

THE INFLUENCE OF MADRASAH PRINCIPAL'S LEADERSHIP STYLE ON TEACHER WORK MOTIVATION AND PERFORMANCE: LITERATURE REVIEW

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Abstract

This study aims to analyze the influence of madrasah principals' leadership styles on teachers' motivation and performance. The method used is a descriptive qualitative approach through a literature study. The discussion covers four leadership styles: authoritarian, charismatic, laissez-faire, and democratic. The findings indicate that the authoritarian style tends to reduce teachers' motivation and long-term performance, while charismatic leadership can enhance both through inspiration and emotional support. The laissez-faire style is effective for independent teachers but may weaken motivation for those who require guidance. Meanwhile, the democratic style provides the most positive impact as it encourages participation, creativity, and a sense of ownership in the workplace. Therefore, an appropriate leadership style plays an essential role in improving teachers' motivation and performance in madrasah settings.

Keywords: Leadership Style, Work Motivation, Teacher Performance

Abstrak

Penelitian ini bertujuan menganalisis pengaruh gaya kepemimpinan kepala madrasah terhadap motivasi dan kinerja guru. Metode yang digunakan adalah penelitian kualitatif deskriptif dengan studi literatur. Pembahasan mencakup empat gaya kepemimpinan: otoriter, karismatik, laissez-faire, dan demokratis. Hasil kajian menunjukkan bahwa gaya otoriter cenderung menurunkan motivasi dan kinerja jangka panjang, sedangkan kepemimpinan karismatik mampu meningkatkan keduanya melalui inspirasi dan dukungan emosional. Gaya laissez-faire efektif bagi guru yang mandiri, tetapi dapat melemahkan motivasi bagi guru

yang membutuhkan arahan. Adapun gaya demokratis memberikan dampak paling positif karena mendorong partisipasi, kreativitas, dan rasa memiliki dalam bekerja. Dengan demikian, gaya kepemimpinan yang tepat berperan penting dalam meningkatkan motivasi serta kinerja guru di lingkungan madrasah.

Kata Kunci: Gaya Kepemimpinan, Motivasi Kerja, Kinerja Guru

A. Introduction

The quality of education in madrasahs is inextricably linked to the principal's central role as a leader who mobilizes all school components. A crucial aspect of this leadership is the leadership style applied in managing teachers and creating a productive work culture. The principal's leadership style significantly influences how teachers work, behave, and respond to their professional duties. Therefore, understanding how leadership style can boost work motivation and improve teacher performance is crucial in efforts to strengthen the overall quality of Islamic education.

The principal plays a very strategic role in the implementation of education. A principal is required to be able to lead various aspects of the school to ensure that all processes run optimally and educational goals are achieved. (according to Muslim in (Rita Rosita, Sofyan Iskandar, 2022)). The progress or decline of a school is greatly influenced by the quality of the principal's leadership. The principal's experience is crucial in carrying out their primary duties; the more experience they gain, the broader their knowledge and learning, enabling them to provide better and more effective leadership services. according Juhji et al., in (Rita Rosita, Sofyan Iskandar, 2022)

Madrasah principals play a strategic role as learning leaders, managers, and organizational directors. The right leadership style can create a positive work climate, boost teacher morale, and encourage them to improve their professionalism. Motivated teachers are more committed, innovative, and able to deliver quality learning. Conversely, an ineffective leadership style can weaken motivation, reduce performance, and negatively impact the quality of madrasah education.

Previous studies have shown that transformational, democratic, or participatory leadership styles have a positive relationship with teacher motivation and performance. Madrasah principals who provide role models, emotional support, appreciation, and open communication have been shown to increase teacher engagement in the educational process. Furthermore, constructive supervision and teacher empowerment have a direct effect on improving pedagogical and professional competence. This empirical evidence confirms that leadership style is a crucial variable in shaping teacher work behavior.

Given the importance of the principal's leadership style in influencing teacher motivation and performance, a comprehensive literature review is needed to analyze the relationship between these three variables theoretically

and empirically. This study is expected to provide a clear picture of the ideal leadership model for a madrasa principal and contribute to the development of more effective Islamic education management that is oriented toward improving quality.

B. RESEARCH METHOD

This research uses a descriptive qualitative approach with a library research type, namely a type of research related to the collection of various library data. Searching for data, analyzing between data and variables through books, journals, or articles online obtained through the Google Scholar, Mendeley, or e-book features, or other online media, or offline by visiting libraries and other offline media. In the field of education, qualitative research is often used to explore the subjective experiences of students, teachers, principals, and educational policy makers in schools, colleges, or other training institutions, according to Denzin & Lincoln, in (Prof. Dr. Isop Syafei, M.Ag, 2025).

C. Results and Discussion

Leadership

According to Hersey and Blanchard in Dubrin, leadership is the process of influencing the activities of individuals or groups to achieve specific goals in specific situations. According to Syaiful Sagala, "Leadership is a crucial managerial activity within every organization, particularly in policy and decision-making, which is the core of leadership." Furthermore, Abdul Aziz Wahab stated, "Educational leadership is the ability to motivate educational implementers so that established educational goals can be achieved effectively and efficiently." From the several definitions of leadership above, it can be concluded that leadership is a person's ability and readiness to influence, guide, direct, or manage others so that they are willing to act toward achieving shared goals.

Leadership Style

Leadership style refers to the method a leader uses to lead and influence their followers. This style reflects the typical behavioral patterns a leader exhibits when influencing their subordinates. Therefore, the actions or attitudes a leader displays in influencing group members are what constitute a leadership style. (Nurjaya, Afiah Mukhtar, A. Nur Achsanuddin UA, 2020)

1. Autocratic Leadership

According to Soesanto (Sari, Gea, Tahniah, & Panjaitan, 2024) an authoritarian leadership style is characterized by leaders who view the organization as private property, are arrogant, and equate personal interests with organizational goals. Leaders with this tendency also treat subordinates merely as tools, reject criticism, and rely heavily on formal authority to maintain their position. In practice, they often use pressure and punishment to enforce their will. In this style, communication is one-way, and members are expected to follow orders without much discussion. This leadership style can facilitate speedy decision-making,

especially in emergency situations or when the organization requires decisiveness. However, long-term implementation can reduce creativity, trigger work stress, and make subordinates feel unappreciated due to limited space for participation.

2. Democratic Leadership

A democratic leadership style is a form of leadership in which the leader is able to influence subordinates to work collaboratively, provide space for employee opinions in the decision-making process, and encourage them to cultivate and develop innovation and creativity in carrying out their duties. (Irdyanti, n.d.) Democratic leadership is a style that allows members to participate in the decision-making process. Leaders listen to opinions, open discussions, and consider input before making decisions. The relationship between leaders and members is more open, full of two-way communication, and emphasizes cooperation. This leadership style can increase motivation, a sense of belonging, and job satisfaction among members because they feel valued. However, the decision-making process usually takes longer because it requires deliberation or group discussion.

3. Laissez-Faire Leadership

Laissez-faire leadership is a type of leadership that grants extensive freedom or minimal control to subordinates. This approach does not imply the absence of leadership, but is based on the assumption that tasks are assigned to groups who are then given the freedom to determine their own methods and work methods to achieve organizational goals and policies. (M Teguh Saefuddin, Suherman, 2024) Laissez-faire leadership is a style that gives members as much freedom as possible to organize their work. The leader provides only general direction, while leaving much of the implementation and decision-making to subordinates. This style is most effective when members have high levels of ability, experience, and initiative because it allows creativity to flourish. However, when applied to groups that are less prepared or in need of direction, this style can lead to confusion, disorganization, and decreased performance due to a lack of control and oversight.

4. Charismatic Leadership

Max Weber, in his research (Gebriel Lumban Tobing, Rinaldi J K Lumban Toruan, 2023) was the first sociologist to discuss the concept of charismatic leadership. He defined charisma as a special trait possessed by a person that distinguishes them from most individuals. This trait is often viewed as an extraordinary ability or quality, even as if it were supernatural or possessing special powers. Charismatic leadership is a style that relies on the power of personal influence, emotional appeal, and communication skills of a leader. Charismatic leaders typically possess high self-confidence, are skilled at motivating, and are able to inspire members. This style can generate high work morale and loyalty. However, the greatest risk of charismatic leadership is dependence on the leader. When the leader is absent, organizational performance can suffer.

Work Motivation

Work motivation is one of the elements to encourage work enthusiasm, so that individuals can maximize their skills at work. (Fatima Wati Ain, Mohammad Bukhori, Widi Dewi R, 2024). According Anoraga in (Agustina, Ibrahim, & Maulana, 2020) He explains that work motivation is something that generates enthusiasm or drive to work. This drive can originate from within the individual or from outside, and can be either weak or strong. Therefore, motivation serves as a model for motivating and directing teachers to carry out their work effectively and achieve predetermined goals with full responsibility.

According to Dimiyati and Moedjiono in their research (Rismayanti, Aththar, Khairullah, Adzim, & Fatihah, 2023) motivation can be divided into two based on its nature: those originating from within the individual and those originating from outside, which are called intrinsic and extrinsic motivation. Intrinsic motivation is the drive that arises from within an individual to achieve a specific goal), According to Gunarsa in (Indra Suryadi, 2018) intrinsic motivation is a strong drive or desire from within a person. Intrinsic motivation does not require external stimulation, because it already exists naturally within the individual to do something.

Meanwhile, extrinsic motivation is a drive that arises from the external environment that can influence an individual to do something. In another definition, according to Nawawi (Rismayanti et al., 2023) work motivation that originates from outside the worker as an individual takes the form of a condition that requires them to perform their work optimally. In education, especially for teachers, extrinsic motivation can take the form of awards, praise, achievements, rewards, career advancement, and so on. A comfortable and supportive work environment is also one of the extrinsic motivations often desired by all individuals.

Teacher Performance

Performance is a record of the results achieved during specific tasks or activities within a specific time period (Hesti Kusumaningrum, Chesia Chaerany, Tri Ariqoh Kholisah, 2024) According to the Ministry of National Education, teacher performance is a teacher's ability to demonstrate their expertise and qualifications. (Indriawati et al., 2022) Meanwhile, according to (Mulyasa, 2005) teacher performance is "the output driven by processes, human resources, and otherwise." Mulyasa also states that performance is work achievement, work implementation, work accomplishment, and work results. Teacher performance is the result of work or the teacher's ability to carry out their duties and responsibilities according to established standards. This includes the ability to teach, manage learning, assess student learning outcomes, and guide and train students. Good performance is also influenced by the teacher's professionalism, commitment, and positive attitude in achieving educational goals.

Teacher performance is directly related to student achievement. Belvis et al. (2013), teacher performance during the learning process is the primary factor, while student achievement serves as the primary evaluation indicator. The development of education demands that teachers are not only professional but

also able to adapt to various technology-supported learning methods. This aligns with Yuniati & Prayoga (2019) explanation regarding teacher performance, which states that developing teaching programs and selecting appropriate methods and media are crucial to student learning success.

DISCUSSION

The Role of Leadership Style on Madrasah Quality

Leadership style can be understood as a form of behavior or method chosen by a leader to influence the thoughts, feelings, attitudes, and actions of people within their organization, according to Nawawi (Candra, 2024) Meanwhile, leadership style is also defined as a method used by a leader to influence subordinates to cooperate and contribute productively to achieve organizational goals, according to Malayu (Candra, 2024)

Authoritarian Leadership Style

An authoritarian leadership style is characterized by leader-centered decision-making, strict control, and the use of instructions and commands as the primary approach. In an authoritarian leadership style, teachers tend to become passive and demotivated because they are not given the opportunity to participate in the decision-making process. Excessive pressure and demands can also trigger work stress, further decreasing teacher morale and motivation. A lack of recognition and appreciation from leaders makes teachers feel psychologically underappreciated. Although in the short term, teacher performance may appear to improve due to pressure or direct instructions from leaders, this condition is not sustainable. In the long term, teachers' creativity, initiative, and innovative abilities weaken because they are accustomed to working under orders without the opportunity to express their own opinions or develop their own ideas. As a result, teacher performance becomes unstable and relies more on external pressure than on their intrinsic drive to perform professionally.

Charismatic Leadership Style

In a charismatic leadership style, the leader possesses charm, authority, and the ability to inspire, exerting a strong emotional influence on teachers. The presence of a leader with this character motivates teachers because the leader is able to present a clear, convincing vision and radiate positive energy into the work environment. The emotional bond that develops between teachers and leaders leads to greater commitment and higher work motivation. Charismatic leaders also often foster teachers' self-confidence through moral support, attention, and encouragement. This encourages teachers to perform better and strive to follow the leader's example and direction. As a result, teacher performance improves because motivation stems from inspiration and concrete examples, rather than pressure or rigid orders.

However, this leadership style also has drawbacks. Teachers' dependence on the leader can become problematic when the leader is absent, undergoes a change in position, or is reassigned. In these situations, teacher motivation and performance can decline because their primary source of inspiration is no longer present in the

work environment. Thus, while charismatic leadership has a strong positive impact, it is not always sustainable if it is not accompanied by teacher empowerment and independence.

Laissez-faire Leadership Style

A laissez-faire leadership style provides teachers with extensive freedom to organize tasks, determine teaching methods, and make decisions independently. For experienced and highly competent teachers, this type of trust can be a source of motivation because they feel empowered and valued as professionals. This freedom allows them to develop creativity and innovation in the learning process. However, this style does not always have a positive impact on all teachers. For teachers who lack discipline, still need guidance, or lack sufficient experience, a lack of direction can actually decrease motivation. The absence of adequate supervision can also make teachers feel underappreciated and undersupported by their leaders. This can potentially lead to feelings of uncertainty in carrying out their duties.

In terms of performance, a laissez-faire style can produce excellent work quality if teachers are able to work independently and have strong self-control. Conversely, performance can decline if teachers need supervision and guidance but do not receive it. As a result, this leadership style often leads to inconsistent learning quality because work standards are not directly controlled by the leader. This condition shows that the effectiveness of laissez-faire is very dependent on the characteristics of the teachers being led.

Democratic Leadership Style

A democratic leadership style is characterized by active teacher involvement in the decision-making process, open communication, strong collaboration, and respect for the opinions of subordinates. When teachers are involved in various school decisions, they feel a sense of responsibility and emotional attachment to their work. This increases intrinsic motivation because teachers feel trusted and valued within the organization. Open and communicative leaders also create a harmonious work environment. Teachers feel valued, supported, and comfortable expressing ideas and challenges. The space for expressing opinions and creativity encourages teachers to work with greater enthusiasm and confidence in carrying out their professional duties.

In the context of improving performance, empowering teachers through a democratic style makes them more independent in taking initiatives and more willing to develop creativity in learning. A collaborative work environment allows for the exchange of ideas between teachers, thereby increasing the quality of the learning process and outcomes. Furthermore, supervisory practices that emphasize coaching, rather than rigid supervision, make teachers more open to feedback and motivated to continuously improve their teaching practices.

The Madrasah Principal as a Driver of Quality.

Some strategies found in the literature include:

1. Developing an inspiring and Islamic vision and mission.

2. Optimizing academic supervision to improve the quality of learning.
3. Encouraging teacher collaboration through internal MGMP (Student Leadership Group).
4. Developing an integrative curriculum, combining general knowledge and Islamic values.
5. Strengthening religious culture, such as memorization programs, congregational prayer, and moral development.
6. Increasing partnerships with the community to strengthen moral and financial support.

Implementing the Madrasah Principal's Leadership

According to research by (Hamid, 2023) E. Mulyasa explains several indicators of a madrasah principal's leadership, including:

1. Implementing leadership that involves the participation of the madrasa community, especially in the decision-making process.
2. Demonstrating a democratic, clear, and open leadership style.
3. Making time to communicate effectively and openly with teachers, students, and the entire madrasa community.
4. Emphasizing the importance of teacher and madrasa community compliance with learning norms with a high level of discipline.
5. Monitoring student learning progress through regular teacher reports based on learning outcome data.
6. Holding active, scheduled, and ongoing meetings with the madrasa committee, teachers, and the madrasa community regarding issues requiring attention.
7. Providing guidance and direction to teachers in resolving work problems and being willing to assist in a professional and proportionate manner.
8. Conducting classroom visits to directly observe learning activities.
9. Providing support to teachers in enforcing discipline.
10. Demonstrate exemplary attitudes and behavior that can be emulated by the madrasa community.
11. Provide ample opportunities for teachers and the madrasa community to consult and discuss issues they face.
12. Encourage active, creative, and productive performance.
13. Provide space for the empowerment of all madrasa community members in various aspects of madrasa development.

Implementing Motivation in Organizations

Implementing motivation in organizations is done by creating conditions that encourage individuals to work with enthusiasm, productivity, and commitment. Organizations can provide rewards and recognition for employee achievements, whether in the form of praise, promotions, or bonuses, so that employees feel valued. Furthermore, opportunities for self-development through training, education, or a clear career path are also important for increasing work motivation. A comfortable, safe, and supportive work environment will make

employees feel at home and more loyal. Leaders also need to implement an inspiring, communicative, and fair leadership style so that employees feel heard and motivated to give their best. With the right implementation of motivation, organizations can increase job satisfaction, reduce stress levels, and achieve shared goals more effectively.

Principal Strategies to Improve Teacher Motivation and Performance

To increase teacher motivation, principals can implement several planned strategies:

1. **Improving the Work Environment:** Creating a conducive work environment with open communication, strong teamwork, and supportive leadership can make teachers feel comfortable and valued.
 2. **Rewards and Appreciation:** Providing incentives, certificates of appreciation, or recognition for learning achievements encourages teachers to continuously innovate and improve the quality of teaching.
 3. **Competency Development:** Providing opportunities for teachers to participate in training, workshops, seminars, or further study programs can increase their intrinsic motivation and professional competence.
 4. **Improving Welfare:** Paying attention to teacher welfare through allowances, adequate work facilities, and a balanced workload will maintain high motivation.
- These strategies not only increase individual teacher motivation but also create a school environment conducive to collaboration, innovation, and improved learning quality. With high motivation, teachers will be more enthusiastic, disciplined, creative, and focused on improving student achievement.

D. CONCLUSION

Overall, this paper demonstrates that leadership style plays a significant role in shaping teacher motivation and performance. Each leadership style—charismatic, democratic, and laissez-faire—has a different impact depending on the leader's characteristics and the teacher's needs.

Charismatic leadership can improve motivation and performance through inspiration, a strong vision, and positive emotional connections, although it has the potential to create dependence on the leader figure. Democratic leadership has the most stable and constructive impact because it involves teachers in the decision-making process, creates a collaborative atmosphere, and encourages intrinsic motivation and creativity. Meanwhile, a laissez-faire style can improve the performance of independent and experienced teachers, but risks reducing motivation and the quality of learning for teachers who need clearer direction.

Thus, leadership effectiveness depends heavily on the leader's ability to adapt their leadership style to the teacher's circumstances and the needs of the organization. Leaders who are flexible, communicative, and responsive to situations tend to create a productive work environment and can continuously improve the quality of education.

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