# THE EFFECT OF VISIONARY LEADERSHIP PRINCIPALS AND TEACHER WORK DISCIPLINE ON THE MOTIVATION OF TEACHERS' ACHIEVEMENT IN TSANAWIYAH MADRASAH

**Sugesti DINAWATI**
*MTS Al Muddatsiriyah Jakarta Pusat*
*dinawatisugesti@gmail.com*

**ABSTRACT**

This study aims to determine the effect of the exogenous variable, namely Principal Visionary Leadership and Teacher Work Discipline on the endogenous variable, namely Teacher Achievement Motivation at Madrasah Tsanawiyah in Central Jakarta. The research method used is a causal survey and uses path analysis techniques. The target population in this study was 182 teachers, while the affordable population was 170 teachers and the research sample was 125 teachers. The research sample was determined by random sampling. The results showed that there were (1) there was a direct positive positive effect of the principal's visionary leadership on the achievement motivation of teachers in Madrasah Tsanawiyah se - Jakarta (2) There was a direct positive influence of teacher work discipline on teacher achievement motivation in Madrasah Tsanawiyah se - Central Jakarta (3 ) There is a direct positive positive effect of the principal's visionary leadership on the work discipline of teachers in Madrasah Tsanawiyah throughout Central Jakarta with the coefficient of determination of structural equation 1 which is 0.968 and structure 2 is 0.959.

*Keywords: Visionary Leadership, Work Discipline, Teacher Motivation*

## INTRODUCTION

Education for a nation is very important, because education is a capital for building a more advanced nation. Education is a means to build the quality of human resources in order to become human beings who have character and excel in various fields of science. The progress of a nation is determined by the quality of the human resources in it, if the human resources of a nation are of quality,

it will have an impact on the progress of the nation. Therefore, building quality education requires quality teachers as well. Teachers as existing education staff are still not in accordance with the demands of the needs. For this reason, there is still a need for efforts to develop the potentials possessed by teachers as educators, instructors and trainers.

Teachers who have the best quality, are teachers who are able to create the best students and students, namely students who have achievements in their respective fields. Students who excel will only be created by teachers who have a strong drive and desire in carrying out their role as educators, in other words, outstanding students will only be born from teachers who have achievement motivation. Motivation for a teacher is a key in carrying out his role as an educator, because without strong motivation a teacher will never be able to produce quality students.

The implications of success are significant because the decline in education in Indonesia has been observed for many years, for which the curriculum is responsible. This is evident from the efforts to change the 1984 curriculum from the 1975 curriculum and then the 1994 curriculum. (Ridwanto & Sinaga , n.d.)

On the other hand, the principal's leadership role is in directing and encouraging teachers to carry out their duties and providing motivation to teachers. The principal as a leader must have leadership skills so that he is able and skilled in planning, organizing, implementing, controlling and controlling all activities in the school. . In addition, the principal must also be able to formulate to realize the school's vision and mission, be careful in making decisions, and be able to build good communication with all school stakeholders so as to create a conducive atmosphere in carrying out tasks at school.

Therefore, this visionary leadership is now perceived as an urgent need for Islamic educational institutions. There is a need to imitate and implement strategies and their work culture in order to be able to realize advanced and superior Islamic educational institutions and become the center of attention and expectations of the wider community, especially the Muslim community themselves (Mutohar et al., 2020).

According to (Simpau et al., 2017) a leader needs to motivate his subordinates for the following reasons: 1) to observe and understand the behavior of subordinates, 2) find and determine the causes of the behavior of subordinates; 3) take into account, monitor, and change and direct the behavior of subordinates.

In the field of education, teacher motivation is very important because the teacher is a determinant in moving students to produce the results to be achieved. Motivation can be defined as an element of generating, directing, and encouraging a teacher to take action and overcome all challenges and obstacles in an effort to achieve educational goals. This makes a teacher to be enthusiastic in carrying out his duties as an educator, especially as a teacher, besides that, teachers who have achievement motivation will have a high responsibility to work enthusiastically and as best they can mobilize all their abilities and skills to achieve optimal performance.

Various studies have confirmed these theoretical premises. In particular, previous research has shown that teachers who are more independently motivated, report fewer symptoms of burnout (Eyal & Roth, 2011), and higher levels of success in teaching (Cheon et al., 2014; Depeursinge et al., 2010). ). Teachers who have higher motivation tend to be able to achieve achievements (Van den Berghe et al., 2013).


**METHOD**

In this study the method used is a causal survey method with a path analysis approach. The variables contained in this study include: independent variables or exogenous variables and dependent

variables or often called endogenous variables. The exogenous variables in this study are the principal's visionary leadership (X1) and teacher work discipline (X2), while the endogenous variable is the teacher's achievement motivation (X3). The influence between these variables can be described as follows.
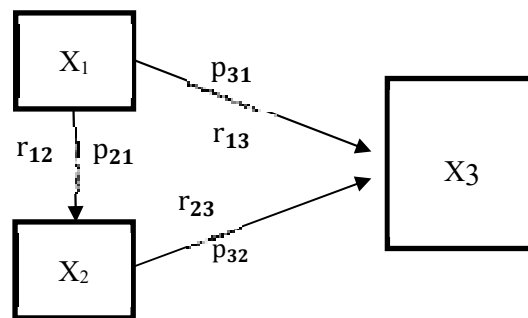


Figure 3 Research Constellation
Source: (Sugiyono, 2010)

Information :
X1 = Principal's Visionary Leadership
X2 = Teacher Work Discipline
X3 = Teacher Achievement Motivation

This research uses a quantitative form that studies the causal relationship between variables. Distribution of the instrument in the form of a questionnaire (questionnaire) to collect data on the visionary leadership of school principals, teacher work discipline, and teacher achievement motivation. The relationship between the independent variables or influencing variables (visionary leadership of school principals and teacher work discipline) and the dependent variable or influenced variables (teacher achievement motivation) can be seen in the constellation above.

**FINDINGS AND DISCUSSION**

The results of testing the three hypotheses as described above show that all hypotheses reject H0. Based on this, it can be concluded that the Principal's Visionary Leadership and Teacher Work Discipline have an effect on Teacher Achievement Motivation. These findings are in line with the results of research conducted by: a) Mahara who found that there was an influence of principal's leadership on teacher discipline; b) Firmawati who found that there was an influence of principal's leadership on work motivation on teacher performance; c) Supardi who found that there was an influence of the principal's visionary leadership and organizational culture on teacher work discipline.

1. The Effect of Principal's Visionary Leadership on Teacher Achievement Motivation

An examination of the first hypothesis suggests that "there is a direct positive effect of idealistic leadership on teacher motivation". Based on the results of the calculations, the principal impact factor on the future perception of teacher behavior is $p31 = 0.554$.

Leaders focus on results and results are achieved only if the leader knows what they want. Leadership is the ability to motivate or motivate others to achieve organizational goals. Leadership is closely related to social and emotional relationships in creating an attachment and influencing others to achieve results-based organizational goals.

Progressive leadership is the ability of a leader to create, implement, communicate, connect, transform and implement benefits that arise from social relationships between himself or the organization members to capture meaningful ideas for the future of the organization. Achieve obedience to all employees (Fauzan, 2016).

Looking ahead Leadership focuses on building the challenge of the future. Then become part of a big change party, understand your priorities, become a professional coach and formulate a company strategy that can guide other employees towards the professionalism they can work towards.

Motivation is the key to success. Therefore, motivation is none other than the internal or external force that motivates a person to achieve certain predetermined goals (Fathurohman, 2012). In other words, motivation can be defined as spiritual motivation for individuals or individuals who are members of a community. Motivation can also be defined as motivating a person or persons, leading him / her to perform desired behaviors in accordance with certain predetermined behaviors.

Motivation is one of the key elements that fosters a great work ethic for teachers. Teacher motivation is the willingness of the teacher to strive for himself or herself to achieve organizational goals. The three most important elements of work motivation are work, organizational goals and needs. Effort is a measure of strength, and if the teacher is motivated, he or she will do his or her part to achieve the goal, but more effort does not necessarily lead to more work ethic. Therefore, greater emphasis should be placed on developing a superior work ethic along with the enthusiasm and impact of these efforts in line with organizational goals.

2. The Effect of Teacher Work Discipline on Teacher Achievement Motivation

Testing the second hypothesis shows that "there is a direct positive effect of Teacher Work Discipline on Teacher Achievement Motivation". Based on the calculation results, the coefficient value of the influence of Teacher Work Discipline on Teacher Achievement Motivation is $p32 = 0.429$.

Discipline is the level of obedience or obedience of a person to a rule or order (Wukir, 2013). Discipline is defined as an effort to prevent violations of the provisions or regulations that have been mutually agreed upon in carrying out work activities. Sanctions need to be given to a person or group of people who commit violations, so that the same violation does not occur. Effective work discipline is intended to foster work dynamics, in this case it is a matter of work discipline. Discipline is included in the aspect of supervision which is stricter or firmer in nature, because there are sanctions and is said to be firm because there are sanctions that must be executed if a violation occurs.

Discipline is the ability to control yourself when working according to social rules. and discipline in everyday life is called self control learning discipline and work discipline (Viriani, 2015). Discipline is a person's knowledge and desire to comply with all applicable social rules and regulations. Good discipline shows responsibility for assigned tasks. It promotes enthusiasm, morale, and accomplishment of organizational goals.

Motivation is the main key in one's success. Thus, motivation is nothing but a force that comes from inside or outside that encourages a person to achieve certain predetermined goals (Fathurohman, 2012).

In other words, motivation can be interpreted as a mental drive towards individuals or people as members of society. Motivation can also be interpreted as a process of trying to influence the person or people he leads to do the desired job, in accordance with certain predetermined goals.

Motivation is one of the main reasons that encourage teachers to have a high work ethic. Teacher motivation is the willingness of the teacher to work hard to achieve organizational goals. There are three main components in entrepreneurship: effort, organizational goals and interests. Effort is a measure of strength, if a teacher is motivated he will do his best to achieve the goal, but effort does not lead to a high work ethic. Therefore, achieving desired organizational goals requires a high level of motivation to create a high performance ethic along with strength and quality of effort.

3. The Effect of Principal's Visionary Leadership on Teacher Work Discipline

Testing hypothesis three shows that "visual control has a direct positive effect on teacher discipline." According to the computational results, the coefficient of discretionary control of the manager in the teaching condition is $p21 = 0.984$.

Leaders are the most successful people because they act when they know what they want. Leadership is the ability to influence and motivate others to achieve organizational goals (Timothy, 2016; Revelation, 2010). Leadership is inextricably linked to social and emotional connections, creating connections to influence others to achieve organizational goals, depending on the roles they perform.

Idea leadership is the ability of leaders to generate, shape, communicate, socialize, transform and implement positive ideas born spontaneously or as a result of the social interaction of organizational members and on behalf of the future of the organization. This is achieved through commitment (Fawzan, 2016).

Smart leadership is leadership whose primary goal is to shape a complex future. Then set your organization's direction to be a better change agent, understand priorities, be a professional coach, and guide other employees to the expected skills of the job.

Discipline is the level of obedience or obedience of a person to a rule or order (Wukir, 2013). Discipline is defined as an effort to prevent violations of the provisions or regulations that have been mutually agreed upon in carrying out work activities. Sanctions need to be given to a person or group of people who commit violations, so that the same violation does not occur. Effective work discipline is intended to foster work dynamics, in this case it is a matter of work discipline. Discipline is included in the aspect of supervision which is stricter or firmer in nature, because there are sanctions and is said to be firm because there are sanctions that must be executed if a violation occurs.

Discipline is the ability to control oneself by acting according to the rules set by a general body. Discipline in daily life is called self-discipline, self-discipline, self-discipline (Wiryani, 2015). In other words, the discipline of awareness, the willingness to comply with all necessary conditions of social law. Good discipline reflects a high level of responsibility for assigned tasks. This will invigorate the working spirit, which will increase the achievement of business goals.

**CONCLUSIONS**

Based on the results of calculations and path analysis, hypothesis testing and research results that have been carried out. Therefore, in this chapter, conclusions, implications, and suggestions will be presented. Conclusions that are general in nature form the basis for further studies in the form of implications and suggestions .

Based on the results of the research analysis, it can be concluded the following:

1. There is a direct positive positive effect of the principal's visionary leadership on the achievement motivation of teachers in Madrasah Tsanawiyah in Central Jakarta. This means that the better the visionary leadership of a school principal in dealing with all problems, then this can affect achievement motivation directly and positively. This is based on the path coefficient value between the school principal's visionary leadership variable and teacher achievement motivation which is 0.554 with t = 5.266 > t table = 1.65 which means it is very significant.

2. There is a direct positive positive effect of teacher work discipline on teacher achievement motivation in Madrasah Tsanawiyah in Central Jakarta, meaning that the higher the teacher's work discipline, the higher the teacher's achievement motivation directly and positively. This is based on the path coefficient value between the variables of teacher work discipline and teacher achievement motivation which is worth 0.429 with tcount = 4.047 > ttable = 1.65 which means it is very significant.

3. There is a direct positive positive effect of the principal's visionary leadership on the work discipline of teachers at Madrasah Tsanawiyah in Central Jakarta, meaning the better the visionary leadership of a principal in solving all existing problems, then this can affect the level of teacher work discipline with a score of 0.985 with tcount = 10.524 > ttable 1.65.

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