumptions analysis is first carried out. These tests include: 1) normality test 2); multicollinearity test 3); heteroscedastic test 4); and autocorrelation test.

2. Multiple Linear Regression Analysis

   To find out how much influence independent variables have on dependent variables both partially and simultaneously, statistical tests are used. The data analysis technique in this study was carried out using multiple regression analysis, this is considering the number of free variables, namely 2 (two) variables. The resulting regression line equation will be written as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

   Information:

Y	=Dependent variable Teacher Performance
a	=Constant
b_1 and b_2	=Regression line coefficient
X_1 and X_2	=Independent variables, namely the effectiveness of the leadership of the head of the madrasa and the work motivation of the teacher.

Hypothesis Test

1. Partial Effect Signification Test (t-test)

   The t test is used to test the significance of the influence of variable X on Y, whether variables X_1 and X_2 have a significant effect on variable Y separately or partially (Priyatno, 2011). The stages of the t test are:

   a) Determining statistical hypotheses (Ha and H0)

   b) Determining the significance level of the α value (alpha), proposed 5% (0.005)

   c) Test criteria.

d) The hypothesis H a is accepted if the significance of the α (alpha) value < 0.05 and the other thing H_a is rejected or H_0 is accepted
e) Comparing the significance of α (alpha) values
f) Drawing conclusions
g) If the significance of the α (alpha) value < 0.05 then H_a accepts, and vice versa

2. Simultaneous Influence Significance Test (Statistical Test F)

In this study, the F test was used to determine the degree of significance of the influence of independent variables together (simultaneously) on the dependent variables (Priyatno, 2011). The stages of the F test are:

a) Determining statistical hypotheses (Ha and H0)
b) Determining the significance level of the α value (alpha), proposed 5% (0.005)
c) Test criteria.
d) The hypothesis H a is accepted if the significance of the α (alpha) value < 0.05 and the other thing H_a is rejected or H_0 is accepted
e) Comparing the significance of α (alpha) values
f) Drawing conclusions
g) If the significance of the α (alpha) value < 0.05 then H_a accepts, and vice versa.

RESULT AND DISCUSSION
Respondents' Responses

Table 1. Respondents' Responses to Research Variables

Research Variables	Average Score	Average Score
Effectiveness of Madrasah Head Leadership (X1)	3,79	Good
Teacher Work Motivation (X2)	2,66	Enough

Source: data processed with *Ms. Excel* (2022)

Based on table 1 above, it can be seen that respondents have a tendency to answer questionnaire questions (closed) in the score category of each existing indicator, between 1 to 5 and on the existing results, it can be concluded as follows:

1) The index on the variable effectiveness of the leadership of the head of the madrasa obtained an average index of 3.79. This result shows that the variable of Madrasah Head Leadership Effectiveness in MI, MTs, and MA Emeyodere Sorong City is in the good category according to respondents' perceptions.
2) The index on the teacher's work motivation variable obtained an average index of 2.66. These results show that the variables of teacher work

motivation in MI, MTs, and MA Emeyodere Sorong City are in the category of quite good according to respondents' perceptions.

3) The index on the teacher performance variable obtained an average index of 2.70. These results show that the teacher performance variables in MI, MTs, and MA Emeyodere Sorong City are in the category of quite good according to respondents' perceptions.

Analysis Requirements Test Results

Table 2. Test Results of Classic Assumptions

Types of Testing	Result	Conclusion
Normality, with P-P Plot chart	Distributed data following diagonal lines	Data Normal
Multicollinearity, with Value Inflation Factor (VIF)	The VIF value of the entire variable is less than 10 and the tolerance value is more than 0.1.	Multicollinearity Free
Autocorrelation, with test Durbin-Watson (DW)	DW= 2,401 (4 – dl) <DW < (4 –du) Du=1,563 dan dl=1,269 Sehingga, (4-du) <2,401<(4-dl) 2,347<2,401< 2,731 Nilai DW terletak diantara (4-dl) dan (d-du)	Autocorrelation - Free
Heteroskedasticities, with Scatter Plot (SPRED and SRESID Prediction)	*scatterplot regression* spreads out with unclear patterns below and above the number 0 on the Y axis	Heteroskedasticity Free

Source: data processed, (2022)

Multiple Regression Line Equation

The results of processing multiple regression analysis using SPSS 17.0 software are as follows:

Table 3. Multiple Regression Results

	Coefficients[a]				
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	1.138	4.500		.253	.802
Effectiveness of Madrasah Head Leadership	.329	.150	.247	2.193	.037
Teacher Work Motivation	.681	.106	.723	6.427	.000

a. Dependent Variable: Teacher Performance

Source: SPSS Version 17 (2022)

Based on the calculation of the SPSS, a multiple linear regression equation is obtained as follows:

Y = 1,138 + 0,329 X$_1$ + 0,681 X$_2$

From the multiple linear regression equation above, a constant value of 1.138 was obtained. That is, if the variable Teacher Performance (Y) is not influenced by both variables of free or the effectiveness of the leadership of the head of the madrasa (X1) and the teacher's work motivation (X2) is zero, then the magnitude of the teacher's performance is at a value of 1.138 (very bad criteria).

The value of the regression coefficient in its free variables describes that if it is estimated that the free variable rises by one unit and the value of the other free variable is estimated to be constant or equal to zero, then the value of the bound variable is estimated to be up or down according to the sign of the regression coefficient of the free variable. The regression coefficient for the free variable X1 (the effectiveness of the leadership of the madrasa head) is positive, indicating a unidirectional relationship between the effectiveness of the leadership of the madrasa head (X1) and the performance of the teacher (Y). The regression coefficient of variable X1 of 0.329 means that for each increase in the effectiveness of the leadership of the head of the madrasa (X1) by one unit (1%) will cause an increase in teacher performance (Y) by 0.329 units (32.9%). The regression coefficient for the free variable X2 (teacher work motivation) is positive, indicating a unidirectional relationship between teacher work motivation (X2) and teacher performance (Y). The regression coefficient of variable X2 of 0.681 means that for each increase in teacher work motivation (X2) by one unit (1%) will cause an increase in teacher performance (Y) by 0.681 units (68.1%).

Hypothesis Test

The t test is used to test the significance of the influence of variable X on Y, whether variables X$_1$ and X$_2$ (Effectiveness of madrasa head leadership and teacher work motivation) on variable Y (Teacher Performance) separately or partially (Priyatno, 2011).

For the First hypothesis
The results of the analysis with the statistical test t can be seen in the following 4 tables:

Table 4 Statistical Tests t First Hypothesis

	Coefficientsᵃ				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta		
1 (Constant)	3.014	7.091		.425	.674
Effectiveness of Madrasah Head Leadership	1.021	.164	.767	6.217	.000
a. Dependent Variable: Teacher Performance					

Source: SPSS Version 17 (2022)

From table 4 above, it can be seen that the significance value of the α value (alpha) is 0.00 < 0.05 then H_{a1} accepts, meaning that there is a positive and significant influence on the effectiveness of the leadership of the head of the madrasa on teacher performance. Meanwhile, the Adjusted R Square test was carried out on the variable effectiveness of the madrasa head leadership. The results of the coefficient of determination test can be seen in the following table 5:

Table 5 Adjusted R Square of Leadership Effectiveness of Head Madrasah

	Model Summary			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767ᵃ	.589	.574	2.017
a. Predictors: (Constant), Effectiveness of Madrasah Head Leadership				

Source: SPSS Version 17 (2022)

From the results above, it shows that the value of the coefficient of determination expressed in the Adjusted Square is 0.574 or 57.4% percent. This means that 57.4% of the variations that occur in teacher performance variables can be explained by variations in the effectiveness variables of madrasah head leadership. Meanwhile, the remaining 42.6% is the contribution of other free variables.

For the Second Hypothesis
The results of the analysis with the statistical test t can be seen in the following table 6:

Table 6 Statistical Tests t Second Hypothesis

	Coefficients[a]				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model	B	Std. Error	Beta		
1 (Constant)	7.508	3.672		2.045	.051
Teacher Work Motivation	.848	.079	.901	10.790	.000
A. Dependent Variable: Teacher Performance					

Source: SPSS Version 17 (2022)

From table 6 above, it can be seen that the significance value of the α (alpha) value is 0.00 < 0.05 then H_{a2} accepts, meaning that there is a positive and significant influence of teacher work motivation on teacher performance. Meanwhile, the Adjusted R Square test was carried out on the teacher's work motivation variable. The results of the coefficient of determination test can be seen in table 7 below:

Tabel 7 Adjusted R Square Test for Teacher Work Motivation

	Model Summary			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.901[a]	.812	.805	1.364
a. Predictors: (Constant), Teacher Work Motivation				

Source: SPSS Version 17 (2022)

From the results above, it shows that the value of the coefficient of determination expressed in the Adjusted Square is 0.805 or 80.5% percent. This means that 80.5% of the variation that occurs in the teacher performance variable can be explained by the variation of the teacher's work motivation variable. Meanwhile, the remaining 19.5% is the contribution of other free variables.

The F test is used to test the significance of the influence of variable X on Y, whether variables X_1 and X_2 (The effectiveness of madrasa head leadership and teacher work motivation) on variable Y (Teacher Performance) jointly or simultaneously (Priyatno, 2011). This test is used to analyze on the third hypothesis.

For the Third hypothesis
The results of the analysis with the statistical test F can be seen in the following 8 tebels:

Table 8 Statistical Test F Third Hypothesis

ANOVА^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	224.552	2	112.276	68.826	.000a
Residual	42.414	26	1.631		
Total	266.966	28			

a. Predictors: (Constant), Teacher Work Motivation, Effectiveness of Madrasah Head Leadership

b. Dependent Variable: Teacher Performance

Source: SPSS Version 17 (2022)

From table 8 above, it can be seen that the significance value of the ɑ (alpha) value is 0.00 < 0.05, then H$_{a2}$ accepts, meaning that there is a positive and significant influence on the effectiveness of the leadership of the head of the madrasah and the motivation of teacher work together on teacher performance. Meanwhile, the Adjusted R Square test was carried out on both variables. The results of the coefficient of determination test can be seen in table 9 below:

Table 9 Simultaneous Coefficient of Determination (*Adjusted R Square*) Tests

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917a	.841	.829	1.277

a. Predictors: (Constant), Teacher Work Motivation, Effectiveness of Madrasah Head Leadership

Source: SPSS Version 17 (2022)

From the results above, it shows that the value of the coefficient of determination expressed in the Adjusted Square is 0.829 or 82.9% percent. This means that 82.9% of the variations that occur in teacher performance variables can be explained by variations in the variables of madrasah head leadership effectiveness and teacher work motivation. Meanwhile, the remaining 17.1% is the contribution of other free variables.

This study proves that the principal's leadership and work motivation can contribute to teacher performance. The principal / madrasah as the leader of the school / madrasah organization has the task of channeling the ability and motivation of teachers' work, so that they have good performance in carrying out their duties effectively in accordance with predetermined goals, (Sergiovanni, 2005); (Brandt, 1922). Effective leadership is impossible to realize by using one type of leadership purely, (Siagian, 2009). In addition, Motivation which is the desire that moves or encourages a person or oneself to do something, (Buford, & Lindner, 2002), and *as* a process that explains the intensity, direction and perseverance of an individual to achieve his goals,

(Robbins, 2008), also has implications on performance. Therefore, teacher performance is a variable that is not only influenced by leadership, but also influenced by work motivation. In addition, the position of the madrasah area which is in a special area (Muslim minority and included in the frontier, remote and disadvantaged areas) is a challenge in realizing the quality of education by optimizing teacher performance.

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