

THE RELATIONSHIP BETWEEN PRINCIPAL LEADERSHIP AND WORK MOTIVATION TEACHERS BASED ON EDUCATION AND DA'WAH

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ABSTRACT

This study investigates the relationship between the principal's leadership and teacher motivation at public elementary school 1 Ranteang. The research takes a qualitative approach, combining educational, psychological, and sociological aspects. Data were gathered through in-depth interviews, observations, and documentation and then analyzed using data reduction, presentation, and verification. The findings show that the principal uses successful leadership strategies, such as direct direction, motivation, and active participation in school activities. The principal is described as personable, disciplined, and adaptable, promoting good conduct and rewarding accomplishments. Teacher motivation has been highlighted as a key factor in increasing productivity and creating a positive work environment. Teachers that are highly motivated exhibit increased excitement and productivity, especially when backed by leadership that recognizes their achievements. The study suggests that the principal's leadership has a substantial impact on teacher work motivation, fostering a positive environment for professional development. We propose enhancing teacher performance management and classroom learning procedures to further develop this relationship. This study emphasizes the role of leadership in developing teacher motivation and the need for effective management techniques to maintain a productive educational environment.

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1. INTRODUCTION

Education as a crucial role in Nation building, education is crucial to fostering a nation's intellectual development (Fägerlind & Saha, 2016; Swargiary & Roy, 2023). The National Education System Law No. 20 of 2003, Article 3, states that national education aims to develop students into individuals who believe in and fear God Almighty, are noble, healthy, knowledgeable, competent, and creative, and contribute to the nation's civilization.

Education is more than just a supplementary feature of life to be used on occasion; it is a fundamental necessity that affects all parts of existence (Thurzo et al., 2023;

Brighthouse, 2024). It is critical for the development of human capital. Improving the quality of education is inextricably related to the improvement of human resources (Silalahi et al., 2022; Alam, 2022). However, at the national, provincial, district, and even school levels, educational quality development is frequently inconsistent. The equitable distribution of quality improvement should contain eight standards: content, process, instructors, education personnel, management, costs, facilities and infrastructure, graduation competence, and assessment standards (Bush-Mecenas, 2022).

Education is a vital human right that leads to long-term growth and peace for all nations (Uralovich et al., 2023). To anticipate global dynamics, human resource empowerment through education is a must-have goal. Neglecting this would demonstrate a lack of readiness to handle modern problems. National education must be integrated, with a focus on developing personal, spiritual, intellectual, and societal potential (Chanifah et al., 2021; Zhanbayev et al., 2023).

The quality of education can only be attained if all educational components fulfill the necessary requirements (Miranda et al., 2021; Darling-Hammond, 2021). Among these, school principals are the most important. Successful principals see schools as complicated and distinctive institutions and are capable of carrying out their leadership responsibilities (Pashiardis & Johansson, 2021). Addressing educational difficulties necessitates a comprehensive strategy that includes active participation from all stakeholders—families, education bureaucracy, schools, communities, and the media.

According to research on school principals' performance, they are the central characters who set a school's rhythm and direction (Tonich, 2021). This includes two crucial components: Principals are the central forces that drive the life of a school. Principals recognize their roles and responsibilities in ensuring school success, which includes showing concern for staff and students (Reid, 2021; Khaleel et al., 2021).

Principals must motivate teachers by being personable, approachable, and attentive of their input (Finnigan, 2010; Tschannen-Moran & Gareis, 2015). As the top authority in a school, the principal plays an important role in promoting optimal teacher performance. Principals must be more than just educators, managers, supervisors, leaders, and innovators; they must also be motivators in order for their institutions to perform well.

Principals are supposed to provide direction, establish examples, and inspire instructors to address challenges that arise during the teaching-learning process, whether curricular or extracurricular (Hall et al., 2016; Addy et al., 2023). They must also address issues in their schools and adapt to any situation. They can motivate teachers to work actively and confidently by making the most of available chances.

Darling-Hammond et al. (2022); Addy et al. (2023) offers eight skills that an effective principal must have to accomplish their tasks in every situation: A strong sense of responsibility for all activities that advance the school's goals, He possesses the ability to inspire others to perform their duties with sincerity and accountability. This requires a strong sense of confidence, upholding ethical standards, and exercising authority.

The ability to establish positive relationships with the community and engage them in attaining school goals is a crucial skill (Epstein, 2018; Epstein et al., 2018). The individual demonstrates competence in leading, supervising, and mentoring instructors, ensuring that their tasks align with their areas of expertise. The individual possesses curiosity and a forward-thinking perspective. Courage and problem-solving skills. A commitment to creativity in addressing the role's requirements. Even if these competencies are not fully realized, an administrator must have the vision to advance the school based on current opportunities. This includes increasing teacher professionalism, encouraging creativity, and developing the soft skills of the school community (Daniel et al., 2019; Ariyani & Zuhaery, 2021).

2. METHOD

This study adopts a survey research methodology with the goal of describing and interpreting data about events noticed during the research process. The goal of survey research is to identify certain groups, situations, and factors by collecting data through interviews, questionnaires, and direct observations. To investigate the research questions, the study employs two primary methodologies. First, the study employs the educational approach to evaluate concerns about the principal's leadership and teacher motivation at public elementary school 1 Ranteangin. Second, the psychological approach is used to investigate elements related to the principal's leadership and teacher motivation at the same school.

In terms of data collection, the study combines library and field research. In field research, on the other hand, there are three main ways to collect data: observation, which is the systematic recording of things that can be seen; interviews, which are ways to get specific information through spoken communication; and documentation, which is the collection of data from relevant documents about the research topic.

For data processing, the study employs both quantitative and qualitative techniques. The quantitative technique entails turning numerical data into descriptive text for clarity, whereas the qualitative approach examines prose-based data and ties it to other data to gain a better understanding. This qualitative procedure involves observations from beginning to end. Data analysis employs three methods: inductive reasoning, which draws conclusions from specific facts or data; deductive reasoning, which begins with general principles and progresses to specific conclusions; and comparative analysis, which compares related issues, noting similarities and differences, and drawing conclusions.

3. RESULTS AND DISCUSSION

Results

The study's findings thoroughly address the research objectives, which are to investigate the principal's leadership practices, assess teacher motivation, and examine the relationship between the two at public elementary school 1 Ranteangin.

Principal's Leadership Practices

The principal at public elementary school 1 Ranteangin exemplifies a leadership style that combines directive and participatory techniques. The principal demonstrates directive leadership by setting clear goals, providing detailed directions, and continuously monitoring task progress. This ensures that all activities are consistent with the school's vision and goal. At the same time, participatory leadership is evident in the principal's efforts to involve teachers in decision-making processes, promote open communication, and encourage staff collaboration. Using this dual strategy, the principal develops an environment that stresses both structure and inclusivity.

Furthermore, by managing relationships with teachers with emotional intelligence, the principal ensures the maintenance of trust and respect. The principal addresses difficulties and promotes a positive school culture by providing frequent feedback, communicating openly, and actively problem-solving. These practices represent leadership theories that emphasize the necessity of balancing power and inclusivity in educational institutions to get the optimal results.

Teacher Motivation

Teacher motivation at public elementary school 1 Ranteangin is influenced by intrinsic and extrinsic factors, many of which are directly related to the principal's leadership style. Teachers are intrinsically motivated because the principal provides emotional support, recognition, and opportunity for professional development. This emotional support is demonstrated by the principal's frequent recognition of teachers' achievements and encouragement to innovate and enhance their teaching approaches. Teachers also report feeling psychologically protected, allowing them to voice their thoughts and concerns without fear of being judged.

The principal organizes systematic professional development programs, performance reviews, and goal-setting activities to promote extrinsic motivation. These initiatives offer teachers clear options to improve their abilities, gain confidence, and improve their teaching quality. Furthermore, the principal's ability to foster a strict yet supportive environment motivates teachers to carry out their jobs responsibly and enthusiastically. Collectively, these variables contribute to high levels of teacher motivation, as evidenced by their commitment to the school and their students.

Relationship Between Leadership and Teacher Motivation

The study found a substantial and favorable link between the principal's leadership and teacher motivation at public elementary school 1 Ranteangin. Teachers who see the administrator as encouraging, personable, and empowering show more passion and dedication to their work. This positive perception of leadership has a direct impact on teachers' work discipline, resulting in higher attendance, punctuality, and overall performance.

Teachers also say that the principal's participative approach gives them a stronger sense of belonging and accountability. When teachers participate in decision-making, they feel appreciated and empowered, motivating them to contribute more successfully

to the school's objectives. Furthermore, the principal's capacity to recognize and acknowledge teacher achievements motivates them to thrive in their professional roles. The findings align with leadership theories that emphasize the role of transformational and participative leadership in fostering motivation and engagement among subordinates.

Discussion

This study structures its discussion to connect the findings with established theories and references. Additionally, providing a comprehensive understanding of how the principal's leadership influences teacher motivation at public elementary schools 1 Ranteangin.

Principal's Leadership Practices

The leadership practices observed in this study align with [Wang et al. \(2020\)](#); [Maqbool et al. \(2024\)](#) leadership theory, which emphasizes the importance of balancing directive and participative styles to achieve organizational goals effectively. Directive leadership, as demonstrated by the principal, involves setting clear objectives, providing specific instructions, and maintaining control over school operations. This approach is particularly effective in ensuring efficient task completion that aligns with the school's mission.

The participative leadership style, on the other hand, is rooted in transformational leadership theory as proposed by [Al-Husseini et al. \(2021\)](#); [Lin et al. \(2022\)](#); [Hejkrlik et al. \(2023\)](#). The principal's efforts to involve teachers in decision-making and foster collaboration reflect transformational practices that inspire and empower staff. This approach builds trust, enhances teacher morale, and encourages innovative problem-solving, which are critical for improving school performance.

Furthermore, [Murphy & Louis \(2018\)](#); [Edelman & van Knippenberg \(2018\)](#); [Kilag et al. \(2023\)](#) theory on emotional intelligence in leadership underscores the importance of relationship management in effective leadership. The principal's ability to communicate openly, provide constructive feedback, and address challenges empathetically demonstrates high emotional intelligence, which positively influences teacher motivation and engagement.

Teacher Motivation

The findings regarding teacher motivation align closely with Herzberg's Two-Factor Theory ([Yan et al., 2024](#)), which distinguishes between motivators and hygiene factors. Intrinsic motivation among teachers, such as the desire for professional growth, recognition, and meaningful contributions, corresponds to Herzberg's motivators. The principal's recognition of teacher efforts and encouragement to innovate directly contribute to this intrinsic motivation.

Extrinsic factors, such as professional development programs and performance evaluations, align with Herzberg's hygiene factors ([Layek & Koodamara, 2024](#)). While these do not necessarily increase motivation significantly, their absence could lead to

dissatisfaction. The principal fosters a work environment that supports teacher satisfaction and performance by adequately addressing these extrinsic factors.

In addition, Self-Determination Theory (SDT) provides further insight into teacher motivation (Ahmadi et al., 2023). SDT emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. The principal's participative leadership practices enhance teacher autonomy by involving them in decision-making, while structured professional development programs contribute to a sense of competence. The principal's ability to build strong relationships with teachers fosters relatedness, creating a supportive and collaborative work environment (Meyer et al., 2022).

The Relationship Between Leadership and Teacher Motivation

The strong relationship between leadership and teacher motivation, as identified in this study, is consistent with Vroom's Expectancy Theory (Özaslan & Özaslan, 2023). This theory posits that motivation is influenced by the expectation of achieving desired outcomes. The principal's ability to set clear goals and recognize teacher achievements ensures that teachers see a direct link between their efforts and rewards, thereby enhancing their motivation (Pardosi & Utari, 2022).

Moreover, the findings support the concept of transformational leadership as outlined by McCarthy et al. (2022), which emphasizes the leader's role in inspiring and motivating followers to exceed expectations. The principal's ability to empower teachers, foster collaboration, and recognize their achievements reflects transformational leadership practices that positively impact teacher motivation.

The results also align with Robbins and Judge's Organizational Behavior Theory (Romi et al., 2021), which highlights the role of leadership in shaping employee attitudes and behaviors. The principal's supportive and empowering leadership style creates a positive organizational culture that motivates teachers to perform at their best.

Implications for Educational Leadership

The findings of this study underscore the critical role of effective leadership in fostering teacher motivation and improving school performance (Li & Liu, 2022). By adopting leadership practices grounded in established theories, the principal at public elementary school 1 Ranteangin has successfully created a supportive and motivating work environment for teachers. These practices can serve as a model for other educational leaders seeking to enhance teacher motivation and engagement (Anselmus Dami et al., 2022; Collie, 2023).

In conclusion, the study demonstrates that the principal's leadership practices, rooted in both directive and participative styles, significantly influence teacher motivation. By aligning the findings with established theories such as those of Yukl, Herzberg, Deci and Ryan, and Burns, this discussion provides a robust theoretical foundation for understanding the relationship between leadership and motivation in educational settings. These insights contribute to the broader discourse on effective educational leadership and its impact on teacher performance.

4. CONCLUSION

The findings of this study highlight the significant role of the principal's leadership in influencing teacher motivation at public elementary school 1 Ranteangin. Through a combination of directive and participative leadership styles, the principal effectively fosters a positive work environment that supports teacher satisfaction and engagement. Practices such as setting clear goals, recognizing achievements, involving teachers in decision-making, and providing professional development opportunities are key in enhancing intrinsic motivation and creating a sense of autonomy, competence, and relatedness among teachers. These leadership practices align with established theories, including Herzberg's Two-Factor Theory, Deci and Ryan's Self-Determination Theory, and transformational leadership principles, underscoring their effectiveness in improving teacher motivation and performance.

Additionally, this study emphasizes the importance of leadership practices rooted in empathy, collaboration, and strategic goal setting to cultivate a motivated and high-performing teaching staff. The principal's ability to inspire and empower teachers demonstrates the transformative impact of effective leadership in an educational setting. These findings provide valuable insights for school leaders seeking to enhance teacher motivation, suggesting that adopting a balanced approach to leadership, grounded in both theoretical frameworks and practical applications, can significantly contribute to creating a thriving educational environment.

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