

Yessy - EVALUATION OF THE ROLE OF PRINCIPAL LEADERSHIP IN IMPROVING TEACHER MOTIVATION

by Yessy Yanita Sari Upload By Bintang

Submission date: 08-Sep-2020 08:32PM (UTC+0700)

Submission ID: 1381961401

File name: EVALUATION_OF_THE_ROLE-07092020.pdf (261.58K)

Word count: 5956

Character count: 32457

EVALUATION OF THE ROLE OF PRINCIPAL LEADERSHIP IN IMPROVING TEACHER MOTIVATION

JURNAL KEPEMIMPINAN
PENDIDIKAN

2018, Vol. 1(1) 35-50

© Author, 2018

p-ISSN 2086-2881

e-ISSN 2598-621X

Risnawati LUBIS,¹ Yessy Yanita SARI²

School of Graduates University of Muhammadiyah PROF. DR. HAMKA

Abstract

Evaluation of Principal's Leadership Role in Improving Teacher's motivation at Yayasan Al Hidayah Lebak Bulus, South Jakarta. Thesis. Educational Administration Study Program. School of Postgraduate Study University of Muhammadiyah Prof. Dr. HAMKA. August 2016. The purpose of this research was to obtain information and evaluate the effectiveness of Principal's Leadership Role at Junior High School and Vocational High School Al Hidayah in increasing motivation and expected to contribute in running the leadership wheel of the principal. The method used is a qualitative method with a discrepancy evaluation model (DEM). The approach used is a qualitative approach. Data collection techniques by observation, interviews, and FGD (forum group discussion). The results of this evaluation concluded that the Principal's Leadership Role had not run in accordance with the principal's leadership standards in carrying out its role. Many aspects and focus of evaluation require improvement and improvement to achieve maximum results in terms of Principal's Leadership Role in carrying out its roles and functions. This research recommends to all parties involved to optimize the leadership role of the head of the school in carrying out their duties and functions optimally for the progress of the school or foundation.

Keywords: Evaluation, Principal's Leadership Role, Teacher's Motivation.

¹ Corresponding author: risnawatilubis23@gmail.com

² Corresponding author: yessy.syah@uhamka.ac.id



Introduction

In the Law of the Republic of Indonesia Number 20. In 2003 concerning the National Education system, it is stated that National Education has a vision of the realization of an education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they were able and proactively answer the challenges of the times. As a step in realizing this vision, one of its missions is to increase the professionalism and accountability of educational institutions as a center for the cultivation of knowledge, skills, attitudes, and values based on national and global standards. Responding to this, the school becomes a decisive place in the management and implementation of education. The principal plays an important role and has a great responsibility in improving the success of the institution he leads.

The principal as an educational leader is very important to help the teacher and students. In its leadership, the principal must be able to understand, overcome and correct the deficiencies that occur in the school environment. To improve the quality of education, a school principal must be able to improve the performance of the teachers or subordinates. Many factors can affect the performance of someone, as a school leader must be able to provide influences that can cause teachers to be moved to carry out their duties effectively so that their performance will be better. As a leader who has influence, the principal tries to make advice, suggestions and if necessary the orders were followed by the teachers. Thus the principal can make changes in the way he thinks, attitudes, behavior he leads. With the advantages it has, namely the excess of knowledge and experience, the principal helps teachers develop into professional teachers.

The center of all teacher activities and school administration staff is driven by the leader of the educational institution namely the Principal. The principal also functions as the manager of the entire course of the activities of the teacher and manager in dynamism all learning activities inside and outside the classroom. Viewed from the side of its responsibilities, the principal is clearly higher and more complex than the other education staff at the school level. Therefore, the good and bad of an educational institution, most of it will be determined by the extent to which the principal in one unit and one level of education is able to move all available educational components with their leadership capital. The more he is able to dynamism the teacher, the greater the chance of him becoming a leader who can manage educational institutions professionally.

In the view of Islam, leadership is the nature of every human being entrusted by Allah SWT, to become "khalifah fil ardi" (Allah's representative) on the earth, who is tasked with realizing his sacred mission as a carrier of mercy for the universe.

و إِذْ قَالَ رَبُّكَ لِلْمَلَائِكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً قَالُوا أَتَجْعَلُ فِيهَا مَنْ يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَاءَ وَ نَحْنُ نُسَبِّحُ بِحَمْدِكَ وَ نُقَدِّسُ لَكَ قَالَ
إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ ۝

And when it is said to them, "Believe as the people have believed," they say, "Should we believe as the foolish have believed?" Unquestionably, it is they who are the foolish, but they know [it] not.

Based on the above paragraph, to be a leader must be mandated to carry out the task as well as possible for the welfare of the ummah as well as possible, because with our leadership we will be held accountable by Allah SWT.

The essence of leadership is very important, which must be recognizing, discovering, and identifying the real self. Therefore, the success of a leader cannot be separated because of the ability of a leader in leading himself (self-leadership). This is in accordance with the leadership of Muhammad SAW as stated in his words, "Every time you are a leader and every leader will be asked about his leadership." Syafii (2007) argues, "Effective leadership does not only contain superior qualities, strategies, and tactics - not just a set of skills. Leadership is a way of thinking, feeling, and functioning, a way of life, and a transformative way of being.

According to Stephen P. Robbins (2011) "Leadership as the ability to influence a group toward the achievement of a vision or set a goal". Where leaders are people who are able to influence others to achieve certain goals. In the quote Saefullah (2012) states, "Leadership is the art and skill of insiders to use their power to influence others to carry out certain activities directed at the stated goals." Leadership is the nature of leaders in carrying out their duties and obligations and their responsibilities morally and formal legal over all the exercise of its authority that has been delegated to the people it has dreamed of. Leadership is also the implementation of the skills of managing others as below, managing human resources and organizational resources in general.

Evaluation or assessment is an important aspect of leadership. Through evaluation, a leader can assess whether his work is effective and efficient in achieving organizational goals. Through evaluation, a leader can also know the successes and failures that occur in his leadership. But there are still many other benefits of evaluation for the interests of leaders and organizations, especially for the leadership of the principal who is the key to school success. Evaluation is an integral part of the management system. Every education unit, both small and large. In evaluating units within the organization to see whether all systems are running well

or there have been irregularities. In an educational organization, the evaluation also functions as a measuring instrument to determine success or not Principal's Leadership Role. Conducting regular evaluations using accountable scientific methods will help find management errors. Inequality can be detected early so that improvements can be made immediately before traveling everywhere and disrupting other work units. Good evaluation results can be used as a basis for setting organizational strategies to improve efficiency and effectiveness, both profit-oriented and nonprofit organizations that increase work productivity.

Yayasan Al Hidayah is a school whose formation starts from the desire of leaders to change lives in the school environment. This foundation has been established for a long time, approximately 28 years for Junior High School schools and 20 years for vocational schools. From year to year, the Foundation is growing and starting to improve good performance for the sub-district level up to the city level. But the most interesting thing about this foundation is that the leadership of the principal has never been changed as long as the school is established. Both for Junior High School level and Al Hidayah Vocational High School level. Unlike in general where the leadership must change every five years, but not in the leadership of the principal of Junior High School and Vocational High School at the Yayasan Al Hidayah which until now has never made a change of leadership. Because of this, researchers are encouraged to conduct research at the Yayasan Al Hidayah.

In this case, the researcher wants to evaluate the Principal's Leadership Role which allows an overview of the inequality found in the Yayasan Pendidikan Al Hidayah Lebak Bulus, South Jakarta. In fact, the principal's leadership role influences the low work motivation of the teacher in the initial observation that the researcher observes. Among them is, the principal does not give an opportunity to his subordinates to provide advice and opinions to the leadership. This was confirmed by the informant who stated that the school principal listened to the suggestions and input from the teacher but for the final results the principal was decisive. Likewise, according to other informants, the school principal listened to input and advice but the policy taken was the result of his own opinion. Lack of school principal's concern for the problems in the teachers (GAP) between Junior High School and Vocational Institutions. This can be seen from the results of preliminary observations that indicate the lack of improvement in the relationship between the two institutions and the continuing GAP between teachers. In this case, the principal's role as an innovator does not work well because it cannot be a good role model for teachers. Mental blocks that have been created for so long and have not melted until now. The role of leadership is not effective as it should be, strengthening relations with teachers by establishing communication and openness between principals and teachers.

Based on field observations, there are often changes in teachers who enter the Foundation at the Junior High School and Vocational High School Al Hidayah level. Ironically the teacher who had come out based on the results of observations and interviews with the 3 teachers concerned gave the reason why he came out because of the leadership of the principal. Below are the number of Junior High School and Vocational High School teachers who come out and enter each school year.

Year	Number of Junior High School Teachers	Number of Vocational High School Teachers	The Teacher Who Came Out	The Incoming Teacher
2013	24	30	Junior High School: 2 Vocational High School : 2	Junior High School: - Vocational High School : 1
2014	22	29	Junior High School: 3 Vocational High School : 3	Junior High School: - Vocational High School : 1
2015	19	27	Junior High School: 3 Vocational High School : 5	Junior High School: 1 Vocational High School : 2
2016	20	22	Junior High School: - Vocational High School : 2	Junior High School: 1 Vocational High School : 2

Of course, this can interfere with the course of the curriculum if the number of teachers is not proportional to the number of students. It was found that the shortage of teachers that occurred at the level of the school was covered by the plunge of school employees to teach, even though not in their fields. So it is necessary to make changes and stimuli to the foundation to be able to see the extent of inequality that occurs there. As for the inconvenience of fellow teacher colleagues (GAP) within the Foundation and the low level of teacher's motivation in preparing learning plan is an interesting thing to study. The low level of discipline of teachers both at Junior High School and Vocational High School reflects the low level of the teacher's motivation in carrying out their duties. Where the teacher comes when teaching hours and immediately go home when teaching hours are over. The absence of RPP (Lesson Plan) readiness when teaching was also found in junior high school teachers. This was confirmed by the school principal during observations which stated that Junior High School teachers had not been able to improve their

performance well, which is why there were no awards or recognition of high achieving teachers in junior high schools.

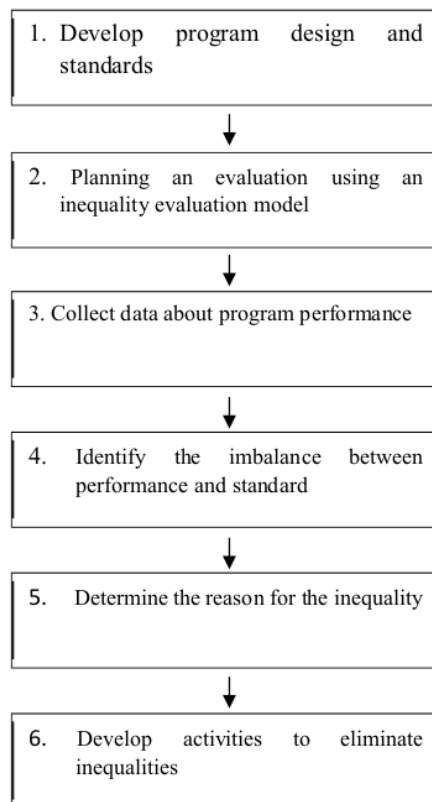
Principal's Leadership Role as a Muslim is also important for the teacher's work motivation in running the leadership wheel. That is, the need for principals to encourage teachers to develop their abilities, provide opportunities for participation, maintain and develop school infrastructure, help, guide and provide guidance, be role models, and create a conducive environment for teachers, which if all is fulfilled teacher's motivation. Based on observations it was concluded that principals both Junior High School and Vocational High School did not delegate their leadership properly. When the heads of Junior High School and Vocational High School were not many in the school that was why many tasks were delegated and appointed families not teachers who were competent in their fields. The role of the principal as a motivator is also not felt in the teacher's environment. The school principal who sneers too often and scolds the researcher can feel when participating in discussions with the heads of Junior High School and Vocational Schools. Even between principals insinuate each other about annual performance and achievements. This is also what triggers Gap between principals, namely regarding the achievement of each school unit.

The need for principals' leadership strategies and tactics in teacher's motivation is expected. This leadership strategy contains style and art to obtain and utilize support in carrying out policies and achieve the desired goals and contains standards that need to be held to work towards efforts to pursue the achievement of goals. In addition, the principal must understand each individual subordinate, and adjust to the situation, nature and conditions that exist, so that the style that will be used does not lead to negative things, but must be able to encourage and excite teachers to work more seriously so previously set goals and objectives can be achieved.

In your research, the researcher will also evaluate the effectiveness, Principal's Leadership Role Junior High School efficiency and Vocational High School in the Yayasan Al Hidayah Lebak Bulus, South Jakarta. As we know that a school principal must have ideal leadership in general, where the principal is able to carry out effective, efficient, independent, productive and accountable leadership. The criteria emphasized in the research regarding the evaluation of the Principal's Leadership Role this time by looking at teacher performance, leadership style, effectiveness and efficiency of school leadership. Which can reflect a concept of leadership as something a leader does to influence the attitudes and motivations of followers individually.

METHOD

The evaluation method was qualitative. Research that uses a qualitative approach aims to explore or build a proposition or meaning behind reality. The researcher was based on reality or events that take place in the field. While the evaluation model used was The Discrepancy Evaluation Model. Inequality evaluation model was an art depicting the imbalance between performance standards and performance. The six steps to implement, namely:



FINDINGS AND DISCUSSION

Findings

By using the case matrix analysis table, the descriptive analysis will show a comparison between standards (standards) and performance (performance) so that discrepancy will be obtained in the form of analysis. With the acquisition of analysis at each stage of the evaluation, the conclusion of each stage will be submitted, and in the end, a decision will be drawn (judgment) the role of the principal in increasing teacher's motivation. Following this, evaluators will gradually explain the results of field performance evaluations in the exposure below with a model of inequality;

A. Principal's Leadership Role

1. Educator

Discrepancy evaluation activities		Conclusion
Empiric	Ideal	
<p>1) The Head of Junior High School and Vocational High School includes teachers doing training and upgrading. Directing teachers to continue education amid the limitations of teachers in managing time and costs.</p> <p>2) Teachers do not take and participate in seminars and training conducted by institutions or universities due to costs.</p> <p>3) There were several teachers who have never participated in training and seminars in order to improve the profession due to the limited training and seminar participants.</p>	<p>1) Includes training and upgrading</p> <p>2) Encourage continuing higher levels</p> <p>3) Encourage teachers to use time efficiently</p>	<p>The heads of Junior High School and Vocational High School provide opportunities for teachers to improve competence. But there was no free time for teachers because of fulltime work and high demands for responsibility. Payroll was paid based on the number of class hours, does not allow teachers to finance higher education levels or include training or seminars from outside parties.</p>

2. Manager

Discrepancy evaluation activities		Conclusion
Empiric	Ideal	
<p>1) The Head of Junior High School and Vocational High School includes teachers doing training and upgrading. Directing teachers to continue education amid the limitations of teachers in managing time and costs.</p> <p>2) Teachers do not take and participate in seminars and training conducted by institutions or universities due to costs.</p> <p>3) There were a number of teachers who have never participated in training and seminars in order to improve their professions because training and seminars were usually held by participants.</p>	<p>a. Include training and upgrading</p> <p>b. Encourage continuing higher levels</p> <p>c. Encourage teachers to use time efficiently</p>	<p>The heads of Junior High School and Vocational High School provide opportunities for teachers to improve competence. But there was no free time for teachers because of fulltime work and high demands for responsibility. Payroll was paid based on the number of class hours, does not allow teachers to finance higher education levels or include training or seminars from outside parties.</p>

3. Administrator

Discrepancy evaluation activities		Conclusion
Empiric	Ideal	
<p>1) As the head of Junior High School and Vocational High School in Meteacher's Motivation as an administrator has fulfilled the provision of learning resources</p>	<p>1) Good communication</p> <p>2) Delegation of tasks and authority</p>	<p>The Head of Junior High School has not been able to properly arrange the school administration, both recording, compiling and documenting.</p>

<p>such as, LCD, AC, Projector, CCTV, in each class.</p> <p>2) The Head of Junior High School was not able to manage the administration properly. Curricula management, archival management and preparation of RAPBS. So far the head of Junior High School has never attended meetings with other principals, only represented. That was why the headmaster does not understand the role as an administration.</p> <p>3) The visible boundaries between principals and teachers inhibit effective communication. The head of the humble headmaster made the teachers quiet when approached. Fear was seen on the faces of the teachers when the school head was present</p> <p>4) Like a teacher who made a small or unintentional mistake, he will get a message and be angry at the headmaster who was endless. The mistake will be revealed and repeated by the principal until he feels satisfied. This has had a negative impact on how to communicate with the head of the school and reduce its authority as a school principal.</p>	<p>3) Provision of learning resources Administrative capabilities</p>	<p>Training development was not only intended for teachers but also for administrative staff.</p> <p>Poor communication, head of Junior High School due to not being humble in interacting with the teacher.</p> <p>The Head of Vocational High School who always talks about the fault of a teacher was not in place, making the teachers dare not argue</p>
--	---	---

4. Supervision

Discrepancy evaluation activities		Conclusion
Empiric	Ideal	

<ol style="list-style-type: none"> 1. The head of Junior High School and Vocational High School has a good relationship with the teachers. By holding a warm conversation outside of teaching hours during breaks or breeding. 2. The head of the Junior High School did not perform the supervision stage properly, without any initial meetings, observations, and feedback. Unscheduled and unannounced supervision. There was no development of instruments and methods of observation, everything was done as the headmaster wants when he will supervise. 3. The Head of Vocational High School conducts scheduled supervision with initial knowledge, continuous observation, and feedback 	<ol style="list-style-type: none"> 1. Good interpersonal relationships 2. Provide direction and continuity 3. There were stages of supervision, initial meetings, observations and feedback 	<p>The head of Junior High School did not supervise the right stages. Unscheduled and targeted supervision makes teacher's motivation decrease in preparing school administration equipment.</p>
--	--	--

5. Leader

Discrepancy evaluation activities		Conclusion
Empiric	Ideal	
<ol style="list-style-type: none"> 1) The Head of Junior High School carries out his duties as a leader well, accepting the aspirations and suggestions of the teachers democratically. But when it comes to personal decision policy, it takes precedence. 2) The Head of Vocational High School delegates more tasks to the four trusted teachers. The time that was not much in school makes the teachers complain because of their discomfort in teaching. Four trust teachers have different mindsets that create different opportunities in monitoring teacher performance. 	<ol style="list-style-type: none"> 1) Give instructions 2) Delegate tasks 3) Democratic 4) Integration of organizational goals Recognizing subordinate's share 	<p>The presence of the principal must be increased so that he can monitor directly and can assess the performance of the teachers themselves.</p> <p>Good leadership was a leader who sees being persuaded and can adapt his leadership style.a</p>

6. Innovator

Discrepancy evaluation activities		Conclusion
Empiric	Ideal	
<ol style="list-style-type: none"> 1) The Head of Junior High School was less able to search for, and implement various reforms at school. The school principal submits teaching and curriculum 	<ol style="list-style-type: none"> 1) Inovatif 2) Be an model 	<ol style="list-style-type: none"> 1) The Head of Junior High School demands more change for the teacher and has not set an example as an

<p>development to the teachers without giving definite direction. The principal demands more change and development occurs in the teachers, but he himself does not want to innovate and stick to the old mindset.</p> <p>2) The Head of Vocational High School has a lot of innovations in educational reform, both in curriculum development, facilities and infrastructure for teaching methods. The principal believes that the development of teaching methods will create better conditions for both students and teachers.</p> <p>3) The Head of Junior High School and Vocational High School has never been in line and one thought about the program of the foundation program that has been planned. This makes the distance between the two sides and how sad the teachers are, both Junior High School and Vocational High School do not interact or communicate properly. So that this cannot be an example or an example</p> <p>4) The Head of Junior High School and Vocational High School were equally disciplined and consistent in carrying out their duties. This was an example of an attitude that can be imitated by teachers. And this was the case with the discipline of the teacher itself.</p>		<p>example. Changes will occur if the principal does it first.</p> <p>2) The existence of an embedded mental block between the two institutions, both Junior High School and Vocational High School, which makes the interaction and communication between teachers from these two institutions not good.</p>
---	--	---

7. Motivator

Discrepancy evaluation activities		Conclusion
Empiric	Ideal	
<p>1) The absence of certain criteria set by the Junior High School's head in improving teacher performance. So that the teacher's motivation will improve normal ordinary performance. Do not innovate in learning</p> <p>2) There was no appreciation for outstanding Junior High School teachers but there were penalties for teachers who violate. The</p>	<p>1) There were awards and penalties</p> <p>2) The creation of a conducive working atmosphere</p> <p>3) Discipline</p> <p>4) Explain the purpose</p>	<p>1. The absence of certain criteria set by the Junior High School's head in improving teacher performance. So that the teacher's motivation will improve normal ordinary performance. Do not innovate in learning</p> <p>2. There was no appreciation for outstanding Junior High School teachers but there were penalties</p>

<p>absence of feedback given by the principal makes the teachers carry out their duties just to abort teaching obligations.</p> <p>3) The Head of Vocational High School fully motivates and provides criteria for performance achievement in return for awards and recognition.</p> <p>4) The head of Junior High School has not maximally encouraged the teachers to make the teachers proud of their profession. This was because there were an evaluation and follow-up, so there was no achievement standard for qualified teachers. This unfavorable assessment makes teachers less proud of their profession.</p>	<p>5) There was pride as a teacher of attention</p>	<p>for teachers who violate. The absence of feedback given by the principal makes the teachers carry out their duties just to abort teaching obligations.</p> <p>3. The Head of Vocational High School fully motivates and provides criteria for performance achievement in return for awards and recognition.</p> <p>4. The head of Junior High School was not maximized, encouraging teachers to make the teachers proud of their profession. This was because there were an evaluation and follow-up, so there was no achievement standard for qualified teachers. This unfavorable assessment makes teachers less proud of their profession.</p>
--	---	--

B. Leadership Style

- a. Head of AL Hidayah Junior High School
 - a) His leadership was absolute, for 30 years his leadership has not been replaced by anyone.
 - b) There was no teacher who can replace him in using his power, except for his representative who has been serving for 25 years.
 - c) Policies, decision makers, and operational implementers were all controlled by the family so that no one dares to touch.
 - d) The principal has full progressive rights.
 - e) Teachers must carry out all the orders of the principal.
 - f) The school's vision and mission have been determined by the previous headmaster, the teachers only carry out.
 - g) It was the principal who has the authority to punish and dismiss teachers.
 - h) The leader delegates authority only to his representative.
 - i) All the preparation, organization, activities and allocation of decentralized sources of resources.
 - j) The creativity and innovation of teachers were low, so the principal never gives appreciation to the teachers.
 - k) The absence of an effort to empower teachers that was certain, because teachers must develop and improve their own quality.
 - l) The principal does not like to be corrected.
 - m) Communication was only one direction between the principal and the teacher in making accountability.
- b. Head of Vocational High School Al Hidayah
 - a) The principal delegates authority to his four trusty teachers.
 - b) Teachers participate in meetings, provide input and suggestions.

- c) Head Deputy or other teachers carry out decisions based on the instructions of the principal.
- d) The principal always takes the time to discuss with the teachers in the teacher's room.
- e) The relationship between the principal and teacher was sometimes in the form of a mentor, where the principal guides and directs the teachers.
- f) Vision and mission were formulated together and adapted to developments.
- g) Teachers have the right to express opinions and input.
- h) Creativity and innovative teachers were being, where teachers have been able to catapult the name of the school to their creative ideas.
- i) The principal tries to teacher's motivation to improve skills and quality.

From the description above, the researcher can deduce the leadership style of each principal. Junior High School's leadership style was incorporated into an authoritarian leadership style. Where all policies were made by themselves, decided by themselves, make their own standards and give penalties for teachers who were less successful in carrying out their duties. A condition of leadership style that was less relevant to current development, but can be applied if subordinates or teachers have low-performance quality. It was different from the head of Vocational High School Al Hidayah where leadership style can be categorized into participatory leadership. The principal involves all teachers or subordinates in making policies and making decisions.

Discussion

Schools are a form of educational organization. The principal was an educational leader in the school. If the definition of leadership was applied in educational organizations, then educational leadership can be interpreted as an effort to move people in educational organizations to achieve educational goals. This was consistent with the opinion of Wirawan (2012) who stated that "Educational leadership was a process of education leaders influencing students and education stakeholders and creating synergies to achieve research goals". The school principal was an education unit level education leader who must have a strong leadership base. For this reason, every school principal must understand the importance of the principal's leadership, an effective indicator of principal leadership, the ideal principal leadership model, and the principals' leadership ethics. The dimensions of these dimensions must be owned, and integrated into the personal principals to be able to carry out management, and lead effectively, efficiently, independently, productively, and accountable.

Principal leadership was a factor that drives school success to realize the vision, mission, goals, and objectives of schools through programs. Principals who succeed if they

understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who was given the responsibility to lead the school so as to realize a positive organizational culture so that the work motivation of teachers to build a quality education culture can be carried out together with elements of existing stakeholders (students, teachers, community, government, and business). Therefore, schools need effective, accurate management or management in order to provide optimal results in accordance with the needs and demands of all stakeholders.

The school principal as an educational leader in school must be a catalyst, dynamism and facilitator of school stakeholder groups in mobilizing the full potential of education or education personnel, especially teachers in order to achieve goals by helping teachers cooperatively to improve their productivity, because the teachers want the principle which not only theoretically has the terms of leadership in general, but the most important thing was the application through leadership that was truly felt and influences the work motivation of the teacher.

Based on the foregoing, it was realized that the principal through his leadership process would determine the creation of an effective school culture so as to arouse the teacher's work motivation. The phenomenon that occurs in private school institutions was usually reflected in the teacher's work motivation. For this reason, the principal's leadership needs to be organized in the right school. There was a need for an essence of theoretical thought, about organizational structure, hierarchy, authority, mechanism of achievement, and coordination in the school environment. As in the Islamic view of motivation, the foundation of one's highest motivation was heavenly.

وَيَسْلُذِينَ أَمْثَلًا وَعَمِلُوا الصَّالِحَاتِ أَنْ لَهُمْ جَنَّاتٍ تَجْرِي مِنْ تَحْتِهَا الْأَنْهَارُ كُلَّمَا رَزَفُوا مِنْهَا مِنْ ثَمَرَةٍ رَزَفُوا قَالُوا هَذَا الَّذِي رَزَقْنَا
1 من قَبْلُ وَأَنْتُمْ بِه مُتَشَابِهًا وَلَهُمْ فِيهَا أَزْوَاجٌ مُطَهَّرَةٌ وَهُمْ فِيهَا خَالِدُونَ

And give good tidings to those who believe and do righteous deeds that they will have gardens [in Paradise] beneath which rivers flow. Whenever they were provided with a provision of fruit therefrom, they will say, "This is what we were provided with before." And it is given to them in likeness. And they will have therein purified spouses, and they will abide therein eternally.

In the content of the Koran implied good news for anyone who believes and believes in Allah and does good deeds and the goodness of Allah provides a place full of heavenly pleasures. People who believe will be called and then feel motivated to reach it. Like the beauty of reward and provided it becomes the foundation of the highest nature of motivation, how one

must always do and try. The Messenger of Allah himself said in his saying, his people must have an ideal as high as heaven not as high as the sky.

CONCLUSION

1. The Junior High School principal does not master his role as manager, administrator, supervisor, leader, innovator, and motivator. Principals as managers found that principals did not establish cooperation, lack of teacher participation and make their own policies so that many teachers complained about their roles. The weakness of the head of High School Vocational in carrying out its role can be seen in the role of leader and innovator. The role of the principal as leader was found that leadership with this participatory style was not consistent when making decisions and delegating authority, not to the right people. The role of the principal as an innovator found that the principal had not been able to realize and be an example for the teacher. But the head of Junior High School has an advantage in his role as an educator, the principal gives the opportunity to improve skills amid the limitations. While the head of Vocational High School has advantages in the role of educator, manager, administrator, supervision, and motivator.

2. The Head of Junior High School and Vocational High School Al Hidayah both have differences in teacher's motivation. Based on the type of work motivation was divided into two, namely positive motivation and negative motivation. ³ In carrying out its role the head of Junior High School uses negative motivation which was how to influence and motivate with elements of threat or force subordinates. While the role of the head of Al Hidayah Vocational High School affects teachers with negative and positive motivation.

3. The leadership of the head of the Junior High School was an authoritarian leadership style. This can be seen from the school principal's own behavior indicators. The Head of the AL Hidayah Junior High School made his own policies, decided on his own, made his own standards, and gave punishment as a way of motivating the teachers. While the leadership of the head of Al Hidayah Vocational High School was categorized as participatory leadership.

From this research, it is suggested that principals need to act as managers, administrators, supervisors, leaders, innovators and motivators within the framework of teacher's motivation in their schools.

REFERENCES

Antonio, M.S.2007. *Muhammad SAW The Super Leader Super Manger*. Jakarta: ProLM Centre.

- Arifin, Zainal. 2013. *Evaluasi Pembelajaran*. Bandung: Remaja Rosdakarya Offset.
- Arikunto, Suharsimi. 2004. *Evaluasi Program Pendidikan*. Jakarta: Sinar Grafika Offset.
- Badawi, Achmad. 2014. *Memotivasi Kerja Guru*. Jakarta: Al Wasat Publishing House.
- Burgin, Buhan. 2001. *Metodologi Penelitian Kualitatif*. Jakarta: PT Raja Grafindo.
- Connie & Pudjosumedi. 2013. *Manajemen Pendidikan*. Jakarta: Uhamka Press.
- Fathih. 2007. *The Art of Leadership in Islam*. Jakarta: Khalifah.
- Ibrahim. 2015. *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- Mulyasa. 2013. *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: PT Bumi Aksara.
- Mangkunegara, A.A. Anwar. 2014. *Evaluasi Kinerja SDM*. Bandung: Refika Aditama.
- Maxwell, John.C. 2013. *The 21 Irrefutable Laws of Leadership*. Jakarta: Interaksa.
- Moleong, Lexy. J. 2013. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Overton, Rodney. 2002. *Leadership Made Simple*. Singapore: Wharton Books.
- Peraturan Pemerintah Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*
- Robbins, S. P., and Judge. Timothy. A. 2011. *Organizational Behavior*. Harlow: Pearson.
- Saefullah. 2012. *Manajemen Pendidikan Islam*. Bandung: Pustaka Setia.
- Setyowati. 2013. *Organisasi dan Kepemimpinan Modern*. Yogyakarta: Graha Ilmu.
- Terjemahan Qur'an Kemenag RI*. 2006. Kudus: Menara Kudus.
- Thoha, Miftah. 2010. *Perilaku Organisasi: Konsep dasar dan Aplikasinya*. Jakarta: Raja Grafindo Persada.
- Wahjosumidjo. 2008. *Kepemimpinan Kepala Sekolah: Tinjauan Teoritik dan Permasalahannya*. Jakarta: Raja Grafindo Persada.
- Wirawan. 2012. *Evaluasi: Teori, Model, Standar, Aplikasi dan Profesi*. Jakarta: Raja Grafindo Persada.
- . 2014. *Kepemimpinan: Teori, Psikologi, Perilaku, Organisasi, Aplikasi dan Penelitian*. Jakarta: Raja Grafindo Persada.
- Yusuf, A. Muri. 2014. *Metode Penelitian (Kuantitatif, Kualitatif & Penelitian Gabungan)*. Jakarta: Prenamedia Group.
- Yusuf, Farida. 2002. *Evaluasi Program*. Jakarta: Rieneka Cipta.

Yessy - EVALUATION OF THE ROLE OF PRINCIPAL LEADERSHIP IN IMPROVING TEACHER MOTIVATION

ORIGINALITY REPORT

7%

SIMILARITY INDEX

6%

INTERNET SOURCES

4%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to American Youth Academy

Student Paper

1%

2

Ji-Kang Chen, Ron Avi Astor. "Students' Reports of Violence Against Teachers in Taiwanese Schools", Journal of School Violence, 2009

Publication

1%

3

jurnal.ustjogja.ac.id

Internet Source

1%

4

journal.uad.ac.id

Internet Source

1%

5

Fitrijah Hidajati, Miftahol Jannah. "STRENGTHENING EPP (ENGLISH PROFICIENCY PROGRAM) PROGRAM IN IMPROVING ENGLISH ABILITY OF MUHAMMADIYAH 2 TAMAN STUDENTS", HUNAFa: Jurnal Studia Islamika, 2019

Publication

1%

Lia Amalia, Endah D A Anantisari. "Evaluation of

6

9-Year Compulsory Basic Education Learning Program in Serang Banten", Journal of Physics: Conference Series, 2020

Publication

1%

7

Submitted to Universiti Sains Malaysia

Student Paper

1%

8

Submitted to Bahrain Institute of Banking and Finance

Student Paper

<1%

9

quran.com

Internet Source

<1%

10

Siti Nurhayati. "Improvement of Pedagogic Competency of Pendidikan Agama Islam and Budi Pekerti Teachers of Islamic Education by Online Learning Supervision in Cilacap District", International Conference of Moslem Society, 2019

Publication

<1%

11

Submitted to The Islamic College

Student Paper

<1%

Exclude quotes On

Exclude matches < 17 words

Exclude bibliography On