

## Democratic Leadership Of The Foundation Chairman And Work Motivation On Teacher Performance At The Sabilush Sholihin Foundation Of Islamic Education And Dakwa Bangkalan District

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**Abstract.** Several factors that influence teacher performance include democratic leadership and work motivation. This study took the object of the Sabilush Sholihin Islamic Education and accusations Foundation, Socah Village, Bangkalan Regency. This study uses a qualitative method with a population of 63 teachers. The aims of this study were 1) to determine the effect of democratic leadership style on teacher performance at the Islamic education foundation and accusations sabilush sholihin, Socah district, Bangkalan district. 2) To determine the effect of work motivation on the performance of teachers at the Islamic education foundation and accusations Sabilush Sholihin, Socah district, Bangkalan district. 3) to determine the simultaneous effect of democratic leadership and work motivation on teacher performance at the Sabilush sholihin Islamic education and accusations foundation, Socah district, Bangkalan district. 4) To find out which variables of democratic leadership style and work motivation have the dominant influence on teacher performance in educational and educational foundations. Accusations Sabilush Sholihin, Socah district, Bangkalan district. Based on the results of statistical tests, it was found that 1) democratic leadership style had a positive and significant effect on the teacher's performance variable at the Sabilush Sholihin Islamic accusations Foundation and Education. It is shown that the result of the t-test calculation is  $t_{count} (6.646) > t_{table} (1.99962)$  with a significant value of  $0.000 < 0.05$ . 2) work motivation has a positive and significant effect on the teacher's performance variable at the Sabilush Sholihin Islamic Da'wah Foundation and Education. It is shown that the result of the t-test calculation is  $t_{count} (3.203) > t_{table} (1.99962)$  with a significant value of  $0.002 < 0.05$ . 3) Together or simultaneously the independent variables (democratic leadership style and work motivation) have a positive and significant effect on the dependent variable (Teacher Performance at the Sabilush Sholihin Islamic accusations Foundation and Education). It is shown that the result of the F test calculation is  $F_{count} (143.450) > F_{table} (3.15)$  with a significant value of  $0.000 < 0.05$ . 4) democratic leadership style that has a dominant influence on the teacher's performance variable at the Sabilush Sholihin Islamic accusations Foundation and Education

**Keywords:** Democratic leadership style, work motivation, teacher performance

### INTRODUCTION

Teachers are human resources in schools. Teachers are inspirational figures and motivators for students in carving out their future. If teachers are able to be a source of inspiration and motivation for students, then this will be a great strength for students in pursuing their dreams in the future. This is where it is very important to produce teachers who are qualified, ideal and innovative so that they are able to raise the enthusiasm of students to become actors of world change in the era of globalization and are able to create progress in various fields.

The Sabilush Sholihin Islamic Education and Dakwa Foundation has a total of 63 teachers who are active teachers from all levels of education. Teachers are expected to be able to become figures and inspirations for all students at each level and become an important asset in improving the quality and quantity of students, and to know the number of teachers

Apart from using a democratic leadership style to improve the quality of education and teacher performance, another factor is work motivation. Work motivation is the provision of a driving force that creates enthusiasm for a person's work. So that they are able to collaborate, work effectively and integrate with all efforts to achieve satisfaction. Motivation is an impulse either from within or from outside that makes other people act in a certain way. Motivation will provide a good stimulus to someone to fulfill their needs and their goals will be achieved. Motivation is very important because with motivation it is hoped that each individual can work hard and enthusiastically to get the expected results.

The Sabilush Sholihin Islamic Education and Dakwa Foundation, which is located at Jalan Raya Pedeng Socah, Socah District, Bangkalan Regency, is one of the agencies or foundations operating in the field of education which provides levels of education starting from Al-Quran Kindergarten, Integrated Islamic Kindergarten and Madrasah. Diniyah Takmiliah Awaliyah, Middle School and High School. Each level of education is led by a school principal. In this research, all levels of education will be the research sites and the targeted objects are all teachers at that level of education.

As a foundation operating in the field of education. The Sabilush Sholihin Islamic education and preaching foundation has a role in educating the nation. The Islamic educational and preaching foundation requires teachers who are professional and competent in their respective fields. They have work motivation and are supported by an effective leadership style, in order to create success in the learning process at school, which will have a further impact. is the teacher's overall performance. Because human resources are one of the factors and keys to success in achieving the vision and mission of the Sabilush Sholihin Islamic education and preaching foundation.

Based on initial observations in August 2023 at the Sabilush Sholihin Islamic Education and Preaching Foundation. The problem at SMP, SMA, TKQ, TK-ITAS and MDTA Sabilush Sholihin is that there are leaders who give full trust to teachers without giving direction or guidance. In this case the leader only plays an advisory role by giving full trust to the teacher. The problem that appears at the Foundation is that there are still many teachers who have not demonstrated creative and productive attitudes and behavior as teachers in carrying out learning and educational tasks at school.

Relevant research is research conducted by Yunita et al (2020) with the title Democratic Leadership Style of School Principals on PAUD Teacher Performance. This research aims to determine the influence of the school principal's democratic leadership style on the performance of PAUD teachers in Anyar District, Serang Regency, Banten Province. The

results of this research show that the coefficient between the principal's democratic leadership style variable on teacher performance is 0.627, which means that there is an influence between the school principal's democratic leadership style on the performance of PAUD teachers in Anyar District, Serang Regency, Banten Province.

Based on the background information above, researchers are interested in conducting research on the performance of teachers at educational foundations and the Islamic preaching of Sabilush Sholihin. This research was conducted to determine the influence of school principal leadership and work motivation on teacher performance at the Sabilush Sholihin Islamic education and preaching foundation, Socah District, Bangkalan Regency.

## **LITERATURE REVIEW**

### Understanding Democratic Leadership

This democratic leadership style is the attitude of a leader who needs all his subordinates fairly without any differences in status. A democratic leader achieves goals through a system of cooperation with his subordinates. This leadership style has strength that does not lie in the leadership status itself, but rather lies in the active participation of each of his subordinates. The democratic leadership style has the advantage that the leader really appreciates the potential of each individual and can accept input and suggestions from his subordinates.

### Leadership Indicators

Indicators of effective leadership can generally be observed from three main things according to Greenfield (1987) in Mulyasa (2011), namely:

1. Commitment to the organization's vision as a guideline in carrying out its duties and functions.
2. Make the organization's vision a guide in managing and leading the organization
3. Always focus its activities on learning from the performance of subordinates in the organization.

### Work motivation

Donald (1990) in Kompri (2015) defines motivation as "a change in energy within oneself or a person's personality which is characterized by effective encouragement and reactions in an effort to achieve goals" while Yamin (2003) in Kompri (2015) provides the definition of motivation as " behavior that will determine the need or form of behavior to achieve goals".

### Work Motivation Indicators

Robbins (2006) in Almustofa (2015) the indicators of work motivation are as follows:

1. Awards
2. Social relationships
3. Living necessities
4. Success at work

### Teacher Performance

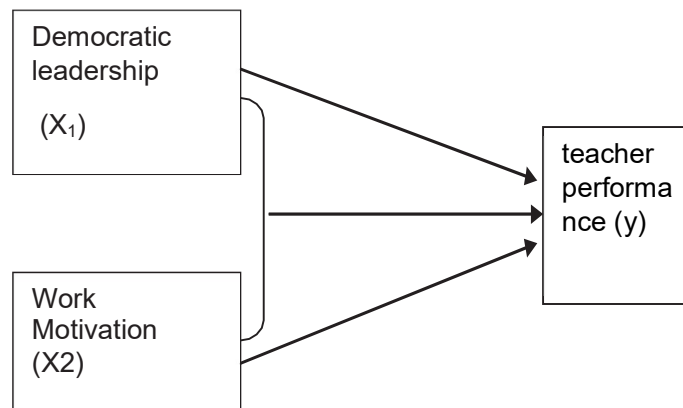
Burhanudin (2007) states that performance is a description of the quality of work possessed by teachers and is manifested through mastery and application of teacher competencies. This view shows that performance is basically a description of the mastery and application of teacher competence in actualizing their duties and roles as teachers.

### Teacher Performance Indicators

According to Simamora (2000:423), teacher performance indicators include:

1. Decisions regarding all rules set by the organization
2. Can carry out work or duties without errors or the error rate is low.
3. Accuracy in carrying out tasks
- 4.

### RESEARCH FRAMEWORK



### RESEARCH METHODS

The type of research in this research is quantitative research. This research aims to test a theory or hypothesis in order to strengthen or even reject a theory or hypothesis resulting from previous research. According to Sugiyono (2010) quantitative data is data in the form of numbers according to its shape, quantitative data can be processed or analyzed using statistical calculation techniques.

The population in this study were school teachers from TKQ, MDA, SMP and SMA levels at the Sabilush Sholihin Islamic education and da'wah foundation, Socah District, Bangkalan Regency, totaling 63 teachers.

## **RESULTS AND DISCUSSION**

### **A. The Influence of Democratic Leadership Style Variables on Teacher Performance**

Based on the results of hypothesis testing, it is known that the Democratic Leadership Style variable (X1) has a positive and significant effect on teacher performance (Y). This can be seen from the significance level of the democratic leadership style variable which has a significance value of  $0.000 < \alpha = 0.05$ , or comparing the tcount value of  $6.646 > t_{table}$  of 1.99962. The results of the research show that the correlation coefficient between the principal's democratic leadership style variable and teacher performance has a positive value, with a coefficient value of 0.653. This means that the relationship between the variable democratic leadership style and Teacher Performance has a linear or directly proportional relationship, meaning that if the variable democratic leadership style experiences an increase of 1 unit, provided that the other independent variables have constant values, then the dependent variable is Teacher Performance at the Islamic Education and Da'wah Foundation. Sabilush Sholihin, Socah District, Bangkalan Regency experienced an increase of 0.653. On the other hand, if the democratic leadership style decreases, the teacher performance variable will decrease by 0.653, assuming that the other variables do not change (remain the same). Thus, the democratic leadership style variable needs to receive attention from the Principal as a Leader in the school. An adequate democratic leadership style will influence teacher performance, meaning that when the democratic leadership style is in line with teachers' expectations, teacher performance will increase.

### **B. The Influence of Work Motivation Variables on Teacher Performance**

Based on the results of hypothesis testing, it is known that the work motivation variable (X2) has a positive and significant effect on teacher performance (Y). This can be seen from the significance level of the work motivation variable which has a significance value of  $0.002 < \alpha = 0.05$ , or comparing the tcount value of  $3.203 > t_{table}$  of 1.99962. The results of the research show that the correlation coefficient between the principal's work motivation variable and teacher performance has a positive value, with a coefficient value of 0.236. This means that the relationship between the work motivation variable and Teacher Performance has a linear or directly proportional relationship, meaning that if the work motivation variable

increases by 1 unit, provided that the other independent variables have constant values, then the dependent variable is Teacher Performance at the Sabilush Sholihin Islamic Education and Da'wah Foundation. Socah District, Bangkalan Regency experienced an increase of 0.236. On the other hand, if work motivation decreases, the teacher performance variable will decrease by 0.236, assuming that other variables do not change (remain the same). Thus, the work motivation variable needs to receive attention from the Principal as a Leader in the school. Teachers really need work motivation because it will influence teacher performance, meaning that when the principal provides work motivation in accordance with the teachers' expectations, there will be an increase in teacher performance. For this reason, teacher work motivation is very necessary so that teacher performance can be achieved as expected. Motivation is a driving factor so that someone can carry out their duties. School principals should provide continuous guidance to teachers and provide information and reflection so as to increase teachers' knowledge for the better.

## CONCLUSION

Based on the results of the analysis and discussion in the previous chapter, several conclusions can be drawn as follows:

1. Partially, the democratic leadership style variable has a positive and significant effect on the teacher performance variable at the Sabilush Sholihin Islamic Da'wah Foundation and Education. This shows that the results of the t test calculation are  $t_{count} (6.646) > t_{table} (1.99962)$  with a significant value of  $0.000 < 0.05$ .
2. Partially, the work motivation variable has a positive and significant effect on the teacher performance variable at the Sabilush Sholihin Islamic Da'wah Foundation and Education. This shows that the results of the t test calculation are  $t_{count} (3.203) > t_{table} (1.99962)$  with a significant value of  $0.002 < 0.05$ .
3. Together or simultaneously the independent variables (democratic leadership style and work motivation) have a positive and significant effect on the dependent variable (Teacher Performance at the Sabilush Sholihin Islamic Da'wah Foundation and Education). This shows that the results of the F test calculation are  $F_{count} (143,450) > F_{table} (3.15)$  with a significant value of  $0.000 < 0.05$ .

4. Judging from the Beta Standardized Coefficients of the two democratic leadership style variables of 0.638 and work motivation of 0.307, the highest beta value is the democratic leadership style variable of 0.638. Thus, the democratic leadership style variable has a dominant influence on the teacher performance variable at the Sabilush Sholihin Islamic Da'wah Foundation and Education.

## **SUGGESTION**

Based on the conclusions above, it can be recommended as follows:

1. For the chairman of the Foundation

It is best for the chairman of the foundation to have ideal and effective leadership to improve teacher performance in an even better direction. The openness that the head of the foundation provides to teachers can create a good work environment and this can improve performance well. Apart from that, it is best for school principals to always provide direction and motivation for the progress of teachers in their school, for example by giving awards to teachers who have performed well or who are still less than optimal, so that teachers have the motivation to perform even better.

2. For Teachers

Teachers should foster more work motivation to improve their performance by, among other things, always feeling proud because they have a profession as a teacher and appreciating the input given by the head of the foundation and colleagues as an incentive to be even more motivated, so that it is hoped that various learning goals and school objectives will be easily achieved. .

3. For Further Researchers

It is hoped that we can examine other factors that can influence improving teacher performance. In this way, it can be seen what factors contribute to teacher performance, so that it can influence the progress of the school.

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