

THE IMPACT OF LEADERSHIP STYLE, ORGANIZATIONAL SYSTEMS, AND WORK MOTIVATION ON THE EFFECTIVENESS OF MADRASAH ALIYAH IN JAMBI PROVINCE

Ibnu Kholdun¹ Risnita² Musli³

^{1,2,3}Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia

Corresponding E-mail: ibnukholdun228@gmail.com

Abstract

This research aims to examine the influence of leadership style, organizational systems, and work motivation on the effectiveness of Madrasah Aliyah Negeri (MAN) in Jambi Province. The study focuses on understanding how leadership, organizational management, and teacher motivation can impact the operational success of Islamic high schools (Madrasah Aliyah) in this region. Using a quantitative approach, the research employs path analysis to assess the relationship between these variables. The results indicate that leadership style, organizational systems, and work motivation each significantly affect the performance and effectiveness of these institutions. The study highlights the importance of a well-structured leadership style and an effective organizational system in fostering an environment conducive to educational success. Additionally, teacher motivation is identified as a key factor influencing both individual and institutional performance. These findings provide valuable insights for educational leaders and policymakers aiming to enhance the quality of education in Madrasah Aliyah institutions.

Keywords: Organizational Systems; Work Motivation

A. Introduction

Law Number 20 of 2003 concerning the National Education System positions madrasas and other educational institutions as the same, namely as an inseparable part of the National Education System (Miftahul Huda, 2020). As educational institutions, both schools and madrasas function to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The law indicates that the development of intellectual, emotional, and spiritual intelligence in the implementation of education is absolutely realized (Zamroni, 2023).

To realize these educational goals, it is inseparable from the strategic role of the head of the madrasah in carrying out his leadership (Ahmad et al., 2017). The leadership style of the head of the madrasah is one of the determining factors in the creation of a conducive madrasah climate and good madrasah performance (Azizaha et al., 2024). Style contains the meaning of individual responses or reactions that are manifested in attitudes, actions and speech. In the context of leadership, style is interpreted as the process of relationship between leaders and staff that displays traits, characteristics, dispositions, skills, tendencies, and attention to individuals through interaction. The leadership style displayed by the head of the madrasah is an implication of his ability to manage his spiritual intelligence (Solikatun & Hasanah, 2019).

Along with efforts to improve the quality of human resources today and in accordance with the era of decentralization, where the education sector is also managed autonomously by local governments, so that practically education must certainly be improved in a better direction in the sense of its relevance to regional interests and national interests (Wijaksono, 2023). In order for decentralization and educational autonomy to succeed properly, the leadership of madrasah heads needs to be empowered. The empowerment in question is the improvement of functional capabilities, so that the head of the madrasah is able to play a role in accordance with his duties, authority and objectives (Salim et al., 2023). The head of the madrasah must act as an effective manager and leader. As a manager, he must be able to manage so that all the potential of the madrasah can function optimally (Lubis et al., 2023).

Education as an effort to help students reach maturity, is held in an organizational unit so that the efforts of one and the other are interconnected and complement each other (Sihaloho et al., 2023). Managing education by creating a conducive learning environment in a sustainable manner is a commitment in fulfilling the promise as an education leader (Basri et al., 2024). The role of the head of the madrasah is very important in determining daily, weekly, monthly, semi-annual and annual work operations that can solve various educational problems in madrasas (Karyanto, 2021). The solution of these

various problems is a commitment to improving the quality of education through supervision, consultation, and important improvements to improve the quality of learning (Dakhi, 2021).

Leadership performance assessment is the process of determining whether or not the performance of the organization, programs, and activities achieves the goals set previously (Awan et al., 2020). The strategy developed by the leader is the effectiveness of the assessment process to produce improvements in programs, procedures and efforts to achieve goals (Cakir & Adiguzel, 2020). For this reason, it is clear that the role of a leader in an educational institution is very important in order to answer the challenge of quality education services (Artanto, 2022).

Service is a serious problem for Islamic education managers. This is especially when they want improvement in all fields as basic capital in advancing the educational institutions they control (Karsono et al., 2021). Moreover, managers who plan their institutions can outperform other institutions, of course, service is one of the components of education management that must receive special attention (Pauzi et al., 2023). Thus, it is not an exaggeration if the leadership role of an educational institution figure is a determinant of the quality of educational institutions.

Educational institutions where knowledge is gained should be managed effectively and efficiently in order to keep pace with the situation and the development of the times (Mense et al., 2018). Entering the era of society 5.0 is a challenge for education managers, especially madrasahs, who must prepare from all joints of life as best as possible (Rahman, 2024). This anticipates increasingly fierce competition and demand for quality services. There is no exception in the line of education, especially formal forums, namely madrasahs. In addition, multi-crisis and regional autonomy are also included in the challenges that require madrasah management to be more carefully prepared (Zarkasyi, 2021). Another thing is the community's demand for improving the quality of education. These things should be the center of attention of madrasah managers to maintain that this important forum for education management can provide answers to the desired demands. To answer all these challenges, madrasahs should be managed guided by educational management standards as regulated in Permendiknas No. 19 of 2007. The direction of all of this is so that the management of madrasahs can be carried out effectively and efficiently.

The implementation of Islamic education in Madrasah when there is harmony and accuracy between its goals and achievements (Hastutik, 2024). Effectiveness does not mean describing all existing aspects, but a madrasah, may be "partially effective" meaning that the madrasah is effective in achieving one or more certain aspects, but not effective in achieving other areas.

Madrasah is one of the educational institutions led by a Madrasah Head The existence of a madrasah leader is very much needed, considering the existence of a leader is

a representative of the group or organization he leads and as a place to put power (Andari et al., 2023). Madrasah as an educational institution in which there are madrasah heads, teachers, administrative employees and students need a good organization so that the school runs smoothly towards its goals. The ability of the head of the madrasah and all apparatus in planning, coordinating and managing available resources, as well as commitment to achieving the vision and mission for success in maintaining and improving the quality of the madrasah (Kurniawati et al., 2024). The most decisive thing in the assessment is the existence or absence of quality management practices for all madrasah educational resources (Kurniawan et al., 2023).

Factors Affecting Work Motivation in Madrasah A safe, comfortable, and supportive work environment has a great influence on teachers' work motivation. A good space for teaching, adequate educational facilities, and support from management can increase morale (Toto et al., 2019). A supportive leadership style, such as a transformational leadership style, can increase motivation by providing direction, emotional support, and inspiration for teachers and staff. Training programs, workshops, and seminars that are relevant to their duties can motivate teachers. The development of skills that are appropriate to professional needs helps teachers feel valued and improve their competence. Recognition of teachers' contributions and achievements, both formally and informally, has a significant positive impact on work motivation. Awards do not always have to be material, but can be in the form of appreciation, promotion, or certification. Teachers who have a balance between the demands of work and personal life tend to be more motivated. Excessive workload or high work stress can decrease motivation. Motivated teachers tend to be more committed to improving the quality of teaching and creating an engaging learning environment for students.

High motivation encourages teacher productivity in preparation, material delivery, and participation in extracurricular activities (Comighud et al., 2020). Teachers who feel motivated are also more proactive in presenting innovations in learning. Work motivation can improve good relationships between teachers and students as well as with colleagues. This good relationship helps create a harmonious and conducive madrasah environment.

Teachers who are motivated have a tendency to continue working in the madrasah. High retention rates also maintain organizational stability and long-term effectiveness. Performance-based reward programs, both financial and non-financial, can increase motivation. Incentives can be in the form of allowances, awards for outstanding teachers, or special appreciation (Makruf et al., 2020).

Creating an environment that supports collaboration, mutual respect, and minimal conflict can increase motivation. Support from the head of the madrasah and teamwork can make teachers feel more comfortable and inspired. Opportunities to develop professionally through training, seminars, or further education programs can motivate teachers, as they feel valued and have the opportunity to improve their skills.

Involving teachers in decision-making, especially those related to the learning process and internal policies of the madrasah, can increase their sense of belonging and motivation. By understanding and improving teachers' work motivation, madrasahs can

create a productive work environment and positively influence educational outcomes. Research in this area can help design relevant strategies for madrasas to encourage long-term motivation and effectiveness.

B. Method

This study uses a quantitative approach with a descriptive survey method. Researchers conduct surveys on a sample or the entire population of relevant people to describe the attitudes, behaviors, opinions, or characteristics of the population using questionnaires as a data collection tool. This study uses a **cross-sectional** research design, where data is collected over a specific period of time. The analysis technique used is path analysis, which is useful for analyzing the relationship between variables to determine the direct or indirect influence between free (exogenous) variables on bound variables (endogenous).

The population of this study is teachers and education managers at Madrasah Aliyah Negeri in Jambi Province. The sample was taken using **stratified random sampling** technique, with samples from three regions (West, Central, and East) in Jambi Province, each representing one Madrasah Aliyah Negeri with a total of 90 respondents.

C. Finding and Discussion

1. Finding

The research data gathered from 60 respondents across three regions (West, Central, and East) of the Madrasah Aliyah Negeri (MAN) in Jambi province highlighted several critical insights into the effectiveness of madrasahs.

Leadership Style (X1):

- a) The average score for leadership style was 135.08, indicating a moderate alignment with ideal leadership characteristics. The standard deviation of 9.30 suggests some variability in how leadership is perceived across different madrasahs.
- b) The majority of respondents (40%) fell below the average leadership score, suggesting room for improvement in leadership practices across various madrasahs.

Tabel 1. Distribusi Frekuensi Variabel Gaya Kepemimpinan (X1)

No	Kls	Xi	fi	Xi ²	fiXi	fiXi ²	F _{kum}	Fr
1	112-118	114,00	3	12996,00	342	38988,00	3	5,00
2	119-125	122,71	7	15058,80	859	105411,57	10	11,67
3	126-132	129,64	14	16807,27	1815	235301,79	24	23,33
4	133-139	136,94	16	18751,88	2191	300030,06	40	26,67
5	140-146	142,36	14	20265,56	1993	283717,79	54	23,33
6	147-153	149,20	5	22260,64	746	111303,20	59	8,33
7	154-160	159,00	1	25281,00	159	25281,00	60	1,67
	Jumlah		60		8105	1100033,41		100,00

Based on the Table, it can be seen that 24 respondents (40.00%) are below the class interval containing the average score, 16 respondents (26.67%) are in the class interval containing the average score, and 20 respondents (33.33%) are above the class interval containing the average score.

Organizational System (X2):

- 1) The organizational system's average score was 125.42, which indicates a generally adequate but not outstanding organizational structure.
- 2) A significant portion of respondents (35%) fell within the range of the average score, indicating that there are structural weaknesses in some madrasahs that might be hindering efficiency.

Tabel 2. Distribusi Frekuensi Variabel Sistem Organisasi (X2)

No	Kls	Xi	fi	Xi ²	fiXi	fiXi ²	F kum	Fr
1	102-108	102,00	1	10404,00	102	10404,00	1	1,67
2	109-115	111,86	7	12512,02	783	87584,14	8	11,67
3	116-122	120,08	13	14418,47	1561	187440,08	21	21,67
4	123-129	125,90	21	15852,01	2644	332892,19	42	35,00
5	130-136	132,85	13	17648,10	1727	229425,31	55	21,67
6	137-143	138,33	3	19136,11	415	57408,33	58	5,00
7	144-150	146,50	2	21462,25	293	42924,50	60	3,33
Jumlah			60		7525	948078,55		100,00

Based on the table, it can be seen that 21 respondents (35%) are below the class interval containing the average score, 21 respondents (35%) are in the class interval containing the average score, and 18 respondents (30%) are above the class interval containing the average score.

a) Work Motivation (X3):

- 1) The average score for work motivation was 125.92, with a standard deviation of 7.64, showing that while motivation levels are generally positive, there is significant room for improvement in how motivation is fostered.
- 2) The distribution of responses showed that many respondents (33.33%) scored around the average, which suggests that while motivation exists, it may not be consistently applied across all madrasahs.

Table 3. Frequency Distribution of Work Motivation Variable (X3)

No	Kls	Xi	fi	Xi ²	fiXi	fiXi ²	F _{kum}	Fr
1	105-110	106,50	2	11342,25	213	22684,50	2	3,33
2	111-116	114,80	5	13179,04	574	65895,20	7	8,33
3	117-122	120,15	13	14436,95	1562	187680,31	20	21,67
4	123-128	126,05	20	15888,60	2521	317772,05	40	33,33
5	129-134	131,86	14	17386,31	1846	243408,29	54	23,33
6	135-140	138,00	4	19044,00	552	76176,00	58	6,67
7	141-146	143,50	2	20592,25	287	41184,50	60	3,33
Jumlah			60		7555	954800,84		100,00

Based on the table, it can be seen that 20 respondents (33.33%) are below the class interval containing the average score, 20 respondents (33.33%) are in the class interval containing the average score, and 20 respondents (33.33%) are above the class interval containing the average score.

b) Madrasah Effectiveness (X4):

- 1) The average score for madrasah effectiveness was 180.83, showing a generally positive perception of madrasah performance.
- 2) The standard deviation of 15.19 indicated a wide range of perceptions, with some madrasahs performing notably better than others, possibly due to differences in leadership, organizational systems, and work motivation.

Table 4. Frequency Distribution of the Effectiveness of Madrasah Variable (X4)

No	Kls	Xi	fi	Xi ²	fiXi	fiXi ²	F _{kum}	Fr
1	138-149	138,00	1	19044,00	138	19044,00	1	1,67
2	150-161	156,20	5	24398,44	781	121992,20	6	8,33
3	162-173	167,00	11	27889,00	1837	306779,00	17	18,33
4	174-185	179,29	21	32143,37	3765	675010,71	38	35,00
5	186-197	191,31	13	36598,63	2487	475782,23	51	21,67
6	198-209	201,71	7	40688,65	1412	284820,57	58	11,67
	210-221	215,00	2	46225,00	430	92450,00	60	3,33
Jumlah			60		10850	1975878,72		100,00

Based on the table, it can be seen that 17 respondents (28.33%) are below the class interval containing the average score, 21 respondents (35%) are in the class interval containing the average score, and 22 respondents (36.67%) are above the class interval containing the average score.

2. Discussion

a) Leadership Style:

The study's results emphasize the critical role of leadership in shaping the environment of the madrasah. Leadership styles that promote collaboration and involve teachers in decision-making are likely to enhance the organizational climate. The variability in responses suggests that some madrasahs may benefit from leadership development programs, specifically tailored to the unique needs of Islamic educational settings.

b) Organizational Systems:

The organizational structure within madrasahs, as evidenced by the average score for system organization, is crucial for the smooth operation of the institution. Weaknesses in organizational systems, as indicated by some responses falling below the average, may lead to inefficiencies in communication, resource allocation, and task management. Strengthening these systems could help create a more productive and supportive learning environment.

c) Work Motivation:

Work motivation is identified as another pivotal factor influencing madrasah effectiveness. The moderate scores indicate that while motivation exists, it may not always be sustained or deeply ingrained in all staff members. Factors such as recognition, professional development, and work-life balance should be prioritized to boost motivation and, consequently, improve performance.

d) Madrasah Effectiveness:

The effectiveness of madrasahs, as reflected by the average scores, appears to be influenced by the combined impact of leadership, organizational systems, and work motivation. Madrasahs with strong leadership and well-structured systems tend to perform better in terms of educational outcomes. It is important for madrasah administrators to ensure that the work environment is motivating and supportive to foster high performance.

e) Interrelationships and Implications:

A significant finding is the interrelation between leadership style, organizational systems, and work motivation. The study highlights that improvements in leadership practices and organizational structures can lead to a more motivated staff, which, in turn, enhances the overall effectiveness of madrasahs. Therefore, a holistic approach to leadership development, organizational improvement, and motivational strategies is essential for achieving the desired outcomes in madrasah education.

E. Conclusion

The findings indicate that leadership style, organizational system, and work motivation significantly influence the effectiveness of Madrasah Aliyah Negeri (MAN) in

Jambi Province. The analysis shows varying levels of leadership, organizational structure, and teacher motivation across the different madrasahs, which in turn impacts their overall performance. Leadership style plays a key role in shaping the organizational climate, with a moderate alignment to ideal leadership qualities. Organizational systems, though generally adequate, need strengthening to enhance efficiency, particularly in communication and resource management. Work motivation, although generally positive, requires consistent development across the board to ensure sustained engagement and performance. In conclusion, a combination of strong leadership, well-organized systems, and high work motivation is crucial for improving the effectiveness of madrasahs. By focusing on these areas, madrasahs can better meet educational goals, enhance teacher satisfaction, and improve student outcomes.

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