

The Influence of Leadership, Cooperation, Welfare, and Work Ethic on Madrasah Educator Performance: The Role of Motivation and Competence

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Received: 11-09-2024

Revised: 20-10-2024

Accepted: 28-11-2024

Info Artikel

Abstract

Keywords: Education, Educator Performance, Madrasah

Education is the key to progress and a challenge for every country, especially for developing countries like Indonesia. The problem of education quality in Indonesia can be seen from the low achievement of madrasahs and the results of the 2022 Program for International Student Assessment (PISA) evaluation. This research aims to explore the variables that influence the performance of educators in Bandar Lampung, with a focus on the leadership of madrasah heads, cooperation, welfare, motivation, personality competence, and work ethic of educators. This research uses a qualitative approach with exploratory and causal methods to identify and analyze the relationship between these variables. Data was collected through surveys and analyzed using multiple linear regression. The results of the research show that partially and simultaneously, the leadership of the madrasa head, cooperation, welfare, motivation, personality competence and work ethic have a significant effect on the performance of educators. Educator competency is the most dominant variable influencing educator performance. This research underlines the importance of good management of human resources in education to improve the quality of education. Recommendations are given to improve the performance of educators through improving leadership management, collaboration between educators, increasing welfare, motivation, as well as developing the competence and work ethic of educators.

Kata kunci: Pendidikan, Kinerja Pendidik, Madrasah

Abstrak

Pendidikan merupakan kunci kemajuan dan tantangan bagi setiap negara, terutama bagi negara berkembang seperti Indonesia. Masalah kualitas pendidikan di Indonesia terlihat dari rendahnya prestasi madrasah dan hasil evaluasi Program for International Student Assessment (PISA) 2022. Penelitian ini bertujuan untuk mengeksplorasi variabel-variabel yang mempengaruhi kinerja pendidik di Bandar Lampung, dengan fokus pada kepemimpinan kepala madrasah, kerjasama, kesejahteraan, motivasi, kompetensi kepribadian, dan etos kerja pendidik. Penelitian ini menggunakan pendekatan kualitatif dengan metode eksploratori dan kausal untuk mengidentifikasi dan menganalisis hubungan antara variabel-variabel tersebut. Data dikumpulkan melalui survei dan dianalisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa secara parsial dan simultan, kepemimpinan kepala madrasah, kerjasama, kesejahteraan, motivasi, kompetensi kepribadian, dan etos kerja berpengaruh signifikan terhadap kinerja pendidik. Kompetensi pendidik merupakan variabel yang paling dominan mempengaruhi kinerja pendidik. Penelitian ini menggarisbawahi pentingnya pengelolaan yang baik terhadap sumber daya manusia dalam pendidikan untuk meningkatkan kualitas pendidikan. Rekomendasi diberikan untuk meningkatkan kinerja pendidik melalui perbaikan manajemen kepemimpinan, kerjasama antar pendidik, peningkatan kesejahteraan, motivasi, serta pengembangan kompetensi dan etos kerja pendidik.

INTRODUCTION

The problems of national and state education are always up to date throughout time as long as there are still humans in it. That is why education is the key to progress, success and challenges for every country. Education is a challenge that must be faced by every country, especially a newly developing country, such as the Republic of Indonesia which is based on Pancasila, which turns out to still face many educational problems. The low quality of madrasahs is reflected in the data presented by the Ministry of National Education of the Republic of Indonesia (Nugraha, 2014). In the top ten with the highest scores, only one student from the madrasah was included in the ranking, namely Shofiya Qurrotu A'yunin, MT'sN 1 Malang, Malang City, East Java with a score of 9.85, if a comparison is made between madrasahs and schools under the education and culture office, it is 1:10 (Pinmas, 2013). Based on these data, of the 100 SMA/MA/SMK/equivalent institutions that had the highest average scores for the 2019 National Examination, Madrasah Aliyah under the auspices of the Ministry of Religion of the Republic of Indonesia, only two Madrasah Aliyah (MA) were ranked in the top 100, namely MAN Insan Cendekia Gorontalo in 25th place and MA Kristen Ketapang I in 99th place. (Rusi Rusmiati, 2023). Based on the data from the Program for International Student Assessment (PISA) 2022 research results recently announced on December 5, 2023, Indonesia is ranked 68th with a score of; mathematics (379), science (398), and reading (371) (Alam, 2023). Indonesian student achievement data is also quite worrying, it turns out that only 18% of our students can achieve at least level 2 math skills. While the other 82% of information is not available. Almost none of our 15-year-olds perform well in math, namely those who get level 5 or 6 in math assessments (OECD average: 9%) (Pramana, 2024; Susilawati, 2016). Based on this, it is necessary to re-analyze the quality of education through teacher performance.

Research conducted by Yuniati, this research aims to determine the performance of teachers at SMP Negeri I Darul Kamal in improving student achievement, this type of research is qualitative with an educational evaluation science approach (Athfalul Faizi, 2019). The results of the study showed that the performance of educators at SMPN 1 Darul Kamal Aceh Besar, reviewed from the learning planning, learning implementation, and learning evaluation, was categorized as still lacking. This was due to the lack of coaching from the principal, inadequate facilities and infrastructure, and the absence of discipline enforcement in schools, seen from the number of students who excelled at the sub-district, district and provincial levels. Further research (Warsiyah, 2016), The results of the study showed that the madrasah culture and the job satisfaction of educators made a very significant contribution to improving the performance of MAN 2 Sragen educators. The low level of performance of MAN 2 Sragen educators was due to the less conducive madrasah culture and the less than good job satisfaction of educators and less than in accordance with the expectations of educators. Study (Muhtarom, 2015) 2015 with the title Human Resource Management (teaching staff). The results of this study concluded that good human resource management (educators) such as that in MAN Karangnom was able to increase the effectiveness and efficiency of human resources in the organization, as well as making educators/employees more professional in carrying out their work. Researchers only emphasize on the implementation of good management in an organization or educational institution and educators. Research (Al-Rosyid & Imron, 2022), entitled Management of Educators During the Pandemic at Smp Ahmad Dahlan Sukoharjo. This study discusses the improvement of the professionalism of educators in the Madrasah environment through a Human Resource management approach. Sumanto's

research is entitled Management of Improving the Quality of Education at Madrasah Tsanawiyah Negeri Bandung and Its Implications for the Image of the Madrasah. Discusses efforts to realize educational goals through management that must be managed by professional administrators, and there must be cooperation between all existing elements and the utilization of educational facilities and infrastructure. Based on the search for these references, most of their research is about improving the quality of education which is general in nature. While the research that the researcher will conduct is focused on human resource management as an effort to improve the quality of special education for educators at MTs Muhammadiyah Sleman as seen from the results of the madrasah input research. Research (Nessia Fitri & Rahman Hakim, 2020; Rajagukguk, 2019; Veirissa, 2021; Zailani et al., 2022) This study is intended to answer the question of whether welfare benefits can improve teacher work ethic. This study shows that: Variable X related to teacher welfare benefits is included in the sufficient category, which means that welfare benefits affect teacher work ethic. Variable Y related to teacher work ethic The magnitude of the influence of teacher welfare benefits in MTs is 88.0%, the rest of the teacher work ethic is influenced by other factors not examined in this study (Hambali, 2023; Mustofa, 2022; Nurdin et al., 2023).

This study aims to find a gap with previous research by exploring the performance variables of Bandar Lampung teachers with predictive indicators, namely the head of the madrasah, educator cooperation, educator welfare, educator motivation, educator personality competence and educator work ethic. So the question is asked how the head of the madrasah, educator cooperation, educator welfare, educator motivation, educator competence and educator work ethic on educator performance. This question will analyze the overall relationship of independent variables to educator performance partially and simultaneously. The second question is which variable has a dominant influence on educator performance? This question will analyze the dominant variables and their indicators.

Based on the description in the previous section, it can be concluded that partially and simultaneously the performance of educators is influenced by the head of the madrasah, cooperation between educators, welfare of educators, motivation of educators, competence of educator personality and work ethic of educators. The second hypothesis is that the variable of educator competence is a variable that has a dominant influence on employee performance.

METHODS

This research uses exploratory research and causal research (cause and effect) (Fotheringham, 1997). Exploratory research design will be used at the beginning of the research to obtain data to produce a deep understanding of the problems in this research. While causal research design is used to determine the causal relationship of the variables studied to answer research questions. Exploratory research design is intended to provide ideas, insights and understanding of the problem situations faced by the author. Using the survey method, researchers can obtain facts from the symptoms that arise and seek factual information (Abubakar, M.A, 2021). The location of the research was conducted in Bandar Lampung City, Lampung Province. There are several reasons that were used as considerations for selecting this research location. First, the state madrasah already represents the qualifications of big cities, semi-cities and villages. Second, the state madrasah is located in Bandar Lampung City, Lampung Province, where researchers come from the district and province so that they feel it is important to develop a model of leadership, cooperation, welfare, motivation, personality competence, work ethic and good

educator performance in their own and nearby areas. Third, based on initial observations, the state madrasah does not yet know the influence of leadership, cooperation, welfare, motivation, personality competence, work ethic on the performance of educators at the Bandar Lampung City State Madrasah.

Instrument testing includes limited trials and extensive trials. Limited trials were conducted at two State Madrasahs in Bandar Lampung City (Watson, 2015). By using random sampling techniques (Kabukcu & Chabal, 2021). The instrument trial activity was carried out in one trial cycle. Each research variable was made a questionnaire based on the question making technique, starting from the questionnaire question grid to the questionnaire assessment technique, the questionnaires prepared included measuring and testing the variables of performance, leadership, cooperation, welfare, motivation, personality competence, and work ethic of educators. The population in this study were all State Civil Apparatus (ASN) Educators of State Madrasahs in Bandar Lampung City. The sampling technique in this study was the simple random sampling technique (Pace, 2021). Random sampling or probability sampling is a sampling technique that uses the principle of probability in the sample determination process. Applying the principle of probability in the sample determination process requires a sampling frame.

The development and determination of the regression model was carried out using descriptive-quantitative analysis as a study of the results of observations, and using statistical tests to see the results of the trial assessment of the leadership of the madrasah principal, cooperation, welfare, motivation, personality competence, work ethic and performance of educators that had been developed. Data obtained through field notes were discussed with educators, madrasah principals, supervisors and subject experts to obtain feedback on the research development model in the next trial (Hardani et al., 2020). Data collection and analysis were conducted during the research process (planning, implementation, and culmination stages). The procedures carried out in this data analysis include data analysis, reflection and action on the results of educator performance.

The model used for data analysis in this study uses multiple linear regression analysis. Linear regression is a statistical tool used to determine the effect of one or more independent variables on one dependent variable. Multiple regression analysis is a dependency technique. The variables will be divided into dependent variables (Y) and independent variables (X). This analysis shows that the dependent variable will be affected (dependent) on more than one independent variable (Sugiyono, 2010), The multiple regression equation according to Sugiyono and Wibowo is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + e$$

RESULTS AND DISSCUSION

RESULTS

After the validity test, the examiner then conducted a reliability test on each instrument variable X1, variable X2, variable X3, variable X4, variable X5, variable X6 and variable Y instrument using the Alpha Cronbach formula. The results of the reliability test after being consulted with the list of interpretations of the r coefficient are as follows.

Table 1 Reliability Test Results

Variabel	Koefisien <i>Alpha Chronbach</i>	Koefisien r	Simpulan
Principal Leadership	0.614685	0,600	Reliabel
Cooperation	0.876911	0,600	Reliabel
Welfare	0.924681	0,600	Reliabel
Motivation	0.672686	0,600	Reliabel
Personality Competence	0.672686	0,600	Reliabel
Work Ethic	0.848186	0,600	Reliabel
Performance	0.923230	0,600	Reliabel

Based on the results of the reliability test Table 4.8, the Cronbach's alpha value of all independent variables and dependent variables has a Cronbach's alpha value >0.600 . These results indicate that the variables of madrasah principal leadership (X1), cooperation (X2), welfare (X3), motivation (X4), personality competence (X5), work ethic (X6) and performance (Y) are declared reliable.

Table 2 Results of Testing the Influence of Leadership on Performance

		Coefficients ^a			T	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	91.594	5.194		17.635	.000
	Leadership	-.063	.063	-.070	-.997	.320

a. Dependent Variable: Performance

Based on the t-test output in Table 2, the t-count value is = 17.635. When compared with t-table at a real level of 95% and $\alpha = 0.05$, which is 1.645, then $t\text{-count} = 17.64 > t\text{-table} = 1.645$, so it can be concluded that there is an influence between Variable X1 (leadership) on variable Y (Performance) of state madrasah educators in Bandar Lampung City accepted.

Table 3 Results of the Influence of Cooperation on Performance

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	98.670	5.395		18.288	.000
COOPERATION	-.143	.063	-.157	-2.277	.024

a. Dependent Variable: PERFORMANCE

Based on the t-test output in Table 4, the t-count value is = 18.288. When compared with the t-table at a real level of 95% and $\alpha = 0.05$, which is 1.645, then $t\text{-count} = 18.288 > t\text{-table} = 1.645$, so it can be concluded that there is an influence between the X2 variable (cooperation) on the Y variable (performance) of state madrasah educators in Bandar Lampung City..

Tabel 4 Pengaruh X3 (Kesejahteraan) terhadap Variabel Y (Kinerja)

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	85.562	3.150		27.159	.000
WELFARE	.012	.042	.020	.283	.777

a. Dependent Variable: PERFORMANCE

Based on the t-test output in Table 5, the calculated t value is = 27.159. When compared with the t table at a real level of 95% and $\alpha = 0.05$, which is 1.645, then the calculated $t = 27.159 > t\text{ table} = 1.645$, so it can be concluded that there is an influence between the X3 variable (welfare) on the Y variable (performance) of State Madrasah Educators in Bandar Lampung City accepted.

Table 5 Effect of X4 (Motivation) on Variable Y (Performance)

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	85.219	6.337		13.447	.000
MOTIVATION	.016	.084	.014	.194	.847

a. Dependent Variable: PERFORMANCE

Based on the t-test output in Table 6, the calculated t value is = 13.447. When compared with the t table at a real level of 95% and $\alpha = 0.05$, which is 1.645, then the calculated $t = 13.447 > t\text{ table} = 1.645$, from this calculation it can be concluded that there is an influence between the

X4 variable (Motivation) on the Y variable (performance) of State Madrasah Educators in Bandar Lampung City accepted.

Table 6 Effect of X5 (Personality Competence) on Variable Y (Performance)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	88.895	6.286		14.142	.000
1 COMPETENCE	-.028	.071	-.027	-.392	.696

a. Dependent Variable: PERFORMANCE

Based on the t-test output in Table 4.38, the t-count value is = 14.142. When compared with the t-table at a real level of 95% and $\alpha = 0.05$, which is 1.645, then $t\text{-count} = 14.142 > t\text{-table} = 1.645$, so it can be concluded that there is an influence between the X5 variable (Personality Competence) on the Y variable (Performance) of State Madrasah Educators in Bandar Lampung City accepted.

Table 7 Effect of X6 (Work Ethic) on Variable Y (Performance)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	88.623	6.162		14.382	.000
1 WORK ETHIC	-.025	.070	-.025	-.355	.723

a. Dependent Variable: PERFORMANCE

Based on the t-test output in Table 4.42, the t-count value is = 14.382. When compared with t-table at a real level of 95% and $\alpha = 0.05$, which is 1.645, then $t\text{-count} = 14.382 > t\text{-table} = 1.645$, so it can be concluded that there is a positive and significant influence of variable X6 (Work Ethic) on variable Y (performance) of educators at Bandar Lampung City State Madrasahs accepted.

Hypothesis testing of the influence of variables X1 (Leadership), X2 (Cooperation), X3 (Welfare), X4 (Motivation), X5 (Competence) and X6 (Work Ethic) on variable Y (Performance) using SPSS 27 obtained the following results:

Table 8 Hypothesis Testing of the Influence of Variables X1 (Leadership), X2 (Cooperation), X3 (Welfare), X4 (Motivation), X5 (Competence) and X6 (Work Ethic) on Variable Y (Performance)

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	357.649	6	59.608	2.032	.405 ^b
	Residual	11491.152	199	57.744		
	Total	11848.801	205			

a. Dependent Variable: KINERJA PENDIDIK

b. Predictors: (Constant), PRINCIPAL LEADERSHIP, COOPERATION, WELFARE, MOTIVATION, PERSONALITY COMPETENCE AND WORK ETHIC.

In the ANOVA (analysis of variance) output Table 8, the Fcount value is 2.032. When compared with Ftable at a real level of 95% and $\alpha = 0.05$, which is 2.21, then $F_{count} = 2.032 < F_{table} = 2.21$. So it can be concluded that there is a positive and significant influence of variables X1 (Madrasah Principal Leadership), X2 (Cooperation), X3 (Welfare), X4 (Motivation), X5 (Personality Competence) and X6 (Work Ethic) on variable Y (Educator Performance) rejected, but individually each independent variable has an effect on the dependent variable. The entered remove variable shows that no variables are removed from the regression model. This means that the three independent variables can be included in the multiple regression calculation..

DISCUSSION

The results of the analysis of the leadership of the head of the state madrasah that the leadership of the head of the madrasah is in the moderate category with a percentage of 72.82% and an average value of 79.93. The results of the hypothesis test show a positive and significant partial influence of the leadership of the head of the madrasah on the performance of educators in state madrasahs in Bandar Lampung City. This means that the better and more professional the head of the madrasah in leading the madrasah, the better the performance of educators in the madrasah. This is evidenced by the output of the t-test, the t-value is = 17.635. When compared with the t-table at a real level of 95% and $\alpha = 0.05$, which is 1.645, then $17.635 > 1.645$ means that $t_{count} > t_{table}$ so that the research hypothesis that there is an influence of the leadership of the head of the madrasah on the performance of educators in state madrasahs in Bandar Lampung City is accepted.

This category shows that most madrasah principals have quite good leadership skills, but there is still room for improvement, especially in strategic aspects such as teacher empowerment, change management, or interpersonal relationship management. Professional madrasah principals can create a conducive work environment, provide clear direction, and encourage innovation in teaching. This increases the motivation and effectiveness of educators in carrying out their duties.

3 things that are done are providing training to improve the leadership skills of madrasah principals is very necessary, especially in the managerial and interpersonal communication aspects, then conducting and organizing ongoing evaluations, namely creating a performance evaluation mechanism for madrasah principals must be optimized so that the results of their leadership continue to be relevant to the needs of educators and finally madrasah principals must prioritize the formation of an organizational culture that supports innovation and professional development. With better leadership, educator performance not only increases in terms of quantity but also quality, which ultimately has a positive impact on the overall quality of madrasah education.

This research is in line with the theory of transformational leadership, which states that effective leaders are able to inspire and empower their subordinates to achieve organizational goals. (Stentz et al., 2012). Good leadership increases the work spirit and participation of educators in developing madrasahs. In addition, research by (Amelia et al., 2022; Kartiko et al., 2024; Nurulloh et al., 2020) shows that the leadership of the madrasah principal contributes greatly to the formation of a work culture that supports performance. This includes increasing collaboration between educators and creating an environment that focuses on results..

The results of the analysis of cooperation between educators in state madrasahs in Bandar Lampung City show that cooperation between educators in state madrasahs is in the moderate category with a percentage of 72.33% and an average value of 82.62. The results of the hypothesis test show a positive and significant partial influence of cooperation between educators on the performance of educators in state madrasahs in Bandar Lampung City. This means that the better the cooperation between educators in madrasahs, the better the performance of educators in madrasahs, and vice versa. This is evidenced by the t-test output obtained a t-count value of 18.288. When compared with t-table at a real level of 95% and $\alpha = 0.05$, namely 1.645, then $18.288 > 1.645$ means $t\text{-count} > t\text{-table}$ so that the hypothesis H_a can be stated which states that there is an influence of cooperation between educators on the performance of educators in State Madrasahs in Bandar Lampung City is accepted.

When educators work collaboratively, they can support each other, share resources, and exchange ideas that are relevant to the learning process. This increases efficiency and effectiveness in meeting the goals of madrasah education. Collaboration between educators brings great benefits to the learning process. When they work together, educators can share experiences, strategies, and resources to enrich their teaching methods. In the context of madrasahs, collaboration allows educators to support each other, share resources and exchange ideas and increase efficiency and effectiveness.

Support each other, Educators can share the challenges they face in the classroom and find solutions together. For example, more experienced teachers can provide informal feedback or coaching to less experienced colleagues. Share resources With collaboration, educators can use the same teaching materials or share props, technology, and other relevant references. This saves time and improves the quality of teaching materials. Exchange ideas Collaboration opens up space for innovation, as educators can exchange effective teaching methods or pedagogical approaches. This ensures that students get a more varied and in-depth learning experience, and increases efficiency and effectiveness In working groups, tasks can be divided according to the expertise of each educator, so that work can be completed more quickly and the results are more optimal. According to (Junita Hanum Eka Putri, 2024), Collaboration in the educational environment not only creates

synergy but also increases educator job satisfaction, which has a positive impact on the success of the institution.

The results of the analysis of educator welfare are in the moderate category with a percentage of 77.19% and an average value of 77.14. The results of the hypothesis test show a positive and significant partial influence of educator welfare on the performance of educators at state madrasahs in Bandar Lampung City. This means that the better and increasing the welfare of educators in madrasahs, the better and increasing the performance of educators in madrasahs, and vice versa. This is evidenced by the t-test output obtained a t-count value of 27.159. When compared with t-table at a real level of 95% and $\alpha = 0.05$, namely 1.645 and $27.159 > 1.645$, meaning $t\text{-count} > t\text{-table}$. so that it can be stated that the H_a hypothesis which states that there is an influence of educator welfare on the performance of educators at State Madrasahs in Bandar Lampung City is accepted.

The results When educator welfare increases, both materially (salary, incentives) and non-materially (work environment, awards), their performance tends to be better. Educators who feel appreciated and supported are more motivated to contribute optimally to their duties. This percentage shows that most educators have received adequate welfare. However, there are indications that some aspects of welfare, such as work facilities, psychological support, or greater appreciation, can still be improved to support better educator performance. The challenges faced are material welfare, namely Some educators may feel that additional salaries or incentives are not adequate compared to their workload and non-material welfare Working environment conditions, recognition of achievements, and less than optimal managerial support can affect perceptions of welfare. Implementing programs that support educator welfare, both in terms of material and non-material, is a strategic step to improve overall performance effectiveness.

The results of the analysis of the motivation of state madrasah educators in Bandar Lampung City, it is known that the measurement of the motivation of state madrasah educators is mostly in the moderate category with a percentage of 60.19% and an average value of 74.76. The results of the hypothesis test show a positive and significant partial influence of educator motivation on the performance of state madrasah educators in Bandar Lampung City. This means that the better and increasing the motivation of educators in madrasahs, the better and increasing the performance of educators in madrasahs, and vice versa. This is evidenced by the t-test output, the t-value = 13.447, when compared with the t-table at a real level of 95% and $\alpha = 0.05$, namely 1.645, the value of $13.447 > 1.645$, which means $t\text{-count} > t\text{-table}$, so that the hypothesis H_a can be stated which states that there is an influence of educator motivation on the performance of state madrasah educators in Bandar Lampung City is accepted.

This means that the higher the motivation of educators, both intrinsic motivation (such as the desire to improve the quality of learning) and extrinsic motivation (such as awards and recognition), the greater their contribution to performance in madrasahs. This is in line with Herzberg's 2 factor theory (Bell et al., 2024; Hebert et al., 2024). This percentage shows that most educators have quite good work motivation. However, the average value of 74.76 also shows the potential for improvement, especially in the aspect of intrinsic motivation, such as, the desire to continue learning and developing, a sense of responsibility for student learning outcomes and satisfaction obtained from the positive impact of work on students. The influencing factors are intrinsic motivation and extrinsic motivation.

The results of the analysis of the personality competency of state madrasah educators in Bandar Lampung City, it is known that the measurement of the personality competency of state madrasah educators is in the moderate category with a percentage of 50.49% and an average value of 87.57. The results of the hypothesis test show a positive and significant partial influence of the personality competency of educators on the performance of state madrasah educators in Bandar Lampung City. This means that the better and increasing the personality competency of educators, the better and increasing the performance of educators in madrasahs, and vice versa. This is evidenced by the t-test output, the t-value = 14.142. When compared with t-table at a real level of 95% and $\alpha = 0.05$, namely 1.645, then t-count = 14.142 > t-table = 1.645 so that the hypothesis H_a can be stated which states that there is an influence of the personality competency of educators on the performance of state madrasah educators in Bandar Lampung City is accepted. From the results above, it means that the better the personality competency of educators, the higher the quality of their interactions with students, colleagues, and leaders. This contributes to the successful implementation of the main tasks of educators, including teaching, research, and community service. Although personality competency is in the moderate category, the average value of 87.57 indicates that educators have a fairly strong foundation in personality aspects. However, there is a possibility of variation between educators, where some still need strengthening in certain dimensions, such as emotional stability, namely the ability to manage stress at work and communication skills by improving the ability to build good relationships with students, colleagues, and the community.

The personality competency of educators plays an important role in determining the success of their performance in madrasahs. The results of this study indicate that although the level of competency is in the moderate category, its influence on performance is very significant. Therefore, madrasahs need to prioritize the development of educators' personality aspects through continuous training, support, and evaluation. This will not only improve individual performance but also create a positive impact on the overall quality of education.

The results of the analysis of the work ethic of educators in state madrasahs in Bandar Lampung City are classified as moderate with a percentage of 74.76% and an average value of 84. The results of the hypothesis test show a positive and significant partial influence of the work ethic of educators on the performance of educators in State Madrasahs in Bandar Lampung City. This means that the better and increasing the work ethic of educators, the better and increasing the performance of educators in madrasahs will be, and vice versa. This is evidenced by the t-test output obtained tcount = 14.382. When compared with ttable at a real level of 95% and $\alpha = 0.05$, namely 1.645, then tcount = 14.382 > ttable = 1.645 so that the hypothesis H_a can be stated which states that there is an influence of the work ethic of educators on the performance of educators in State Madrasahs in Bandar Lampung City is accepted. This means that educators who have a high work ethic, such as being diligent, disciplined, responsible, and committed to their duties, tend to show better performance. A good work ethic ensures that educators are able to carry out the tri dharma of education (teaching, research, and community service) more effectively. To improve the work ethic of educators, madrasahs can provide training programs that emphasize the importance of discipline, responsibility, and commitment in work. Giving awards to educators with a high work ethic can be an additional motivation to continue to improve their performance and madrasah principals need to create a supportive work environment, such as by providing constructive feedback and encouraging collaboration between educators.

The results of the analysis of the performance of educators at state madrasahs in Bandar Lampung City, the performance of educators is in the moderate category with a percentage of 70.39%, an average value of 83.59. The results of simultaneous hypothesis testing did not show a positive and insignificant influence of the leadership of the madrasah principal, cooperation, welfare, motivation, personality competence and work ethic on the performance of educators at State Madrasahs in Bandar Lampung City. This means that simultaneously the better and increasing leadership of the madrasah principal, cooperation, welfare, motivation, personality competence and work ethic of educators does not guarantee that the performance of educators at the madrasah will be good and increase or vice versa. This is evidenced by the simultaneous process of ANOVA (analysis of variance) output, the Fcount value was 2.032. When compared with Ftable at a real level of 95% and $\alpha = 0.05$, which is 2.21, then $F_{count} = 2.032 < F_{table} = 2.21$. So the research hypothesis H_a which states that there is a positive and significant influence between variables X1 (Madrasah Principal Leadership), X2 (Cooperation), X3 (Welfare), X4 (Motivation), X5 (Personality Competence) and X6 (Work Ethic) on variable Y (Educator Performance) is rejected.

CONCLUSION

Overall, this study confirms that an integrated and educator-centered strategic approach is essential to achieving improvements in the quality of education in madrasahs. Partially, all variables have a positive and significant influence on educator performance. Professional leadership of madrasah principals and collaboration between educators are important elements in creating a conducive work environment. On the other hand, adequate educator welfare, both material and non-material, has been shown to increase their productivity. Work motivation, both intrinsic and extrinsic, contributes greatly to encouraging educators to achieve better results. Personality competencies and work ethic also have a significant impact, by building positive interpersonal relationships and dedication to professional responsibilities. The implications of this study are that madrasahs need to prioritize training to improve the leadership skills of madrasah principals, encourage a collaborative work culture, and provide fair rewards for educators. In addition, ongoing performance evaluation and adequate work environment support are needed to ensure continuous improvement in educator performance.

The limitations of this study are that simultaneously, the analysis shows no significant influence of the combination of independent variables on educator performance. This indicates the presence of unmeasured moderating or external factors, such as national education policies, infrastructure, or supporting technology. Further analytical approaches, such as more complex structural models, are needed to explore the relationships between variables in more depth..

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