

THE RELATIONSHIP BETWEEN PRINCIPAL POLICIES AND WORK MOTIVATION ON THE LEARNING PERFORMANCE OF MADRASAH IBTIDAIYAH TEACHERS

P-ISSN: 2089-4341 | E-ISSN: 2655-9633

Url Jurnal: <https://uia.e-journal.id/akademika/article/2564>

DOI : <https://doi.org/10.34005/akademika.v12i01.2564>

Submitted Manuscripts: 2023-03-31

Manuscript Reviewed: 2023-05-18

Published Manuscripts: 2023-05-28

Samsudin

As-Syafi'iyah Islamic University
samsudin.fkip@uia.ac.id

Nurasiah Jamil

As-Syafi'iyah Islamic University
nurasiahjamil2121@gmail.com

Abstract: *This takes into account the decision points 1) There is a significant relationship between the director's approach to creative use of data and the academic performance of the faculty members at Madrasah Ibtidaiyah in Parung district . 2) There is a remarkable relationship between work inspiration and academic performance of Madrasah Ibtidaiyah instructors in Parung locality. 3) The relationship between the principal's disposition in the innovative use of data and work inspiration with the learning outcomes of Madrasah Ibtidaiyah faculty members in the Parung region. This examines the research strategies used and the methods of correlation. The test method uses a moderate test method such that a reasonable number of counts is 60 checks. Collect information about learning outcomes using reports and survey responses. At this stage, the information search strategy used expressive evaluation and inferential factual evaluation. It turns out that 1) There is a significant relationship between the approach of school principals to the use of information technology and the academic performance of instructors in essential schools in the Parung region . 2) There is a remarkable relationship between work inspiration and academic performance of Madrasah Ibtidaiyah instructors in the Parung region. 3) There is a general relationship between the director's arrangement for creative use of data and the inspiration for the work done by the instructors Madrasah Ibtidaiyah in the Parung region.*

Keywords: *Principal's Policies in the Utilization of Information Technology, Work Motivation, Teacher Learning Achievement*

INTRODUCTION

Good quality learning is learning that runs effectively and produces students who excel, the teacher is one of the executors who educate students directly. Of course, the quality of learning develops by harmonizing the development of science and technology. One of the components that can affect the quality of learning is the teacher's learning performance. Good teacher learning performance is believed to produce good output and vice versa, for this reason, teacher learning performance is very important in determining the success of education. The development of increasingly sophisticated technology and the education system in Indonesia is also growing, of course, ideally, teacher learning performance results can be above the national teacher competency test (UKG) average.



Akademika : Jurnal Teknologi Pendidikan is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

The government is targeting an average score of 55. However, the average UKG score data in several regions is still lower than the national UKG average. This could be because some teachers do not understand and do not know much about teaching theories, methods, and techniques, teacher competence does not adapt to learning needs, the ability to master information technology (IT) is still low and teacher working group (KKG) and subject teacher conference (MGMP) activities in districts/cities have not been implemented optimally (Khasanah, 2019).

This can happen because teacher learning performance is influenced by several factors such as individual factors, psychological factors, and organizational factors (Khasanah, 2019). One of the factors that influence teacher learning performance is the policy of a leader or school principal's policy which is often the focal point of experts in the field of science and other fields of science, especially regarding the policy of the school principal because he is the person who is responsible for the existence of an institution in the field of education (Abdiyah, 2021). The policy is a series of actions that are used as directions to achieve goals (Sudrajat & Sufiyana, 2020). The hard work and expertise of school principals are assumed to be the principal's effort in formulating operational policies to improve teacher professionalism. Departing from this opinion, it was explained that the principal's policy of increasing teacher professionalism, in leading and how to take action is the key to successful education in schools/madrasas (Irawati, 2021).

As the head or pioneer of the instructive institution, the central is dependable for the advancement of the institution or school he or she leads. A central could be a instructor (pioneer position) who is named to a basic position (executive) in a school (Istikomah, 2018). As indicated in Direction No. 13 of 2007 of the Service of National Instruction of the Republic of Indonesia on the Measures of Principals/Madrasas, there's a explanation that the status of principals at the national level ought to be improved. (Fauzia et al., 2021). Beneath the 1945 Structure, Acts, Government Directions, Official Orders, Official Orders, Local/City Regional Decrees and Laws, the vital is straightforwardly dependable for tending to wants of the students. all partners included in instruction, particularly understudies. In this manner, when defining arrangements, we must be beyond any doubt and teach the community (Hanim et al., 2020).

Thus decision-making in the form of the principal's policy is the main task of the principal as a leader and is one of the important elements in school management. Decisions made can lead to activities or end activities, thus policies cannot be separated from the principal's policies in the use of information and technology. (IT) because the principal's policy on the use of IT is the most important part of management. Without a policy, there is no principal's policy on the use of IT so management does not work. In the digitalization era, of course, the principal has a role in implementing the use of IT in schools, with the principal's policy regarding the use of IT by teachers, will encourage teachers to continue learning and innovating in designing learning by utilizing IT.

Success or failure to achieve school goals is also closely related to the quality of teacher work, and achievement of work performance according to the

rules and standards that apply to each school. improve teacher learning performance, teacher expertise can be identified and known so that strategies can be set to build work intensity. The principal has the responsibility to improve teacher learning performance, the principal cannot ignore the use and role of the teacher as the foremost form of learning. To carry out guidance for teachers, the principal is required to make policies related to the use of IT in learning. Increased work must be accompanied by high motivation. Working without motivation is certainly very boring because there is no driving element. Motivation is a gift or activator that creates enthusiasm for one's work so that one wants to cooperate, integrate and make every effort to achieve satisfaction. Motivation is a potential force that exists in a human being, which can be developed by himself, or developed by several outside forces.

To advance clarify and rearrange the subject matter within the investigate, and the numerous issues that emerge from the depiction of the foundation and the recognizable proof of issues, it is vital to characterize the issues in this investigate. work on the learning execution of Madrasah Ibtidaiyah instructors within the Parung Area Based on the foundation of the issue, the creators define the issue in this ponder as takes after: 1). Is there a noteworthy relationship between the principal's arrangement on the utilize of IT on the learning execution of Madrasah Ibtidaiyah instructors in Parung Area? 2). Is there a noteworthy relationship between work inspiration and the learning execution of Madrasah Ibtidaiyah instructors within the Parung Area? 3). Is there a joint relationship between the principal's approach on the utilize of IT and work inspiration on the learning execution of Madrasah Ibtidaiyah instructors within the Parung Locale?

From the comes about of this consider it is trusted that it'll be able to get the taking after benefits: a) To create information almost the relationship between school vital approaches and educator work inspiration. b). To create knowledge into the relationship between the principal's approach within the utilize of IT and the work inspiration of Madrasah Ibtidaiyah instructors in Parung Area. c) As input or input for Madrasah Ibtidaiyah so that they can take fitting steps for school principals to move forward the quality of instructor work through educator work inspiration. d) Empowering school principals to progress instructor learning execution with the inspiration that can afterward move forward the quality of instruction.

METHOD

This inquire about utilized quantitative inquire about with overview strategies and correlational procedures. This investigate point to depict the relationship between the factors examined and the relationship between factors shown by the esteem of the relationship coefficient. A relationship coefficient may be a factual device utilized to help analysts in understanding the level of the relationship. The populace in this ponder as numerous as 60 individuals were teachers and instructive staff.

Data collection in this study used a teacher learning performance questionnaire, a policy questionnaire for school principals in the use of information technology, and a work motivation questionnaire. The indicators for these questionnaires can be presented in Table 1 below.

Table 1 Questionnaire indicators

Teacher learning performance indicators	Indicators of school principal policies in the use of information technology	Work motivation questionnaire indicators
planning learning programs manage and carry out the teaching and learning process evaluate the results of the teaching and learning process	policy formulation policy implementation policy evaluation	have a high level of responsibility dare to take risks have realistic goals have a work plan and realize it utilize feedback realize the program that has been programmed

The questionnaires used have been considered by three experts in the field of educational technology and are declared feasible to use. After that, the instrument was tested on students who were not schools participant. Based on the results of the trial, the teacher's learning performance questionnaire has 20 valid and reliable statements with a Cronbach Alpha value of 0.924 so it is feasible for use, the principal's policy questionnaire in the use of technology information has 20 valid and reliable statements with a Cronbach alpha value of 0.912 So it is feasible to use, as well as work motivational questionnaires have 25 valid and reliable statements with a Cronbach alpha value of 0.822 so it is feasible to use.

RESULTS

The first result to test the first hypothesis is that accountability has a significant effect related to the principal's policy in the use of technology information on teacher learning performance which can be shown in Table 2 below.

Table 2 The results of the simple regression analysis of the principal's policy variables in the use of IT (X1) with teacher learning performance (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.763 ^a	.582	.575	6.25098

Table 2 shows that the correlation coefficient between the principal's policy variables in the use of IT (X1) with teacher learning performance (Y) of 0.763 thus the relationship between the two is classified as very strong. Meanwhile, based on the above, the coefficient of determination (R²) obtained from the calculation results is 0.582 which gives the meaning that (X1) has an effect of 0.582 x 100% = 58.2% on teacher learning performance (Y). The equation obtained is $y = 20.76 + 0.714 X1$.

Table 3 Results of Analysis of Variable Variables of Principal Policy Variables in Utilization of IT (X1) with Teacher Learning Performance (Y)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3155.995	1	3155.995	80.768	.000 ^b
1 Residual	2266.338	58	39.075		
Total	5422.333	59			

Based on Table 3, it was found that with the significant value of 0.000 <0.05, it can be concluded that the hypothesis is accepted, namely the principal's policy in the utilization of technology information significantly influences. To test the second hypothesis, namely that independence significantly influences the teacher's learning performance, a simple regression analysis is used. The results of the analysis and calculations can be seen in Table 4 below:

Table 4 Results of Correlation Analysis of Work Motivation Variables (X2) with Teacher Work Quality (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766 ^a	.586	.579	6.21937

Table 4 shows that the correlation coefficient between work motivation (X2) and teacher learning performance (Y) of 0.766 with the coefficient of determination (R2) obtained from the calculation results of 0.586 which gives the meaning that work motivation has an effect of $0.586 \times 100\% = 58.6\%$ for teacher learning performance (Y). The equation obtained is $y = 16.23 + 0.637 X2$.

Table 5 Analysis Results of Variable Variable Work Motivation (X2) with Teacher Work Quality (Y)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3178.861	1	3178.861	82.182	.000 ^b
	Residual	2243.473	58	38.681		
	Total	5422.333	59			

Based on Table 5, the value of GIS is 0.000 <0.05, it can be concluded that the hypothesis is accepted or in other words, X2 simultaneously affects Y. This shows that work motivation has a significant effect on teacher learning performance. The third result is to know simultaneously the principal's policy on the information of technology information and work motivation affects the teacher's learning performance. The results of the analysis and calculations can be seen in Table 6 below:

Table 6 Multiple Regression Analysis Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.815 ^a	.664	.652	5.65748

Table 6 shows that the correlation coefficient between the principal's policy variables in the use of IT (X1), work motivation (X2) together with the teacher's learning performance (Y) of 0.815. Furthermore, the coefficient of determination (R2) obtained from the calculation results of 0.664 gives meaning that the principal's policy in the use of IT and work motivation together - equally has an effect of $0.664 \times 100\% = 66.4\%$ for teacher learning performance. The equation obtained is $y = 12.45 + 0.401 X1 + 0.366 X2$.

Table 7 Variant Analysis Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3597.932	2	1798.966	56.205	.000 ^b
	Residual	1824.401	57	32.007		
	Total	5422.333	59			

Based on Table 7 it can be seen that with the significant value of 0.000 <0.05, it can be concluded that the hypothesis is accepted, or in other words X1 and X2 simultaneously affect Y. This shows that the principal's policy in the use of IT and work motivation together on teacher learning performance.

DISCUSSION

The principal is the highest leader in the school. His leadership will greatly be influential and even determine the progress and performance of teacher learning. The policy determined by the principal affects the rules that must be implemented by the teacher. Likewise, the principal's policy in the use of IT with the learning performance of Madrasah Ibtidaiyah teachers in Parung District has a significant relationship to improving the quality of education. In line with this, Kurniawan (2019) stated that school policy on the use of gadgets in SDN 13/I Rengas Condong was able to find the right policy on the use of gadgets by students in schools.

The magnitude of the influence of work motivation in this study is 49%. This shows that work motivation is one of the factors that most influence the performance of teachers in Raudhatul Athfal, Cakung District, East Jakarta City, due to things as researchers have explained above. The results of the study were also relevant to previous research, the results of work motivation research had a positive and significant effect on the performance of RA teachers with an influence of 56.3% (Soehari, 2019). Based on the description of the research results showed that there was a significant relationship between work motivation and the learning performance of Madrasah Ibtidaiyah teachers in Parung District.

Teacher learning performance is closely related to motivation. Motivation is an encouragement from within the individual to take action in a certain way to be in accordance with the planned goals. Motivation is very much needed by the teacher in carrying out their duties. High motivation, will cause the teacher's learning performance to be high, as well as if the teacher's motivation is low, the performance produced by the teacher will also be low (Ansel, 2023). The principal is in a strategic position in achieving the progress of education in the school. In other words, policies made by the principal in the use of technology information have an impact on teacher learning performance. Based on the results showing there is a relationship between the principal's policy in the use of technology information and work motivation with the learning performance of Madrasah Ibtidaiyah teachers in Parung District.

CONCLUSION

Based on the comes about of the moment and third to begin with speculation tests, it can be concluded that there's a positive relationship between the principal's arrangement on the utilize of it and the learning execution of

madrasah ibtidaiyah instructors in Parung Area, which has an impact of 58.2% on Teacher Learning Execution. There's a positive relationship between work inspiration and the learning execution of Madrasah Ibtidaiyah Instructors in Parung Locale, which has an impact of 58.6% on Educator Learning Execution. There's a joint relationship between the principal's approach on the utilize of it and work inspiration on the learning execution of madrasah ibtidaiyah instructors in Parung locale, which together have an influence of 66.4% on Teacher Learning Execution. On the off chance that there's a principal's arrangement within the utilize of innovation data and work motivation provides a positive relationship or greatest execution on teacher teaching execution. In other words, on the off chance that there's a principal's approach and great work inspiration, it'll be able to contribute to the instructing execution of instructors. But on the opposite, in the event that the principal's arrangement is terrible and the inspiration of the teacher's work is awful, educating execution will too be awful.

REFERENCES

- Angelina, J.M. (2021). Efforts to Improve Teacher Performance. *Education Management Inspiration, 09(01)*.
- Ansel, M. F., & Nono, Y. (2023). Pengaruh Komitmen Guru dan Motivasi Kerja terhadap Profesionalisme Guru Sekolah Dasar Katolik di Kota Ende. *Journal on Education, 5(3), 7156-7167*.
- Bacud, S. A. D. (2020). Henri Fayol's principles of management and its effect on organizational leadership and governance. *Journal of Critical Reviews, 7(11)*. <https://doi.org/10.31838/jcr.07.11.25>.
- Birhasani, M., & Sulaiman, M. (2022). Correlation Between Principal Instructional Leadership, Achievement Motivation and Teacher Performance through Job Satisfaction in State Elementary Schools in Kandungan District, Hulu Sungai Selatan Regency. *International Journal of Social Science And Human Research, 5(06), 2457-2464*.
- Dhyan, R., Parashakti, & Dewi, N. (2021). The Influence of Motivation, Work Environment, and Job Training on Employee Productivity. *Journal of Business Economics, Management, and Accounting, 1(2)*.
- Eriyanti, E., Arafat, Y., & Eddy, S. (2021). The Influence of Interpersonal Communication and Conflict Management on Teacher Performance. *Journal of Education Tambusai, 5 (2)*.
- Fauzi, A. (2021). Principal Leadership Management. *Jim (Journal of Islamic Education Management),5(2)*. <https://doi.org/10.24235/jiem.v5i2.9107>
- Jaliah, J., Fitria, H., & Martha, A. (2020). The Influence of Principal Leadership and Principal Management on Teacher Performance. *Journal of Education Research, 1(2)*. <https://doi.org/10.37985/joe.v1i2.14>

- Katarina, & Firmansyah Kusumayadi. (2021). The Effect of Work Motivation and Work Discipline on Employee Work Productivity at CV. *Prosperous Jaya Abadi. Journal of Research Innovation*, 2 (1).
- Khasanah, K., & Musa, M. (2019). The effect of using moodle-based e-learning media and learning interest on initial learning outcomes and entrepreneurship. *Akademika: Jurnal Teknologi Pendidikan*, 8(01), 1-11.
- Manihuruk, C. P., & Tirtayasa, S. (2020). The Effect of Work Stress, Work Motivation and Work Environment on Employee Morale. *Maneggio: Scientific Journal of Master of Management*, 3(2).
- Maulana, I. (2020). Management of Gotong Royong Character Education. *Journal of Isema: Islamic Educational Management*, 5(1). <https://doi.org/10.15575/isema.v5i1.5393>.
- Morden, T. (2017). *Principles of management*. Routledge.
- Nugroho, S. (2020). Contribution of school principals' communication and conflict management skills to teacher performance. *Journal of Educational Development: Foundations and Applications*, 7(1). <https://doi.org/10.21831/jppfa.v7i1.24774>
- Pettarani, A., Sjahrudin, H., & Mus, A. (2018). The Effect of Training and Work Motivation on Employee Work Productivity. *Journal of Organization and Management*, 8(1).
- Pipin hasan, M.A. (2021). The Contribution of Educational Psychology in Learning. *Journal of Islamic Education Management Research*, 6(1).
- Soehari, T. D. (2019). Performance improvement through discipline, motivation and the working environment in rescription units. *Akademika: Jurnal Teknologi Pendidikan*, 8(02), 183-194.