

The Relationship Between Work Motivation and Teacher Performance in the Islamic Education Environment

Emeliazola^{1✉}, Zulfani Sesmiarni²

^{1,2}Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

✉Corresponding Email: emeliazola220970@gmail.com

Received: 2024-06-20; Accepted: 2024-07-20; Published: 2024-07-31

ABSTRACT

The aim of this research is to explore and analyze the relationship between work motivation and teacher performance in the Islamic educational environment. This research aims to identify dimensions and indicators of work motivation that significantly influence teacher performance, as well as understand the extent to which factors such as compensation, working conditions, and organizational support contribute to teacher work motivation. The research method used in this research is a correlational quantitative method to examine the relationship between work motivation and teacher performance at MTSN 1 Bukittinggi City. The results of this research show that there is a significant but negative relationship between work motivation and teacher performance at MTsN 1 Bukittinggi City, with a moderate level of relationship. Although work motivation is generally considered important for improving performance, these results show that other factors also play a significant role in determining teacher performance. Therefore, school management is advised to adopt a more holistic and comprehensive approach in managing human resources in order to create a work environment that supports and improves overall teacher performance. Further research is needed to explore causal relationships and other factors that influence teacher performance and develop more effective strategies in increasing work motivation and teacher performance.

Keywords: Relationships, Work Motivation, Teacher Performance.

Copyright © Author

How to Cite :



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/)

INTRODUCTION

Teachers are one component that occupies a central and strategic position in the education system. Teachers are the dominant factor in relation to improving the quality of education, because teachers are an inseparable part of the overall education system who are directly involved in the teaching and learning process, it is teachers who play a direct role in teaching and educating ¹

Teacher work motivation is a condition that makes teachers have the desire or need to achieve certain goals through carrying out a task ². Martoyo states that work motivation is something that creates encouragement or enthusiasm for work or in other words, it drives work enthusiasm ³. Mulyasa also revealed that motivation is one of the factors that determines work effectiveness. The higher the motivation a person has, the better his performance will be ⁴. Afandi said that the dimensions and indicators of work motivation are the dimensions of peace including happiness, comfort and enthusiasm because needs are met. which influence performance, include indicators: a. Reward b. Working conditions c. Work facilities. Dimensions of encouragement to be able to work as well as possible: Indicators: a. Work performance b. Recognition from above c. The work itself ⁵.

Work motivation plays an important role in encouraging a teacher to work. This drive will give rise to search behavior to determine certain goals. Every activity carried out by a teacher is driven by a power within the teacher, this driving force is called motivation. As in the case of work, a person's performance can be influenced by ability, opportunity and motivation (⁶.

Motivation has an influence on teacher work behavior, namely motivation encourages increased enthusiasm and perseverance in work ⁷. Teachers who have high motivation will have a lot of energy to carry out work activities which in the end will be able to obtain better achievements. Teacher work motivation can be seen in the drive to work for physical needs, the drive to work for safety and a sense of security, the drive to work together with colleagues in the profession, the drive to work to achieve goals that stimulate work performance and the drive to work for self- competence ⁸. By fulfilling their needs, both external and internal, teachers will be encouraged to carry out their work with full dedication and a high sense of responsibility.

Teacher motivation is described as the desire within a teacher to carry out his work as well as possible. Teachers work, among other things, because they want to earn income, want to excel, and improve their careers. When these desires are fulfilled and produce changes, the teacher will have high work motivation.⁹ In the context of improving teacher performance, it is felt that the aspect of internal motivation

¹ Rinawati Zailani and Amini Amanatun, 'PENGARUH MOTIVASI KERJA TERHADAP KINERJA GURU: KEPEMIMPINAN KEPALA SEKOLAH SEBAGAI VARIABEL MODERASI', *JURNAL PELANGI PENDIDIKAN*, 1.2 (2024), 58–67.

² Uno, Hamzah B. "Teori Motivasi Dan Pengukurannya." *Bumi Aksara*, 2014

³ Martoyo, Susilo. "Manajemen Sumber Daya Manusia, Edisi 5, Cetakan Pertama." *Yogyakarta: BPFE*, 2007

⁴ Mulyasa, Enco. "Standar Kompetensi Dan Sertifikasi Guru," 2019

⁵ Afandi, Pandi. "Manajemen Sumber Daya Manusia (Teori, Konsep Dan Indikator)." *Riau: Zanafala Publishing* 3 2018

⁶ Tarigan & Panggabean, Irma Br, and Indah Rianti Panggabean. "Pengaruh Motivasi Kerja Terhadap Kinerja Guru-Guru Di Smk Negeri 7 Medan." *Jurnal Global Manajemen* 11, no. 1 (2022): 199–211

⁷ Muaddyl Akhyar, Sasmil Nelwati, and Khadijah Khadijah, 'The Influence Of The Profile Strengthening Of Pancasila Students (P5) Project On Student Character At SMPN 5 Payakumbuh', *Mudir: Jurnal Manajemen Pendidikan*, 6.1 (2024).

⁸ (Wattimena, Petronela, P Rahabav, and A Sahalessy. "Motivasi Kerja Guru Dan Kepemimpinann Kepala Sekolah Terhadap Kinerja Guru Pada Sma Negeri Di Kecamatan Kairatu Kabupaten Seram Bagian Barat." *Jurnal Manajemen Pendidikan (Jmp)* 1, no. 1 (2023): 1–13

⁹ Muaddyl Akhyar, Juliana Batubara, and Nurfarida Deliani, 'The Central Role of the Quran in the Development of the Islamic Educational Paradigm', *FOKUS Jurnal Kajian Keislaman Dan Kemasyarakatan*, 9.1 (2024), 25–38.

is still not given enough attention even though the teacher's inner atmosphere is usually stronger and more permanent in motivating teachers to work. If teacher performance is only based on the motive to obtain material compensation, then when the expected material does not materialize it will cause performance to decline again.

Supardi believes that teacher performance is the teacher's ability and success in carrying out his learning tasks starting from planning learning to the teacher assessing learning outcomes¹⁰. Teacher performance indicators that can be used as a benchmark for teacher performance are: designing learning plans, implementing learning, evaluating learning outcomes. Hussein Fattah stated that there are three factors that influence teacher performance, namely: (1) individual ability to do a job, (2) level of effort put forth, and (3) organizational support¹¹.

Based on initial research, researchers found that some teachers arrived late and left before leaving time. The training provided does not reflect needs. Teacher welfare is generally inadequate. Teachers are not enthusiastic about submitting assignments on time. Teachers are less enthusiastic when in class.

Teacher work motivation is an important factor in realizing the performance goals set by the school. Teachers who have high work motivation will be able to achieve good and optimal performance¹². High enthusiasm and encouragement, both from internal teachers and from external factors, can certainly have an impact on improving and increasing teacher performance in carrying out their duties and obligations at school. Teachers as duty bearers to produce quality students need to have work motivation. Teachers who have work motivation will always improve their performance in accordance with the goals they have set. Each teacher's motivation is different, this can be seen from the many activities they participate in both at school and outside school and the achievements they have achieved. An active teacher reflects that the teacher has a high enthusiasm for improving self-quality. A teacher has high work motivation, so the teacher will be encouraged and try to improve his abilities so that maximum learning results are obtained. Therefore, teachers as bearers of the duties and responsibilities for the success of learning objectives are required to have good and optimal performance so that the learning objectives can be fully achieved.

The aim of this research is to explore and analyze the influence of work motivation on teacher performance in the educational environment. This research aims to identify dimensions and indicators of work motivation that significantly influence teacher performance, as well as understand the extent to which factors such as compensation, working conditions, and organizational support contribute to teacher work motivation. Apart from that, this research also intends to evaluate the role of intrinsic and extrinsic motivation in increasing teacher dedication, enthusiasm and effectiveness in the learning process. By examining the relationship between work motivation and teacher performance, it is hoped that the results of this research can provide strategic recommendations for schools and policy makers in an effort to improve the quality of education through increasing teacher motivation and performance.

RESEARCH METHODOLOGY

The research method used in this research is a correlational quantitative method to examine the relationship between work motivation and teacher performance at MTSN 1 Bukittinggi City. The research population was all teachers at MTSN 1 Bukittinggi City, totaling 50 people, and used a saturated sampling technique so that the entire population was sampled. The instrument used was a questionnaire on work motivation and teacher performance with a 5 point Likert scale. The work motivation questionnaire

¹⁰ Supardi, Supardi. "Kinerja Guru." *Jakarta: Rajawali Pers*, 2016

¹¹ Fattah, Hussein. "Perilaku Pemimpin Dan Kinerja Pegawai." *Yogyakarta: Penerbit Elmatara*, 2014

¹² Susanda Febriani, M Iswantir, and Muaddyl Akhyar, 'Pengembangan Dan Inovasi Kurikulum Pendidikan Islam Dalam Menghadapi Era Digital 4.0', *Instructional Development Journal*, 7.1.

includes indicators such as remuneration, working conditions, work facilities, work performance, recognition, and the work itself, while the teacher performance questionnaire includes indicators for learning planning, learning implementation, and evaluation of learning outcomes. Data was collected through distributing questionnaires that had been tested for validity and reliability, then analyzed using descriptive statistics and Pearson Product-Moment correlation analysis. This correlation test will determine the strength and direction of the relationship between work motivation variables and teacher performance, with a significance level of $\alpha = 0.05$. The results of the analysis are interpreted to determine the influence of work motivation on teacher performance, and conclusions and recommendations are provided to improve teacher motivation and performance at MTSN 1 Bukittinggi City. Limitations of this study include limited generalization of results to one school and possible respondent bias as well as limitations of the measurement instrument.

RESULTS

Data Description

Teacher motivation

To obtain teacher motivation, the author created a questionnaire consisting of 27 statements that the teacher answered MTsN 1 Bukittinggi City which contains indicators of teacher motivation. Of the 27 questionnaires, their validity was tested and the results were that there were 23 statement questions and 4 questions that were invalid.

The research was conducted on a sample of 28 MTsN 1 Bukittinggi City teacher respondents. The time to fill out the questionnaire is 20 minutes. The respondent's task is only to tick or tick (\surd) the "SS" mark for statements very often worth five, "S" or often worth four, "KK" for statements sometimes worth three, "J" for statements rarely worth two, and "TP" is worth one.

After tabulating or tallying the teacher motivation questionnaire data, data was obtained which showed that the results of all the statement values in the questionnaire totaled 2841 or $\sum X = 2841$.

Teacher Performance

To obtain teacher performance data, the author created a questionnaire consisting of 27 statements which the teacher answered MTsN 1 Bukittinggi City which contains teacher performance indicators. Of the 27 questionnaires, their validity was tested and the results were 20 valid statement questions and 7 invalid questions.

The research was conducted on a sample of 28 teacher respondents MTsN 1 Bukittinggi City. The time to fill out the questionnaire is 20 minutes. The respondent's task is only to tick or tick (\surd) the "SS" mark for statements very often worth five, "S" or often worth four, "KK" for statements sometimes worth three, "J" for statements rarely worth two, and "TP" is worth one.

After tabulating or tallying the teacher performance questionnaire data, data was obtained which showed that the results of all the statement values in the questionnaire totaled 3281 or $\sum Y = 3281$.

Data analysis

Test the validity of teacher motivation

Table 1: Results Test Validity Questionnaire Teacher Work Motivation

Question Items	r count	r table	Information
1	493	0.374	Valid
2	611	0.374	Valid
3	691	0.374	Valid
4	656	0.374	Valid
5	666	0.374	Valid
6	718	0.374	Valid
7	670	0.374	Valid

8	500	0.374	Valid
9	739	0.374	Valid
10	521	0.374	Valid
11	501	0.374	Valid
12	620	0.374	Valid
13	366	0.374	Invalid
14	727	0.374	Valid
15	713	0.374	Valid
16	685	0.374	Valid
17	529	0.374	Valid
18	546	0.374	Valid
19	247	0.374	Invalid
20	409	0.374	Valid
21	952	0.374	Valid
22	575	0.374	Valid
23	708	0.374	Valid
24	334	0.374	Invalid
25	330	0.374	Invalid
26	597	0.374	Valid
27	393	0.374	Valid

From the results of the validity test of the questionnaire, which consisted of 27 statement questions, there were 23 statement questions that were valid because they had a *calculated r value* greater than 0.05 and 4 questions that were invalid because the calculated r value was smaller than 0.05.

Validity test of teacher performance

Table 2: Results Test Validity Questionnaire Teacher performance

Question Items	r count	r table	Information
1	703	0.374	Valid
2	778	0.374	Valid
3	778	0.374	Valid
4	673	0.374	Valid
5	668	0.374	Valid
6	757	0.374	Valid
7	728	0.374	Valid
8	702	0.374	Valid
9	497	0.374	Valid
10	678	0.374	Valid
11	734	0.374	Valid
12	780	0.374	Valid
13	200	0.374	Invalid
14	308	0.374	Invalid
15	424	0.374	Valid
16	450	0.374	Valid
17	561	0.374	Valid
18	422	0.374	Valid
19	352	0.374	Invalid
20	447	0.374	Valid
21	377	0.374	Valid

22	275	0.374	Invalid
23	498	0.374	Valid
24	276	0.374	Invalid
25	189	0.374	Invalid
26	336	0.374	Invalid
27	615	0.374	Valid

From the results of the validity test of the teacher performance questionnaire, which consisted of 27 statement questions, there were 20 statement questions that were valid because they had a calculated r value greater than 0.05 and 7 questions that were invalid because the calculated r value was smaller than 0.05.

Reliability test of work motivation

Table 3. Reliability of work motivation

Reliability Statistics	
Cronbach's Alpha	N of Items
,867	20

Based on reliability test data, it is known that the *Cronbach's Alpha r value* = 0.867. This means that the job satisfaction variable instrument can be said to be reliable because it is greater than 0.60

Test the reliability of teacher performance

Table 4. Reliability of teacher performance

Reliability Statistics	
Cronbach's Alpha	N of Items
,909	23

Based on reliability test data, it is known that the r value calculated by *Cronbach's Alpha* = 0.909. This means that the job satisfaction variable instrument can be said to be reliable because it is greater than 0.60

Hypothesis testing

From the statistical data, the value of distributing questionnaires regarding teacher performance on student satisfaction in learning will be analyzed. For this reason, below we will explain the results of calculations to obtain the correlation coefficient between work motivation and teacher performance

Table 5. Calculations to obtain the coefficient between work motivation and teacher performance

Respondent	X	Y	X ²	Y ²	XY
1	98	119	9604	14161	11662
2	96	115	9216	13225	11040
3	108	114	11664	12996	12312

4	103	108	10609	11664	11124
5	94	108	8836	11664	10152
6	113	112	12769	12544	12656
7	78	130	6084	16900	10140
8	101	124	10201	15376	12524
9	99	95	9801	9025	9405
10	111	122	12321	14884	13542
11	81	120	6561	14400	9720
12	92	121	8464	14641	11132
13	126	111	15876	12321	13986
14	119	104	14161	10816	12376
15	99	130	9801	16900	12870
16	97	122	9409	14884	11834
17	92	122	8464	14884	11224
18	99	102	9801	10404	10098
19	92	135	8464	18225	12420
20	108	114	11664	12996	12312
21	116	108	13456	11664	12528
22	96	132	9216	17424	12672
23	116	120	13456	14400	13920
24	94	122	8836	14884	11468
25	108	125	11664	15625	13500
26	94	113	8836	12769	10622
27	95	128	9025	16384	12160
28	116	105	13456	11025	12180
amount	2841	3281	291715	387085	331579

The results of testing the influence of teacher work motivation on teacher performance using a single regression test are described in table 6 as follows:

Table 6. Correlation Test Results of Teacher Work Motivation Variables (X) on Teacher Performance Variables (Y)

		Teacher Work Motivation	Teacher Performance
Teacher Work Motivation	Pearson Correlation	1	-.440 *
	Sig. (2-tailed)		.019
	N	28	28
Teacher Performance	Pearson Correlation	-.440 *	1
	Sig. (2-tailed)	.019	
	N	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

Table 7. Interpretation of the Correlation Coefficient

Coefficient Interval	Relationship Level
0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Currently
0.60-0.799	Strong
0.80-1,000	Very strong

Based on table 6, the output above can be interpreted by referring to the basis for making decisions in the *birivariate Pearson correlation analysis* above, namely:

- Based on the sig significance value. (2-tailed). From the output table above, the sig value is known. (2-tailed) between work motivation (X) and teacher performance (Y) is $0.019 < 0.005$, which means there is a significant correlation between the work motivation variable and teacher performance.
- calculated r* value (*Pearson correlation*) it is known that the *calculated r* value for the relationship between work motivation (X) and teacher performance (Y) is $0.440 > r$ table, so it can be concluded that there is a relationship or correlation between work motivation variables and teacher performance. Because the *calculated r* or Pearson correlation in this analysis is positive, it means that the relationship between the two variables is positive.
- calculated r* value (Pearson Correlation) , which is 0.440, the criteria for the strength of the relationship between work motivation variables and teacher performance have a moderate relationship.

This study aims to analyse the relationship between work motivation and teacher performance in the Islamic education environment at MTsN 1 Bukittinggi City. Based on the results of data processing, it is known that work motivation and teacher performance are measured using a questionnaire whose validity and reliability have been tested. The research instrument for work motivation consists of 27 statement items, but only 23 items are valid. Meanwhile, the teacher performance instrument also consists of 27 statement items, with 20 valid items. To obtain data on teacher motivation, a questionnaire was used with 27 statements measuring various indicators of work motivation such as remuneration, working conditions, work facilities, work performance, recognition, and the work itself. From the results of the validity test, 23 statements were declared valid with a calculated *r* greater than 0.374, while 4 statements were declared invalid. This research involved 28 teacher respondents from MTsN 1 Bukittinggi City. Respondents were asked to fill out the questionnaire within 20 minutes, by giving a check mark on a 5-point Likert scale, ranging from "SS" (very often) with a value of five to "TP" (never) with a value of one. The tabulation results show a total teacher motivation score of 2841. To obtain teacher performance data, a questionnaire was used which also consisted of 27 statements related to performance indicators such as learning planning, learning implementation, and evaluating learning outcomes. From the results of the validity test, 20 statements were declared valid with a calculated *r* greater than 0.374, while 7 statements were declared invalid. This research also involved the same 28 respondents and the process of filling out the questionnaire was carried out within 20 minutes using a 5 point Likert scale method. The tabulation results show the total teacher performance score is 3281.

Validity and reliability tests were carried out to ensure the instruments used in this research were reliable and consistent. Based on the validity test, the items in the valid work motivation and teacher performance questionnaire have a calculated *r* greater than the *r* table (0.374). The reliability test shows a Cronbach's Alpha value of 0.867 for work motivation and 0.909 for teacher performance, which means the instrument is very reliable because the alpha value is greater than 0.60.

To analyze the relationship between work motivation and teacher performance, the Pearson correlation test was used. Based on the results of the correlation test, the Pearson Correlation value between work motivation and teacher performance is -0.440 with a significance level (2-tailed sig.) of 0.019. This shows that there is a significant correlation between work motivation and teacher performance. However, this correlation is negative, which means that the higher the work motivation, the teacher performance tends to decrease. The correlation value -0.440 indicates a moderate relationship between the two variables. The results of this research indicate that there is a significant but negative relationship between work

motivation and teacher performance at MTsN 1 Bukittinggi City. This can be interpreted to mean that other factors may influence teacher performance besides work motivation. Some possible factors that may influence teacher performance include working conditions, facilities, organizational support, and other personal factors that were not measured in this study.

Although work motivation is usually considered a positive factor that increases performance, the results of this study show the complexity of the relationship between motivation and performance. It is possible that high work motivation in certain contexts is not balanced with supportive working conditions or adequate facilities, resulting in a negative impact on teacher performance. Apart from that, other factors such as excessive workload, stress, and psychological well-being can also affect teacher performance.

This study has several limitations that need to be noted. First, this study only involved 28 respondents from one school, so the results may not be generalizable to all teachers in various other school contexts. Second, the instruments used, even though they have been tested for validity and reliability, may still have weaknesses in capturing all dimensions of work motivation and teacher performance. Third, correlation analysis cannot determine cause and effect, so further research is needed to explore the causal relationship between work motivation and teacher performance. The results of this research provide important implications for human resource management in schools. School management needs to pay attention to the factors that influence work motivation and teacher performance as a whole, not just focus on the motivational aspect. Organizational support, conducive working conditions and adequate facilities are important factors that need to be considered to improve teacher performance.

Hermino stated that teacher work motivation is a teacher's positive encouragement towards his work, towards work conditions and situations and the work environment. This positive encouragement can come from within or from outside. Encouragement that comes from within oneself includes the desire to fulfill one's needs, while encouragement that comes from outside oneself can be in the form of work situations and environments. In line with this¹³. Motivation as a determinant of success at work can describe a teacher's performance in an educational institution, if a teacher has positive behavior and high work motivation, the teacher's performance will increase.

Sutikno explained that work motivation is a force that encourages someone to carry out an activity. Motivation can influence a person's achievement in carrying out an activity. If a teacher has high work motivation, then the teacher will be encouraged and try to improve his abilities so that maximum learning results are obtained. Therefore, teachers as bearers of the duties and responsibilities for the success of learning objectives are required to have good and optimal performance so that the learning objectives can be fully achieved¹⁴.

DISCUSSION

Work motivation has a close relationship with teacher performance in Islamic education. High motivation can encourage teachers to teach better, be more energised and more dedicated to their duties. Motivation can come from various sources, such as intrinsic motivation involving a sense of responsibility, love of work and commitment to Islamic values, as well as extrinsic motivation such as rewards, salary and good working conditions.¹⁵

In the context of Islamic education, intrinsic motivation is often reinforced by religious values that encourage teachers to teach as part of worship and service to the community. Islamic education emphasises the importance of knowledge as part of good deeds, which can provide moral and spiritual encouragement for teachers to give their best in teaching. Good teacher performance involves various aspects such as

¹³ Hermino, Agustinus. "Manajemen Kurikulum Berbasis Karakter Konsep." *Pendekatan, Dan Aplikasi. Bandung: Alfabeta*, 2014

¹⁴ Sutikno, Sobry. *Pemimpin Dan Kepemimpinan*. Lombok: Holistica, 2014

¹⁵ Sajidin Sajidin and Romi Siswanto, 'Manajemen Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Di SMP Berbasis Pesantren', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* (Institut Pesantren Kh. Abdul Chalim Pact Mojokerto, 2020), 111–20 <<https://doi.org/10.31538/munaddhomah.v1i2.37>>.

effective material delivery, classroom management skills, adaptability to students' needs, and continuous professional development. Motivated teachers tend to perform better in these areas. They are more likely to continuously develop themselves, attend training, and look for innovative ways to improve the learning process.

This relationship between motivation and performance is reciprocal. Teachers who feel fulfilled and rewarded by their work tend to have higher motivation, which then has a positive impact on their performance. Conversely, good performance often increases self-confidence and personal satisfaction, which in turn can increase motivation. In an Islamic education environment, it is important for managers to pay attention to factors that can increase teacher motivation, such as providing appropriate rewards, creating a conducive work environment and ensuring that Islamic values are applied in the education process. Thus, teachers' motivation and performance can be continuously improved, which will ultimately have a positive impact on the quality of education provided to students.¹⁶

CONCLUSION

Based on the results of the research and discussion, it can be concluded from the research regarding the relationship between work motivation and the performance of MTsN 1 teachers in Bukittinggi City that the relationship between work motivation and the performance of MTsN 1 teachers in Bukittinggi City has a moderate relationship. The magnitude of the relationship between teacher work motivation and the performance of MTsN 1 Bukittinggi City teachers has a positive influence and correlation with the performance shown by the teacher. This research shows that there is a significant but negative relationship between work motivation and teacher performance at MTsN 1 Bukittinggi City. Although work motivation is considered important in improving performance, the results of this study indicate that other factors also play an important role in determining teacher performance. Therefore, school management needs to adopt a more holistic and comprehensive approach in managing human resources, to create a work environment that supports and improves overall teacher performance. Further research is needed to explore causal relationships and other factors that influence teacher performance, as well as to develop more effective strategies in increasing teacher work motivation and performance.

REFERENCE

- Afandi, Pandi, 'Manajemen Sumber Daya Manusia (Teori, Konsep Dan Indikator)', *Riau: Zanafa Publishing*, 3 (2018)
- Akhyar, Muaddyl, Juliana Batubara, and Nurfarida Deliani, 'The Central Role of the Quran in the Development of the Islamic Educational Paradigm', *FOKUS Jurnal Kajian Keislaman Dan Kemasyarakatan*, 9.1 (2024), 25–38
- Akhyar, Muaddyl, Sasmi Nelwati, and Khadijah Khadijah, 'The Influence Of The Profile Strengthening Of Pancasila Students (P5) Project On Student Character At SMPN 5 Payakumbuh', *Mudir: Jurnal Manajemen Pendidikan*, 6.1 (2024)
- Fattah, Hussein, 'Perilaku Pemimpin Dan Kinerja Pegawai', *Yogyakarta: Penerbit Elmatara*, 2014
- Febriani, Susanda, M Iswantir, and Muaddyl Akhyar, 'Pengembangan Dan Inovasi Kurikulum Pendidikan Islam Dalam Menghadapi Era Digital 4.0', *Instructional Development Journal*, 7.1
- Hermiono, Agustinus, 'Manajemen Kurikulum Berbasis Karakter Konsep', *Pendekatan, Dan Aplikasi. Bandung: Alfabeta*, 2014
- Martoyo, Susilo, 'Manajemen Sumber Daya Manusia, Edisi 5, Cetakan Pertama', *Yogyakarta: BPFE*, 2007
- Mulyasa, Enco, 'Standar Kompetensi Dan Sertifikasi Guru', 2019

¹⁶ Muhammad Afif Zamroni, 'Penerapan Sistem Informasi Manajemen Pendidikan Dalam Proses Pembelajaran Di SMP Negeri 1 Dlanggu', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* (Institut Pesantren Kh. Abdul Chalim Pact Mojokerto, 2020), 11–21 <<https://doi.org/10.31538/munaddhomah.v1i1.28>>.

- Sajidin, Sajidin, and Romi Siswanto, 'Manajemen Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Di SMP Berbasis Pesantren', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* (Institut Pesantren Kh. Abdul Chalim Pact Mojokerto, 2020), 111–20
<<https://doi.org/10.31538/munaddhomah.v1i2.37>>
- Supardi, Supardi, 'Kinerja Guru', *Jakarta: Rajawali Pers*, 2016
- Sutikno, Sobry, *Pemimpin Dan Kepemimpinan* (Lombok: Holistica, 2014)
- Tarigan, Irma Br, and Indah Rianti Panggabean, 'Pengaruh Motivasi Kerja Terhadap Kinerja Guru-Guru Di Smk Negeri 7 Medan', *Jurnal Global Manajemen*, 11.1 (2022), 199–211
- Uno, Hamzah B, 'Teori Motivasi Dan Pengukurannya', *Bumi Aksara*, 2014
- Wattimena, Petronela, P Rahabav, and A Sahalessy, 'Motivasi Kerja Guru Dan Kepemimpinann Kepala Sekolah Terhadap Kinerja Guru Pada Sma Negeri Di Kecamatan Kairatu Kabupaten Seram Bagian Barat', *Jurnal Manajemen Pendidikan (Jmp)*, 1.1 (2023), 1–13
- Zailani, Rinawati, and Amini Amanatun, 'PENGARUH MOTIVASI KERJA TERHADAP KINERJA GURU: KEPEMIMPINAN KEPALA SEKOLAH SEBAGAI VARIABEL MODERASI', *JURNAL PELANGI PENDIDIKAN*, 1.2 (2024), 58–67
- Zamroni, Muhammad Afif, 'Penerapan Sistem Informasi Manajemen Pendidikan Dalam Proses Pembelajaran Di SMP Negeri 1 Dlanggu', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* (Institut Pesantren Kh. Abdul Chalim Pact Mojokerto, 2020), 11–21
<<https://doi.org/10.31538/munaddhomah.v1i1.28>>