



# The Influence Principal's Leadership, Welfare and School Facilities on Work Motivation of Indonesian Integrated Islamic School Network Elementary School Teachers

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### Abstract

The purpose of this study is to analyze how much influence, both jointly and individually, the principal's leadership, welfare and school facilities on the motivation of elementary school teachers of the Indonesian Integrated Islamic School Network, Pati Regional Coordinator. This research uses the survey method, the survey method is a quantitative research method used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behavior of variable relationships and to test several hypotheses about sociology variables. The results of the study explained that the leadership of the principal, the welfare of teachers, and school facilities had a positive and significant effect on teacher motivation with a consecutive sig score of 0.015; 0,000; and 0.000; ( $< 0.05$ ), as well as the results of the F test with a significant value of  $0.000 < 0.05$ , so it can be concluded that both individually and together the leadership of the principal, the welfare of teachers, and school facilities have a positive and significant effect on teacher motivation. The suggestion from this study is that for the use of leadership variables, in the next study it is hoped that it will not focus on leadership indicators, but should be done on existing types of leadership.

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## INTRODUCTION

In this new era, HR standards must be improved. Staff quality is the key to achieving organizational goals, especially in educational programs (Mangkunegara, 2017). Education is the act of knowing and planning to create ways of learning and teaching students to develop their potential with spiritual strength, personal strength, personality, knowledge, leadership qualities, and skills needed by the community, the nation and humanity. (which. 2018). Education is very strategic for the mental health of the nation and it is necessary to improve the overall performance of the nation. A school is a place where educational activities take place. The success of the school cannot be separated from the role of the teacher as an educator to produce a quality workforce in the future. Teachers are one of the most important aspects of government life. His life has achieved strength in many aspects of life. Of course, in addition to many tasks, teachers also have many responsibilities. Teachers have a responsibility to their students who must study diligently to achieve their character and potential. One of the characteristics of a teacher is motivation.

Activity promotion has a significant impact on school performance, and one of the focus of the research study is the Coordinator of Integrated Islamic Schools Network in Pati District which includes Blora, Rembang, Grobogan, Pati, Kudus at Jepara Regencies. The Integrated Islamic School Network (JSIT) is a school that uses the concept of Islamic education based on the Qur'an and As-Sunnah. The working philosophy of JSIT is to facilitate the process of promotion, transmission, and development of Islamic religious teachings, Islamic culture and civilization from generation to generation. In people's lives, school is one of the biggest things in the world of education. Schools play an important role in providing education to students, schools are places to learn and receive the lessons taught by teachers and students. Therefore, to meet the expectations of developing qualified and capable students, the

position of the professor is needed as the tip of the spear to achieve this (Suyati & Rozikin, 2021).

Teachers must have specific skills and knowledge. These skills and abilities are part of the teacher's professional competence. Competence is the ability that a teacher really has so that his duties as a teacher can be carried out effectively. To make teachers as professionals, continuous and ongoing coaching must be done through various efforts, including through development activities, training and learning opportunities in tertiary institutions. However, attention must also be paid to developing the skills of teachers from other areas such as increasing confidence, providing ideas, providing guidance through guidance, providing high and professional salaries, that believes that the quality of teachers can increase (Nainggolan, 2021). Many factors can increase the teaching effectiveness of teachers, internal characteristics of the teacher himself and external factors, such as high motivation of teachers..

Teacher's work motivation is very important especially in terms of achieving vision and goals in school, because high teacher's work motivation can affect the teaching process on student's study results or student's study results. This is supported by the opinion of Uno, (2016) that "teacher motivation is a process to motivate teachers so that their behavior leads to a sincere effort to achieve the goals achieved by their position". Teacher motivation is very important in private schools. Teachers with positive career motivation always work hard to overcome all kinds of obstacles in the hope of achieving better results. In the workplace, teacher motivation and goal achievement are inseparable. Furthermore, "Work motivation is a state of desire to do certain activities to achieve one's goals" (Sunyoto, 2020), and according to his opinion (2013), "Ethical work is motivation that acts from an effort to find oneself. ." Necessary conditions." Therefore, from the interpretation of work motivation theory, it can be said that work motivation is an important factor to achieve the desired result, which is to produce skilled and intelligent graduates.

The work motivation of JSIT elementary school teachers is positive as seen in PTK (Classroom Action Research) publications and conferences. The researcher conducted interviews with some teachers, at least there was a simple PTK survey to assess the quality of teaching in the classroom, but it was not written and recorded. The PTK report is usually a required result for the PPG (Professional Teacher Education) final project. In SDIT Mutiara Insan, 2 out of a total of 25 teachers have completed PTK which is required for the final PPG assessment.

**METHOD**

This research uses the survey method. The research method was chosen to determine the effect of principal resources, well-being and school on teachers' work motivation. In this study, the method used by the researcher is quantitative analysis and the use of statistical methods to help analyze the data and facts obtained. Based on the number of people in the example above, the number of samples used in this study is 84 teachers, and when a free sample is distributed to 84 people randomly. The data analysis process is step by step, that is, when the data is collected, then the data is analyzed using the data processing method.

The data analysis used by the researcher in this study aims to answer the questions of this question, which are the variable explanation test, the classic hypothesis test, and the hypothesis test to answer the research question.

**RESULTS AND DISCUSSIONS**

**Table 1.** Analysis Results

Variabel	Unstandardized Coefficients	t	Sig.
(Constant)	0,624	0,549	0,585
Kepemimpinan (X1)	0,537	5,448	0,015
Kesejahteraan (X2)	0,381	7,823	0,000
Fasilitas (X4)	0,112	2,329	0,022
R = 0,909	F = 12,419		
R Squared = 0,827	Sig = 0,000		
Adjusted R Square = 0,820			

it is known that the thitung value is greater than the ttabel (5.448 > 1.662), and the significance value is 0.015, then there is a significant influence between the principal's leadership and the teacher's work motivation. By comparing the calculation with the t-table, it is known that the calculation value is greater than the ttabel (7.823 > 1.662), and the significance value is 0.000, then there is a significant influence between the teacher's welfare and the teacher's work motivation. By comparing the  $\chi^2$ -count with the ttabel, it is known that the calculation value is greater than the ttabel (2.329 > 1.662), and the significance value is 0.022, then there is a significant influence between school facilities and the teacher's work motivation.

The results of the F Test analysis show, the F value is 12.416 with a significant 0.000. So it can be concluded that the leadership of the principal, the welfare of teachers and school facilities together affect the motivation of teachers' work. Based on the test results, it can be known that the adjusted value is 0.820 or 82.00%. This can be interpreted to mean that the variables of principal leadership, teacher welfare and school facilities affect teacher work motivation 82.00% while the rest (100%-82.00%) = 18.00% are influenced by other variables that do not participate in this study.

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The existence of good leadership, adequate teacher welfare, and sufficient facilities will encourage teachers to give all their abilities to work, and this has an impact on increasing teacher work motivation.

Wise leadership means that a principal understands how work motivation can be improved. With the duties and authority of a principal, the principal can be an impetus or obstacle to increasing the teacher's work motivation (Gerdruang et al., 2021). In this study, together based on the results of the analysis of the principal's leadership variables, teacher welfare and school facilities, it was

proven that it had a significant influence on teacher work motivation.

Researchers see that good leadership in accordance with the needs of the existing organization is sufficient for teacher welfare, complete school facilities and can be used at any time by teachers and students in improving the teaching and learning process, will motivate teachers to provide the best results. The best motivation given by the teacher will not only have an impact on the quality of the school that is getting better, but it will also improve the quality of graduates from the school concerned.

The leadership factor influences work motivation and is also supported by regular coaching every week, which is not carried out in private schools or other public schools (Yunus et al., 2020). The regular coaching is also related to the existing leadership in the school. In addition, the joint influence between welfare and facilities, although significant, is not dominant because of the motivation that teachers have on JSIT to work as well as worship, which emphasizes the noble value of worship which is carried out by providing lessons / knowledge to students.

Some experts suggest that motivation is a drive that can come from inside as well as outside the individual. Pinder (2013) argues that "work motivation is a set of forces both from within and from outside oneself that encourage to start a work behavior, according to a certain format, direction, intensity and period of time". Furthermore, according to Robbins and Judge (2013), "work motivation as a willingness to expend a high level of effort towards organizational goals, which is conditioned by the ability of such efforts to meet an individual need".

The internal motivation in this study is the level of teacher welfare, where in addition to being seen from the amount of salary, welfare guarantees such as communication allowances, and health benefits the sense of comfort and security felt by teachers will contribute to higher work motivation. On the other hand, the external motivation felt by teachers is the factor of good principal leadership as well as the flexibility of school facilities and infrastructure that support

the smooth learning process is also a driver for teachers to have better work motivation.

In this study, the contribution of the variables used did not fully (not 100%) contribute to the work motivation of teachers, there are several other variables that also contribute to work motivation, such as certainty to obtain an open and transparent career path, then there are also variables of assessment of performance that are carried out transparently.

2.The Influence of the Principal's Leadership on the Work Motivation of Elementary School Teachers of the Indonesian Integrated Islamic School Network, Pati Regional Coordinator

Leadership is a process of carrying out the duties of the leader, flowing from top to bottom, which serves to discipline, the activities of the employees through the communication process to achieve the goals that have been set. Sobry (2017) that "leadership as a management concept can be formulated in a wide variety of definitions depending on where the starting point of thinking is". Another opinion posits that "leadership is as a process of influencing the activities of an individual or group to achieve goals in a given situation" (Sunyoto, 2015). Thus leadership is an important part of management, so in this case managers must plan and organize and influence others to achieve goals.

As for the motivation of the teacher's work according to Wibowo (2013), "Motivation is the desire to act". Furthermore, Hasibuan (2015) stated that "work motivation is a condition or energy that moves employees who are directed or directed to achieve the company's organizational goals". It is the pro and positive mental attitude of the employee to the work situation that strengthens his work motivation to achieve maximum performance.

Good leadership can provide positive value to work motivation, good leadership is not always a leader who always follows the will of his subordinates, in this case the leadership is the principal and the subordinates are teachers (Desrina et al., 2020). A good principal is able to explain the goals of the school, able to delegate duties and responsibilities to the teacher, in

addition to having a trait that can be imitated and modeled by the teacher so that the principal is not only a leader but also a guide. The results of this study which states that there is a positive and significant influence of the principal's leadership on teacher work motivation are also in line with previous research conducted by Nasrun (2021). Nasrun (2021) in his research explained that the leadership of the principal has a significant influence on work motivation and teacher performance. In line with this research, Sarah, and Sumilat (2021) in their research results stated that the influence of Principal Leadership (X) on the variable Teacher Work Motivation (Y) was significant and linear.

Based on the respondents' answers presented in the results of the analysis, it was also found that most respondents felt that the leadership of the principal at the time the study was carried out had carried out aspects of leadership which were indicators in this study. The respondent's answer, which is classified as very high, also provides other evidence that the better the leadership carried out has a positive influence on teacher work motivation (Suratman et al., 2020).

Researchers themselves argue that the leadership factor is the main factor that influences the work motivation of teachers. In a broader scope, researchers also see that leadership is not just limited to teachers but the entire employment sector. Good leadership cannot be categorized as a type of democratic leadership is good leadership, but the type of leadership used is adjusted to the problems that exist in different organizations or companies. In addition, good leadership is the driver of the emergence of better work motivation. In general, researchers can suggest that good leadership is leadership that can receive input from subordinates, according to their respective responsibilities, good leadership is not only able to delegate tasks to subordinates but can also be an example and tauladan for subordinates.

3. The Effect of Teacher Welfare on the Work Motivation of Elementary School Teachers of the Indonesian Integrated Islamic School Network, Pati Regional Coordinator

Pinder (2013) argues that "work motivation is a set of forces both from within and from outside oneself that encourage to start a work behavior, according to a certain format, direction, intensity and period of time". Furthermore, according to Robbins and Judge (2013), "work motivation as a willingness to expend a high level of effort towards organizational goals, which is conditioned by the ability of such efforts to meet an individual need".

Meanwhile, Fahrudin (2014) explained that "social welfare means a situation where a person can meet all needs and be able to have good relations with the surrounding environment. Social welfare can be seen from several aspects, namely sufficient income, education and health that is fulfilled". This is in line with the thinking of Adi (2015), who explained "that well-being is a condition where a person is safe, prosperous, safe from all kinds of problems or difficulties and so on. This problem includes various aspects, namely health problems, educational disorders, work disorders and so on".

As a leader who is in the school environment, it is certain that the principal understands what is needed and needed by existing teachers, especially the welfare of teachers (Darmiati et al., 2020). Citing several expert opinions, welfare is not only in the form of material rewards, but welfare can be in the form of social welfare, where teachers feel safe and comfortable to carry out social interactions, both in the school environment and outside the school, and welfare can also be interpreted as a sense of security and comfort when carrying out duties as a teacher. Good principal leadership can certainly make these two things happen, for example by giving teachers the freedom to interact socially as long as they do not leave their obligations, respond to disturbances during the teaching and learning process.

The existence of a positive and significant influence of teacher welfare on teacher work motivation is in line with several previous studies. As found in the results of Sitaman's research (2020) with the results of the research is that there is an influence of "welfare on the

motivation to teach teachers at SMPN 11 Bima City. The same result was also carried out by Tamrin Hasibuan (2015) with the result being "welfare and facilities towards employee work motivation at P.T. Timur Jaya Coldstorage Medan".

The results of respondents' answers on the influence of teacher welfare on work motivation are also seen in the classification of answers where most respondents stated that teacher welfare is included in the high category, this also provides other evidence that the better the welfare felt by teachers, the higher the motivation of teachers in working / providing lessons will also be higher (Ali et al., 2021).

Well-being is easiest to see based on the income received as stated by some experts. In the teacher profession, welfare is not only seen from how much income is received but can also be seen from the facilities that teachers receive from schools, where this facility is different from school facilities but facilities enjoyed by teachers personally and family. The welfare of teachers, in private school teachers especially, can be seen for example the existence of overtime pay, housing facilities or vehicles given or used as inventory from the school to teachers.

The provision of facilities and investments will encourage or motivate teachers to provide the best abilities and competencies they have. The welfare enjoyed by teachers also makes teachers more focused on teaching, minimizing the teacher's thinking of looking for additional outside of teaching hours, because the necessary needs have been fulfilled from the school.

4. The Effect of School Facilities on the Work Motivation of Elementary School Teachers of the Indonesian Integrated Islamic School Network, Pati Regional Coordinator

Tjiptono (2014), which defines "a facility as a physical resource that must exist before something is offered to the consumer". Facilities are something important in the service business, therefore existing facilities, namely the condition of the facilities, interior and exterior design and cleanliness must be considered, especially those

that are closely related to what consumers feel directly. According to Kotler (2016), "Facilities are everything that is physical equipment and is provided by the seller of services to support consumer convenience".

While work motivation can be explained by Robbins and Judge (2013), "work motivation as a willingness to expend a high level of effort towards organizational goals, which is conditioned by the ability of such efforts to meet an individual need". Apart from being a teacher, teachers also as social creatures also need facilities that make them feel comfortable when doing work (Kaur & Noman, 2020). As a teacher, this sense of comfort can be obtained by the existence of appropriate facilities and sufficient to carry out the teaching and learning process (Walls, 2020). The quality of the facilities that are needed by the teacher is certainly different from one another, for example, the science teacher certainly understands the existence of a good projector, or a laboratory, the sports teacher certainly wants to have sufficient sports facilities to provide learning materials according to the class they are taught. The existence of appropriate facilities will increase the teacher's work motivation.

The results of this study which explained that there was a positive and significant difference between school facilities and teacher work motivation were also supported by previous research conducted by Ika Fuzi Anggrainy, Nurdasila Darsono and, T. Roli Ilhamsyah Putra (2018) with the results being work facilities, work discipline and compensation had a positive and significant effect on work motivation. Research from Isnaini Munawir (2017) with "the results are that work facilities and job satisfaction have an influence on the work motivation of Non-Medical employees at the Subulussalam City General Hospital".

Respondents' answers based on the description of variables that had been analyzed previously, partially strengthened the test results (Istanti et al., 2020). In the description of the teacher welfare variable, it can be seen that almost half of the respondents gave a high answer to teacher welfare, this also explains that the

better the welfare received by the teacher will provide encouragement and a positive influence on teacher motivation in teaching (Tarnanen et al., 2021).

In the discussion above about school facilities against teacher motivation, researchers have a perception that the better the facilities that are in schools, especially facilities that directly provide convenience for teachers to develop or use different learning methods, the more it will increase teacher motivation.

The sufficiency of school facilities will also make teachers more creative and motivated not only in providing teaching materials but also in innovative development of teaching materials, which ultimately has an impact on improving the quality of students who graduate from school. The completeness of school facilities will also have a positive impact if teachers have the authority to use these facilities outside of school hours with students, for example used for joint sports, using existing laboratories that can increase the absorption of teaching materials by students.

Furthermore, based on what the researcher saw directly on the object of study, the researcher saw that the commitment to the responsibilities of existing teachers was very good, this was partly due to the fact that JSIT in this case through school policies in each existing school strongly supports innovation, and the creativity that exists in each teacher. The existence of the freedom to do this and channel creativity, which is certainly still in the corridor of improving the quality of learning, is a very good encouragement, on the other hand there is a strengthening of teachers which is carried out periodically every week, also increasing teacher loyalty

## CONCLUSION

The principal's leadership had a positive and significant effect on the work motivation of elementary school teachers of the Indonesian Integrated Islamic School Network, Pati Regional Coordinator, with a t test score of 5,448 and a significant score of 0.015. The teacher welfare variable has a positive and significant

effect on the work motivation of elementary school teachers of the Indonesian Integrated Islamic School Network, Pati Regional Coordinator, with a t test score of 7,823 and a significant value of 0.000. The results of the analysis also explained that teacher welfare is the variable that has the greatest influence on teacher work motivation. The variable school facilities have a positive and significant influence on the work motivation of elementary school teachers of the Indonesian Integrated Islamic School Network, Pati Regional Coordinator, with a t test score of 2,329 and a significant score of 0.022. And together the leadership of the principal, welfare and school facilities have a positive and significant influence on the work motivation of elementary school teachers of the Indonesian Integrated Islamic School Network, Pati Regional Coordinator, with an F test score of 127,419 and a significant score of 0.000.

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