



The Influence of Madrasah Principal Work Motivation on Teacher Performance at Mujahidin Parimono Jombang

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Abstract. Teacher performance is a crucial factor in educational quality. Several issues contribute to suboptimal teacher performance, including mismatch between academic background and teaching field, substandard teacher qualifications, unmet teacher welfare, and lack of understanding of the 2013 Curriculum (K13). According to the 2016 UNESCO Global Education Monitoring (GEM) Report, Indonesia ranks 10th out of 14 developing countries in education, with teacher quality ranked last. This study aims to analyze the influence of the madrasah principal's policy and work motivation on teacher performance at MI Mujahidin Parimono Jombang. A quantitative method was employed with a saturated sampling technique, involving all teachers as respondents and a questionnaire comprising 45 items. The findings revealed that the principal's policy had no significant partial effect on teacher performance (sig. $T = 0.916 > 0.05$), whereas work motivation had a significant effect (sig. $T = 0.041 < 0.05$). Simultaneously, both policy and work motivation significantly influenced teacher performance (sig. $F = 0.000 < 0.05$). These results suggest that although policy alone does not impact teacher performance, motivation plays a pivotal role, and combined with supportive leadership, it can enhance performance outcomes.

Keywords: principal policy, teacher performance, work motivation

Abstrak. Kinerja guru merupakan faktor penting dalam kualitas pendidikan. Beberapa masalah berkontribusi terhadap kinerja guru yang kurang optimal, termasuk ketidaksesuaian antara latar belakang akademis dan bidang pengajaran, kualifikasi guru di bawah standar, kesejahteraan guru yang tidak terpenuhi, dan kurangnya pemahaman tentang Kurikulum 2013 (K13). Menurut Laporan Pemantauan Pendidikan Global (GEM) UNESCO tahun 2016, Indonesia berada di peringkat ke-10 dari 14 negara berkembang dalam bidang pendidikan, dengan kualitas guru berada di peringkat terakhir. Penelitian ini bertujuan untuk menganalisis pengaruh kebijakan kepala madrasah dan motivasi kerja terhadap kinerja guru di MI Mujahidin Parimono Jombang. Metode kuantitatif digunakan dengan teknik sampling jenuh, yang melibatkan semua guru sebagai responden dan kuesioner yang terdiri dari 45 item. Hasil penelitian menunjukkan bahwa kebijakan kepala sekolah tidak berpengaruh signifikan secara parsial terhadap kinerja guru (sig. $T = 0,916 > 0,05$), sedangkan motivasi kerja berpengaruh signifikan (sig. $T = 0,041 < 0,05$). Secara simultan, kebijakan dan motivasi kerja berpengaruh signifikan terhadap kinerja guru (sig. $F = 0,000 < 0,05$). Hasil ini menunjukkan bahwa meskipun kebijakan saja tidak berdampak pada kinerja guru, motivasi memainkan peran penting, dan dikombinasikan dengan kepemimpinan yang mendukung, hal ini dapat meningkatkan hasil kinerja.

Kata kunci: kebijakan kepala sekolah, kinerja guru, kebijakan kepala sekolah, motivasi kerja

INTRODUCTION

Education officials in Indonesia are currently working hard to improve the quality of educational institutions, including madrasah ibtidaiyah, which serve students aged 6-12. *Madrasah Ibtidaiyah* play an important role in forming the basis of Indonesian children's education, especially in the

teaching of Islamic religion, in addition to general subject (Selvia, 2024). Improving the education system in madrasahs is therefore an important priority to ensure that students receive a quality education that meets the demands of the times. These improvements cover a wide range of aspects, from improving teachers' professionalism, to better responding to parents' needs, to policies developed by madrasah principals through a deliberative process involving all stakeholders (Koswara & Rasto, 2017). The madrasah principal and teachers play a central role in the effort to create quality education in madrasah ibtidaiyah. The madrasah principal not only acts as an administrative leader, but also as a prime mover who shapes the vision and mission of education in the institution. Policies taken by the madrasah principal have a direct impact. In addition, madrasah teachers are the main backbone in the teaching and learning process (Sriwati, Khodijah, & Astuti, 2021). Teachers' performance is very important because they are the ones who directly interact with students, provide subject matter, and guide students' development in various aspects, both academic and moral.

However, despite the crucial role of teachers, the challenges faced are still considerable. One of the main problems is the mismatch between the teaching field and the teacher's educational background (Mallaena, Yusuf, & Hasbi, 2023). Professional certification is a mandatory requirement to improve teaching competence and legality. Teachers' understanding of the K13 curriculum (Curriculum 2013) that is implemented nationally is also still less than optimal, so the implementation of this curriculum in the field is not uncommon to experience obstacles. Curriculum K13 demands a more active and participatory learning approach, but this has not been fully understood by most teachers (Pahrudin, 2019). In addition to professionalism and competence, teacher welfare is also a serious concern, especially for non-civil servant teachers. Non-civil servant teachers often receive salaries that are far below a decent standard of living, so many of them have to work on the side to make ends meet (Damopoli, 2015). This has a negative impact on teachers' concentration and dedication to teaching. This lack of welfare support is one of the factors hindering improvements in the quality of education, as teachers who should focus on teaching are forced to divide their time and energy into other jobs to fulfil their economic needs (Ristanti, Subhan, Nissa, & Eviana, 2016).

International surveys, such as the 2018 PISA (Programme for International Student Assessment), show that Indonesia ranks 72nd out of 77 countries in terms of education quality, with teacher quality being one of the main causes (Rusilowati, 2022). This low ranking reflects the many challenges still to be overcome in improving the quality of teaching in schools and madrasahs. Previously, a 2016 UNESCO report also ranked Indonesia 10th out of 14 developing countries in terms of education quality, with teacher quality coming in last (14th). Despite the growing number of teachers, many of them still do not meet the qualification and certification standards needed to teach effectively (Sidiq, 2018).

All these factors are interrelated and contribute to student achievement. Improving the quality of education in madrasah ibtidaiyah must be done as a whole, taking into account all aspects that affect teacher performance and the educational environment (Jamaludin, Mulyasa, & Sukandar, 2022). Improving the quality of teachers and the education system in madrasah ibtidaiyah is an urgent task, given the importance of basic education in shaping the foundation of knowledge and character of the younger generation. Government policy support, training and development of teacher competencies, as well as improving teacher welfare should be the main focus for madrasah ibtidaiyah to provide quality education (Mohtar, 2019).

This research was conducted at MI Mujahidin, which is unique in blending general knowledge with Islamic education, creating a comprehensive learning environment for primary school-aged students. Here, students not only learn general subjects such as maths, science and Indonesian language, but also get a strong Islamic religious education. This aims to mould students' religious character from an early age while equipping them with the academic knowledge needed to compete in the future.

MI Mujahidin attracts students from various neighbouring villages, and the institution has a good reputation in terms of teaching and religious values. One of the flagship programmes implemented is the dhuha prayer in congregation every morning, which teaches the importance of discipline and togetherness in worship. In addition, the tilawati programme is also compulsory for all students. This programme becomes an integral part of the curriculum, helping students not only master the academic aspects, but also strengthen their faith and piety (Hilmi, 2018). Although MI Mujahidin has various excellent programmes, it also faces challenges in terms of the quality and performance of some teachers. Some teachers in this madrasah have not achieved an optimal level of performance, which is caused by a lack of competence required as a madrasah teacher. Lack of training and professional development is also a factor that affects teacher performance.

This is where the role of the madrasah principal becomes very important. The madrasah principal is responsible for creating policies that support the progress of the institution, as well as being an agent of change who can motivate and encourage teachers to continue to develop (Fuad, M, Akhyar, & Gusli, 2023). Effective madrasah principals focus not only on school administration, but also on improving teachers' welfare and motivation. Teacher welfare is often a sensitive issue, especially for non-civil servant teachers who do not receive adequate salaries or benefits. Without sufficient attention to their welfare, teachers' motivation may decline, which in turn has a negative impact on the quality of teaching (Amini, 2008).

Teacher motivation is a key factor in enhancing performance. Motivation provided by a leader significantly influences the morale of subordinates (Utamajaya & Sriathi, 2015). If the leader—specifically the madrasah principal—fails to pay adequate attention to teachers' social and

professional needs, their performance may decline, internal conflicts may arise, and overall morale can deteriorate. Therefore, the madrasah principal at MI Mujahidin must take an active role in fostering a supportive environment, recognizing outstanding teachers, and ensuring that both their social and professional needs are effectively addressed.

Another challenge is the lack of appreciation given to teachers by the madrasah. Rewards are not always material, but can also be in the form of recognition or appreciation of teachers' contributions. These rewards are important to maintain morale. Unfortunately, in some madrasahs, attention to this aspect is still lacking, which makes teachers feel unappreciated, thus demotivating them (Sholeh, 2023).

These problems indicate that improving the quality of education at MI Mujahidin depends not only on the excellent programmes implemented, but also on efforts to improve teacher competence and welfare. As an educational institution that combines general knowledge and religious education, MI Mujahidin has a great responsibility in producing a young generation that is intellectually and religiously intelligent. Therefore, concrete steps to address this challenge are needed, both through training and professional development for teachers, as well as policies that support their welfare (Djafar & Nurhafizah, 2018).

Khoerotunnida's (2017) research concludes that the strategic policies implemented by the madrasah principal include providing uniforms to teachers twice a year, promoting teachers based on performance and achievement, and requiring each teacher to hold at least an S-1 degree as a minimum educational qualification. These measures are intended to enhance teachers' motivation and discipline, encouraging them not only to improve their competencies but also to elevate the overall quality of teaching at the madrasah. For instance, the provision of uniforms is aimed at fostering a sense of unity among educators and promoting a more professional image. Similarly, performance-based promotions and minimum educational requirements serve as incentives for teachers to pursue continuous professional development, thereby significantly improving their professionalism (Khoerotunnida, 2017).

Meanwhile, a thesis by Syifa Musyafa (2019) found that the principal's policy has a direct impact on teacher performance, although its influence is relatively limited. The study indicated that the policy accounted for 21.1% of the improvement in teacher performance. This suggests that while the principal's policy plays a significant role, other factors have a more substantial influence, totaling 78.9%. These factors may include teachers' intrinsic motivation, family support, the working environment, the availability of school facilities and infrastructure, and interpersonal relationships among educators and students.

Although the contribution of principals' policies is not absolute, the study still shows that strong leadership and appropriate policies from

principals are crucial in creating a conducive working environment for teachers. Effective leadership can encourage teachers to be more motivated in carrying out their duties, both in terms of teaching, personal development, and contributing to improving the quality of education in schools. The leadership of school or madrasah principals also has an influence on the establishment of a positive work culture in schools, which directly or indirectly affects teacher performance (Musyafa, 2019).

To achieve this goal, the role of school and madrasah principals as educational leaders is crucial, as they act as the driving force of change in educational institutions. Thus, research by (Khoerotunnida, 2017) and (Musyafa, 2019) shows that the leadership of school or madrasah principals, through well-designed policies, can directly influence teacher professionalism and performance. School or madrasah principals who are able to identify the needs and challenges in their school environment, and provide adequate support, will encourage the creation of a more competent and highly motivated teaching force. Although policy is not the only determining factor, its contribution is still significant in shaping a better quality of education at the school or madrasah level.

However, from these various literatures, there is a clear research gap, namely the lack of studies that directly and deeply examine the effect of work motivation built by madrasah principals on teacher performance, especially in the context of private madrasah ibtidaiyah such as MI Mujahidin. Most previous studies focus more on policy aspects or leadership roles in general, without highlighting how internal and interpersonal work motivation can be a driver of teacher performance.

In fact, in the context of Islamic basic education, motivation provided by the madrasah head can be a strategic instrument to overcome competency challenges, low welfare, and lack of appreciation for teachers. Therefore, this research is important to fill this void and make a practical contribution to the management of a more human and productive education.

Thus, the purpose of this study is to analyse and examine the effect of madrasah principal's work motivation on teacher performance at MI Mujahidin Parimono Jombang. The results of this study are expected to offer practical insights for madrasah principals, Islamic educational institutions, and policymakers in enhancing the quality of education by optimizing the role of leadership as a source of motivation for educators.

RESEARCH METHODS

This research uses a quantitative approach with an Ex Post Facto design, which is a design used to examine events that have occurred and then analyse their causal relationships (Sugiyono, 2008). This approach was chosen because the researchers aimed to identify the factors that contributed to events or phenomena that had already occurred, particularly those related to the madrasah principal's policies and work motivation affecting teacher

performance. The main objective is to determine the extent to which the principal's policies and work motivation influence teacher performance at MI Mujahidin Parimono. Teacher performance in this case is measured through several indicators, such as teaching quality, effectiveness in delivering material, and involvement in various self-development activities in the madrasah environment. Thus, this study not only focuses on internal aspects such as personal motivation, but also considers external factors that also affect teacher performance.

The population in this study consisted of all teachers at MI Mujahidin Parimono. The population consisted of 34 individuals. Since the population size is relatively small, a saturated sampling technique, or census, was employed, in which all members of the population were included as research subjects. This approach is intended to ensure that the research findings accurately reflect the actual conditions within the madrasah. The primary data collection instrument was a closed-ended questionnaire, developed based on the indicators of each variable. Each item was designed to gather information on the extent to which the madrasah principal's policies influence teachers' work motivation, as well as the combined effect of these factors on overall teacher performance (Daruhadi & Sopiati, 2024).

The data analysis technique in this study used multiple linear regression. The data analysis in this study employed multiple linear regression using the latest version of SPSS (Statistical Package for the Social Sciences) software. This method was selected because it allows for the simultaneous and partial examination of the effects of the independent variables—namely, the madrasah principal's policy and work motivation—on the dependent variable, which is teacher performance. Before conducting the main analysis, validity and reliability tests were carried out on the questionnaire instruments to ensure that the tools used were both accurate and consistent in collecting data.

In addition to using questionnaires, data collection was also carried out through several other supporting methods to enrich the results and increase the validity of the research. Observations were conducted in the madrasah environment to directly observe the interaction between the madrasah principal and teachers, as well as to see the professional behaviour of teachers in carrying out their teaching duties. Semi-structured interviews were conducted with several teachers and madrasah principals to obtain more in-depth information related to policy implementation and its influence on teacher motivation and performance. Literature study was also used as the theoretical and contextual basis of this research, which includes books,

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scientific articles, and journals relevant to the topic being studied. The use of these various methods is expected to provide a more comprehensive picture of the phenomenon under study and strengthen the validity of the resulting conclusions.

RESULTS AND DISCUSSION

The results of statistical analysis using SPSS indicate that the significance value for the work motivation variable is 0.04, which is below the critical threshold of 0.05. This suggests a statistically significant influence of the madrasah principal's work motivation on teacher performance. These findings support the alternative hypothesis (H_a), which posits that higher levels of work motivation instilled by the madrasah principal lead to improved teacher performance. Conversely, if the significance value were to exceed 0.05, the null hypothesis (H_0) would be accepted, indicating no significant effect on teacher performance.

Table 1. Results of Work Motivation Data Interpretation

Indicator	Score	EV (Expected Value)	SV (Score Value)	$\frac{SV}{EV} \times 100$	Category
Self-Actualisation	395	$3 \times 5 = 15$	$\frac{395}{34} = 11,61$	$\frac{11,61}{15} \times 100 = 77,4$	Agree
Appreciation/respect	397	$3 \times 5 = 15$	$\frac{397}{34} = 11,67$	$\frac{11,67}{15} \times 100 = 77,8$	Agree
A sense of belonging and love	386	$3 \times 5 = 15$	$\frac{386}{34} = 11,35$	$\frac{11,35}{15} \times 100 = 75,6$	Agree
A feeling of safety and security	401	$3 \times 5 = 15$	$\frac{401}{34} = 11,79$	$\frac{11,79}{15} \times 100 = 78,6$	Agree
Physiological needs	394	$3 \times 5 = 15$	$\frac{394}{34} = 11,58$	$\frac{11,58}{15} \times 100 = 77,2$	Agree
Total	1973	75	$\frac{1973}{34} = 58,0$	$\frac{386,6}{75} \times 100 =$	Neutral

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Descriptive results show that out of 34 respondents, the level of work motivation based on five indicators has an average in the 'agree' category. Indicators of self-actualisation (77.4%), appreciation/respect (77.8%),

belongingness and affection (75.6%), feelings of safety and security (78.6%), and physiological needs (77.2%) show that teachers generally feel quite high motivational support. Although the percentage values show a positive trend, the overall level of work motivation is at an aggregate level of 52%, which indicates the need for improvement, especially in order to have a more optimal impact on improving teacher and student achievement.

Inferentially, the results of the t-test show a calculated t-value of 2.137, which exceeds the critical t-value of 2.03951. This confirms that the regression coefficient for work motivation is significantly different from zero. It indicates that work motivation is not merely correlated with teacher performance, but also has a direct and measurable influence on it.

This finding aligns with Maslow's theory of motivation, which states that the fulfillment of needs—from the most basic to self-actualization—has a direct impact on individual performance. In this context, madrasah principals play a strategic role in fostering an environment where teachers feel safe, valued, and motivated to grow professionally.

Thus, work motivation is proven to significantly affect teacher performance, and improving motivational aspects needs to be the focus of madrasah principals' policies in supporting the quality of education at MI Mujahidin Jombang.

Table 2 Results of Teacher Performance Data Interpretation

Indicator	Score	EV (Expected Value)	SV (Score Value)	$\frac{SV}{EV} \times 100$	Category
Quality of work	498	$4 \times 5 = 20$	$\frac{498}{34} = 14,64$	$\frac{14,64}{20} \times 100 = 73,2$	Agree
Quantity of output	508	$4 \times 5 = 20$	$\frac{508}{34} = 14,94$	$\frac{14,94}{20} \times 100 = 74,7$	Agree
Reliability	551	$4 \times 5 = 20$	$\frac{551}{34} = 16,20$	$\frac{16,20}{20} \times 100 = 81$	Totally Agree
Co-operative attitude	534	$4 \times 5 = 20$	$\frac{534}{34} = 15,70$	$\frac{15,70}{20} \times 100 = 78,5$	Agree
Total	4128	80	$\frac{4128}{34} = 121,4$	$\frac{307,4}{80} \times 100 = 78,5$	Agree

The results of data analysis show that teacher performance at MI Mujahidin Parimono is classified as good based on the percentage results of 22

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the four main indicators. The quality of work indicator shows 73.2%, quantity of output is 74.7%, reliability is 81%, and cooperative attitude is 78.5%. When averaged, teacher performance is in the range of 78.5% and falls into the 'agree' category, which indicates a positive perception of teacher performance in general.

This finding supports the hypothesis that work motivation has a significant impact on teacher performance. The analysis indicates that work motivation plays a crucial role in enhancing performance quality, particularly in areas such as productivity, reliability, and professional attitude. This aligns with Herzberg's (1959) two-factor theory of motivation, which distinguishes between motivators (such as rewards, recognition, and career development) and hygiene factors (such as working conditions, supervision, and interpersonal relationships). At MI Mujahidin, a supportive work environment and the attention provided by the madrasah principal serve as key drivers of teachers' motivation to perform optimally.

The role of the madrasah head as a transformational leader also appears important in creating a motivating work environment. Supporting forms such as recognising teachers' achievements, providing professional training and being involved in decision-making have been shown to contribute to increasing motivation. This is in line with Bass & Avolio's (1994) transformational leadership theory, which emphasises the importance of leaders in building commitment and team spirit.

In addition to extrinsic motivation provided by the environment, teachers' intrinsic motivation was also shown to be influential, such as a sense of responsibility towards students and dedication to the profession. This reinforces Maslow's (1943) view that the need for self-actualisation is the main driver in improving the performance of individuals who have their basic needs met.

Thus, the good performance of teachers in this study cannot be separated from the existence of work motivation factors, both intrinsic and extrinsic, as well as conducive madrasah principal policies. The influence of motivation on teacher performance emphasises the importance of formulating education policies that are not only administrative, but also pay attention to the psychological and professional aspects of teachers.

Overall, the results of this study indicate that increasing work motivation is one of the effective strategies in improving teacher performance. Therefore, madrasah principals and policy makers need to continue to create a supportive work environment, provide space for

teachers to participate and ensure that their dedication is recognised and rewarded to improve the overall quality of education.

CONCLUSIONS

Based on the results of research conducted on the influence of the work motivation of the madrasah principal on teacher performance at MI Mujahidin Parimono, it can be concluded that the work motivation of the madrasah principal is proven to have a significant influence on improving teacher performance. This conclusion answers the main objective of the research, which is to find out the extent to which the work motivation built by the madrasah principal can affect the performance of teachers in carrying out their professional duties.

Statistically, the significance value of 0.04 (smaller than 0.05) and the Statistically, the significance value of 0.04 (which is less than the threshold of 0.05) and the calculated t-value of 2.137 (which exceeds the critical t-value of 2.03951) form the basis for accepting the alternative hypothesis (H_a). This indicates a significant influence of madrasah principals' work motivation on teacher performance. Accordingly, the research hypothesis is supported, confirming that when principals are able to foster positive work motivation, teachers tend to demonstrate improved performance in terms of quality, quantity, reliability, and collaboration. However, the findings also reveal that a substantial portion of the variation in teacher performance—approximately 64.5%—is influenced by other factors beyond work motivation, highlighting the need for further investigation into these variables in future studies.

Based on the results of the study, it is recommended that madrasah principals be more active in building teachers' work motivation through giving awards, creating a supportive work environment, and involving teachers in decision making. Inspirational and participative leadership styles are needed to increase teachers' morale. Teachers are also expected to develop intrinsic motivation by improving self-competence and maintaining commitment to their profession. For policy makers, there is a need for support in the form of leadership training, improving teacher welfare, and policies that encourage optimal performance. Future research is recommended to explore other factors that also affect teacher performance, such as experience, educational background, and school facilities.

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