

The Influence of Islamic Leadership, Mujahadah, and Work Motivation on the Performance of State Madrasah Aliyah Educators in South Sulawesi

by PDTI Master Turnitin

Submission date: 06-May-2024 09:41AM (UTC+0800)

Submission ID: 2371686832

File name: 090_n8_RGSA.pdf (350.63K)

Word count: 7655

Character count: 43252



THE INFLUENCE OF ISLAMIC LEADERSHIP, MUJAHADAH, AND WORK MOTIVATION ON THE PERFORMANCE OF STATE MADRASAH ALIYAH EDUCATORS IN SOUTH SULAWESI

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ABSTRACT

Objectives: The research aims to analyze several key factors: Islamic leadership, educator mujahadah, educator work motivation, and the performance of educators in Madrasah Aliyah Negeri (MAN) institutions in South Sulawesi.

Methods: To achieve its objectives, the research employs primary data collected through a survey involving all madrasa heads and MAN educators in South Sulawesi, with a sample size of 170 participants. The research utilizes various instruments such as questionnaires, interview guides, observation sheets, and documentation. The collected data are analyzed using multiple linear regression analysis conducted with the Statistical Package for the Social Sciences (SPSS) program.

Results: The findings of the research reveal several significant insights. Firstly, the Islamic leadership of MAN heads in South Sulawesi is predominantly categorized as high, although a notable 33 per cent fall within the medium category. Further results regarding educator mujahadah, educator work motivation, and educator performance are not provided in the initial excerpt.

Conclusion: While the conclusion of the research is not yet fully elaborated, the initial findings suggest a predominance of high Islamic leadership among MAN heads in South Sulawesi. This indicates a potentially positive influence on the educational environment within these institutions. Further analysis of educator mujahadah, educator work motivation, and educator performance will likely provide deeper insights into the dynamics of education in the region.

Keywords: Islamic Leadership, Mujahadah, Work Motivation.

A INFLUÊNCIA DA LIDERANÇA ISLÂMICA, MUJAHADAH, E A MOTIVAÇÃO DO TRABALHO NO DESEMPENHO DOS EDUCADORES DA MADRASAH ALIYAH DO ESTADO EM SULAWESI DO SUL

RESUMO

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The Influence of Islamic Leadership, Mujahadah, and Work Motivation on the Performance of State Madrasah Aliyah Educators in South Sulawesi

Objetivos: A pesquisa visa analisar vários fatores-chave: liderança islâmica, educador mujahadah, motivação do trabalho educador, e o desempenho dos educadores em Madrasah Aliyah Negeri (MAN) instituições em Sulawesi do Sul.

Métodos: Para atingir seus objetivos, a pesquisa emprega dados primários coletados por meio de uma pesquisa envolvendo todos os chefes madrasa e educadores MAN em Sulawesi do Sul, com uma amostra de 170 participantes. A pesquisa utiliza vários instrumentos, como questionários, guias de entrevistas, fichas de observação e documentação. Os dados coletados são analisados por meio de análise de regressão linear múltipla realizada com o programa Statistical Package for the Social Sciences (SPSS).

Resultados: Os resultados da pesquisa revelam vários insights significativos. Em primeiro lugar, a liderança islâmica de cabeças MAN em Sulawesi do Sul é predominantemente categorizada como alta, embora um notável 33 por cento se enquadre na categoria média. Mais resultados sobre o educador mujahadah, motivação do trabalho do educador e desempenho do educador não são fornecidos no trecho inicial.

Conclusão: Embora a conclusão da pesquisa ainda não esteja totalmente elaborada, os achados iniciais sugerem uma predominância de alta liderança islâmica entre os chefes de MAN no Sulawesi do Sul. Isso indica uma influência potencialmente positiva no ambiente educacional dessas instituições. Uma análise mais aprofundada do educador mujahadah, da motivação do trabalho do educador e do desempenho do educador provavelmente fornecerá insights mais profundos sobre a dinâmica da educação na região.

Palavras-chave: Liderança Islâmica, Mijahadag, Motivação do Trabalho.

LA INFLUENCIA DEL LIDERAZGO ISLÁMICO, MUJAHADAH, Y LA MOTIVACIÓN LABORAL EN EL DESEMPEÑO DE LOS EDUCADORES ESTATALES DE MADRASAH ALIYAH EN SULAWESI DEL SUR

RESUMEN

Objetivos: La investigación tiene como objetivo analizar varios factores clave: el liderazgo islámico, el educador mujahadah, la motivación laboral del educador y el desempeño de los educadores en las instituciones de Madrasah Aliyah Negeri (MAN) en el sur de Sulawesi.

Métodos: Para lograr sus objetivos, la investigación emplea datos primarios recogidos a través de una encuesta que involucra a todos los jefes de madrasa y educadores de MAN en Sulawesi del Sur, con un tamaño de muestra de 170 participantes. La investigación utiliza varios instrumentos como cuestionarios, guías de entrevistas, hojas de observación y documentación. Los datos recogidos se analizan mediante análisis de regresión lineal múltiple realizado con el programa Statistical Package for the Social Sciences (SPSS).

Resultados: Los hallazgos de la investigación revelan varios puntos de vista significativos. En primer lugar, el liderazgo islámico de los jefes del MAN en Sulawesi del Sur se clasifica predominantemente como alto, aunque un notable 33% se encuentra dentro de la categoría media. En el extracto inicial no se proporcionan más resultados con respecto al educador mujahadah, la motivación laboral del educador y el desempeño del educador.

Conclusión: Si bien la conclusión de la investigación aún no está completamente elaborada, los hallazgos iniciales sugieren un predominio del alto liderazgo islámico entre los jefes del MAN en Sulawesi del Sur. Esto indica una influencia potencialmente positiva en el entorno educativo dentro de estas instituciones. Un análisis más profundo del educador mujahadah, la motivación laboral del educador y el desempeño del educador probablemente proporcionarán una visión más profunda de la dinámica de la educación en la región.

Palabras clave: Liderazgo islámico, Mijahadag, Motivación laboral.

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1 INTRODUCTION

Regarding educational problems, namely educational management is still not very supportive, so this needs to receive serious attention in addition to other educational problems. Therefore, to support improvements in the quality of education, it is necessary to increase the mastery of education management for all personnel resources who are and are involved in providing education, considering that the direct impact of effective education management will also produce good quality education.

As one of the primary and secondary education institutions that combines Islamic Religious Education (PAI) with enrichment in the fields of science and technology as its main characteristic, State Madrasah Aliyah has become an inseparable part of the national education system framework to play a role in advancing the lives of Indonesian society since founded in 2018 until now. During its development, this educational institution experienced quite interesting dynamics in becoming study material.

As an organization based on Islamic education, the success of an organization such as MAN in South Sulawesi is influenced by the quality of education management. One aspect of educational management is the leadership problem that exists in the organisation. Because in reality, a leader can influence morale and job satisfaction, quality and performance as well as employee achievements in an organization.

A leader is a person who has technical skills, especially in a field, so that he can influence other people to carry out activities to achieve organizational goals jointly. Leadership is generally stimulated by strong urges from within oneself to lead. It is hoped that the leader will be able to develop his subordinates to become technically proficient, enthusiastic/enthusiastic about work, loyal and have high morals, and can also generate rational strength and positive emotional strength. In short, he was able to develop all the potential of his subordinates in a pleasant social climate. (Kartono, 2003: 74)

In fact, most people want someone to determine the things that need to be done and how to do them, to be motivated and guided in carrying out the activities they have to do. However, they did not want to do without their leader. Leaders assume responsibility and try to deal with the problems they face so leadership is considered as a factor that has an important role in the organization. According to Stoner in Handoko (2004: 294), leadership is a process of directing and influencing the activities of a group of members whose duties are related to each other.



A leader's job is to encourage his subordinates to achieve organizational goals. So, leading involves a person's ability to influence or motivate other people/subordinates so that they want to carry out the tasks given to them well. This leadership consists of three types of leadership, namely autocratic, democratic and laissez-faire leadership. The form of leadership that is highly recommended by Islam is democratic leadership. This leadership is very by Islamic teachings because many verses and hadiths support its implementation. As Allah says in QS. ash-Syuura/42: 38, namely:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ

Translation:

(also better and more permanent for) those who accept (obey) God's call and perform salat, while their affairs are (decided) by consultation between them. They spent part of the sustenance that We bestowed upon them. (Ministry of Religion RI., 2005)

Bajar (2016) states that the criteria for leaders who are considered effective and efficient are having a fair nature, being sensitive to the environment, being able to control the ego, not being individualistic, being responsible, having the courage to start new things, being intelligent and agile, being mentally strong, open, humble, wise, and so forth. When a leader has the characteristics as described, this will have a positive impact on the policies and work programs that he will carry out. Sakdiah (2016) stated that within the scope of Islamic education, a leader must adhere firmly to Islamic teachings. That way, in carrying out his leadership, a leader will be required to carry out his duties as a leader according to the Koran and Hadith. Leaders in Islamic education must have characteristics as exemplified by the Prophet Muhammad.

Islamic leadership is people-oriented and provides efficient guidance to its subordinates. The strength of Islamic leadership does not lie in the "person or individual leader", but rather the strength lies in the active aspirations of each member of the group. In the context of Islamic leadership, of course, it refers to a role *model* in Islam, that is the Messenger of Allah, peace be upon him. As an exemplary leader, Rasulullah saw. endowed with 4 main properties, namely: 1) *Siddiq* (honest), 2) *Trust* (trusted), 3) *Tabligh* (communicative), and 4) *Fathanah* (intelligent).

In addition to being influenced by leadership, the quality of the organization is also greatly influenced by the mujahadah of the organization's members. Mujahadah in Islam is a form of seriousness to carry out the commands of Allah swt. by fulfilling all obligations and



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staying away from His prohibitions physically and mentally with a tangible form of trying to fight (subjugate) lust. Someone who executes Mujahadah certainly has a special influence on himself and on his social life. Humans often do it *mujahadah* will have good social behavior, where social behavior is an atmosphere of interdependence which is a necessity to guarantee human existence. Included in this definition is trying seriously and using all your abilities to fight the enemy with your hands, verbally, or with whatever you can. *Mujahadah* can also be interpreted as a serious effort to struggle according to Islamic law. This is by the word of Allah in QS. Ali Imran/3: 142, namely:

أَمْ حَسِبْتُمْ أَنْ تُدْخِلُوا الْجَنَّةَ وَلَمَّا يَعْلَمِ اللَّهُ الَّذِينَ جَاهَدُوا مِنْكُمْ وَيَعْلَمَ الصَّابِرِينَ

Translation:

Do you think you will enter heaven, even though Allah has not yet seen those who strive among you and those who are patient? (Ministry of Religion of the Republic of Indonesia., 2005: 68)

Mujahadah In its broadest meaning, it is the mobilization of all available power and abilities in realizing every good job. (Muntoha, 2016: 287-316) Can also be defined as the mobilization and optimization of resources. This is because indeed Allah swt. has provided facilities for all the resources that humans need, namely by subordinating the entire contents of heaven and earth to humans. (Eldeeb, 2009: 32-33)

Mujahadah can be interpreted as a form of sincerity to carry out the commands of Allah SWT by fulfilling all obligations and staying away from His prohibitions, physically and mentally in a real way trying to fight (subdue) desires. Therefore, *mujahadah* can be understood as a form of war against God's enemies which in essence is fighting lust. Someone who carries it out *mujahadah* certainly has a special influence on himself and in social life. Humans often do it *mujahadah* will have good social behavior, where social behavior is an atmosphere of interdependence which is a necessity to guarantee human existence.

Organizational quality which can be seen from the performance of organizational members is also influenced by work motivation. Work motivation is an important strength that must exist within every leader of an organization, in this case, an educational institution, so that he has a strong desire or enthusiasm to try and work hard to be able to achieve success for himself and the organization in which he works. Siswanto stated that work motivation can



provide energy that drives all existing potential, creates high and noble desires, and increases collective enthusiasm (Bejo, 2005: 2019).

It is hoped that aspects of Islamic leadership, mujahadah, and work motivation will influence the performance of MAN educators in South Sulawesi. In an educational institution, the existence of educators has a vital role. They are the ones who provide rhythm and colour to their students. Educator competency will greatly influence student achievement. Educator professionalism is measured by professional competence related to their scientific field, pedagogical competence related to classroom management, social competence related to communication with their environment, and personality competence related to character and morals. All of these competencies are synergistically directed at the behaviour of educators in their work and the effectiveness of educators in carrying out their duties and responsibilities which can influence students towards the goals of the learning and education they carry out.

The performance of teaching staff is the ability of teaching staff to carry out their duties as teachers who have the expertise to educate students in order to guide them in achieving educational goals. The performance of the teaching staff can be seen in 4 aspects, namely: 1) Planning learning activities, 2) Carrying out learning activities, 3) Evaluating learning activities, and 4) Teacher discipline in carrying out their duties. This element is one of the factors that can improve student learning achievement.

Educators as the main locomotive in educational institutions play a very vital role in achieving educational goals. This is because as one of the human elements involved in the learning process, educators play a major role in efforts to form potential human resources and become professional where they are required to make maximum efforts to carry out their profession. Therefore, it is very necessary for educators who have high performance in carrying out their remembering duties and responsibilities that can influence students.

The three independent variables (Islamic leadership, mujahadah, and work motivation) theoretically have implications for the dependent variable (educator performance). This is the focus of the research study. As a formal Islamic education institution in Indonesia, MAN throughout South Sulawesi is the locus of study. As a locomotive in the world of education, the role of educators' performance is absolute in achieving the 8 national education standards. These aspects that influence the performance of educators are very important to study as an effort to improve the quality of education as measured in the 8 National Education Standards.



2 RESEARCH METHODS

2.1 TYPES OF RESEARCH

This research, in terms of the type of data, is quantitative in the form of correlative research. This study is intended to determine the correlation between the variables of Islamic leadership, mujahadah, and work motivation on the performance variables of educators in MAN throughout South Sulawesi.

2.2 RESEARCH SITES

This research was carried out at State Aliyah Madrasas in South Sulawesi. This research was carried out for 3 months from June to August 2023. The choice of State Aliyah Madrasas throughout South Sulawesi as the locus of study in this research was because the researchers saw that the current development of madrasas was very rapid.

B. Research Population and Sample

This research has a population of all MAN throughout South Sulawesi consisting of

1. MAN 1 Makassar
2. MAN 2 Makassar
3. MAN 3 Makassar
4. MANPK Makassar
5. MAN IC Gowa
6. MAN Gowa
7. MAN Jeneponto
8. MAN Bantaeng
9. MAN 1 Bulukumba
10. MAN 2 Bulukumba
11. MAN 1 Sinjai
12. MAN 2 Sinjai
13. MAN Selayar
14. MAN 1 Bone
15. MAN 2 Bone
16. MAN 3 Bone



17. MAN 4 Bone
18. MAN Pangkep
19. MAN 1 Inside
20. MAN 2 Inside
21. MAN 1 Parepare
22. MAN 2 Parepare
23. MAN Pinrang
24. MAN Sidenreng Rappang
25. MAN 1 Soppeng
26. MAN 2 Soppeng
27. MAN Wajo
28. MAN Enrekang
29. MAN Tana Toraja
30. MAN Luwu
31. MAN Palopo
32. MAN Luwu North
33. MAN East Luwu

From 33 MANs throughout South Sulawesi as the population for this study, MANs were then determined to be the research samples. Determining the research sample was carried out through techniques of cluster *sampling* which refers to regional groups, which consist of 5 clusters, namely:

1. The Makassar cluster consists of Makassar, Gowa, Jeneponto, and Bantaeng. In this cluster, MAN 2 Makassar and MAN IC Gowa were selected.
2. The Parepare Cluster consists of Pangkep, Barru, Parepare, Sidrap. In this cluster, MAN 1 Parepare was chosen
3. The Bone cluster consists of Bulukumba, Sinjai, Selayar, Bone, Soppeng, and Wajo. In this cluster, MAN 1 Bone was chosen
4. The Palopo cluster consists of Enrekang, Tana Toraja, and Palopo. In this cluster, MAN Tana Toraja was chosen
5. The Luwu Cluster consists of Luwu, North Luwu and East Luwu. In this cluster, MAN East Luwu was chosen.



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The determination of Madrasah Aliyah as samples in this research in each cluster refers to the regional grouping and characteristics of the madrasah. For example, in big cities it is represented by Makassar and Parepare, in medium cities it is represented by Bone, and in small cities, it is represented by Tana Toraja and East Luwu. Apart from that, there is also consideration of the quality of educational institutions, where all the MANs in this research sample are accredited A, except MAN 1 Bone which is accredited B. All MANs in South Sulawesi are accredited A and B, and there are no MANs that are accredited C. So, This sample is considered to be representative of the existing population conditions. Likewise, from the 6 MANs, the research sample was determined to consist of all madrasa heads and 50% of the total existing teaching staff. The sample selection from the teaching staff was carried out randomly. The number of samples can be described as follows:

Table 3.1

Research Sample

No	Education units	Population		Sample	
		Kamad	Teacher	Kamad	Teacher
1	MAN 2 Makassar	1	112	1	56
2	MAN IC Gowa	1	46	1	23
3	MAN 1 Parepare	1	48	1	24
4	MAN 1 Bone	1	56	1	28
5	MAN Tana Toraja	1	38	1	19
6	MAN East Luwu	1	28	1	14
	Amount	6	328	6	164

Source: Prepared by Authors (2024)

C. Variables and Research Design

This research variable consists of five independent variables(*predictor*) namely Islamic Leadership (X1), Mujahadah (X2), and Work Motivation (X3), as well as one dependent variable (*criteria*) Educator Performance (Y).

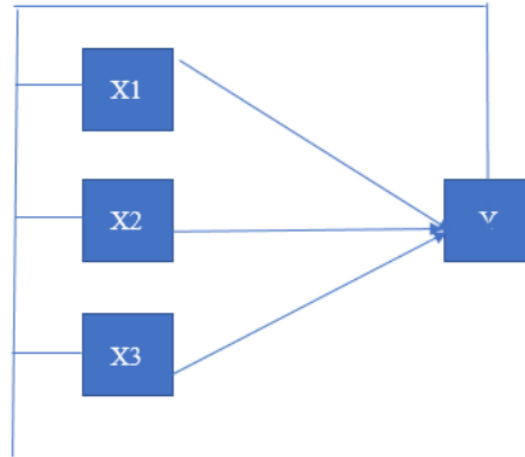
This research examines the relationship between Islamic leadership, mujahadah, and work motivation variables on educator performance variables in MAN throughout South Sulawesi using a quantitative approach with a non-experimental design, which means this research examines the facts that have occurred. This research is correlational with a survey design. Thus, when the research was conducted the respondents had certain appreciations, perceptions, experiences, feelings and judgments that reflected their perceptions of all aspects of activities and situations. The relationship pattern between the independent variable and the dependent variable is simply and schematically described as follows:



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Figure 3.1

Pattern of Relationships Between Variables



Source: Prepared by Authors (2024)

Information:

X₁ = Islamic Leadership

X₂ = Mujahadah

X₃ = Work Motivation

AND= Educator Performance

3 RESEARCH RESULT

3.1 HYPOTHESIS TESTING

3.1.1 Partial Testing

Uji t used to determine whether or not there is an influence of the independent variable on the dependent variable, namely the variables Islamic Leadership, Mujahadah, and Work Motivation on the Performance of MAN Educators in South Sulawesi partially. Hypothesis testing using a partial test (t test) is carried out by comparing the results of the calculated t with the t table. The test criteria using the t-test are that Ho is rejected if t count > t table and the significance is < (0.05). Below we will present a table of the results of partial hypothesis testing (t-test) using 25,0 for Windows.



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a) The Influence of Islamic Leadership on Educator Performance

To₁: There is no significant positive influence of Islamic leadership on MAN Educator Performance in South Sulawesi

Ha₁: There is a significant positive influence of Islamic leadership on the performance of MAN Educators in South Sulawesi

Table 4.11

T Test Data (Partial) Islamic Leadership

Hypothesis	Variable	T-Count	Say.	T-table
There is an influence between variable X1 on Y	X1	4,950	0,001	4,302

Source: Prepared by Authors (2024)

From the results of testing the hypothesis above using a partial test (t test), it was obtained that the t count was 4.950 with a significance value of 0.001. This is by the designated testing criteria and that t count > t table, namely $4.950 > 4.302$ with a significance level of $0.001 < 0.05$, thus it can be concluded that Ho₁ rejected or Ha₁ accepted. This shows that partially (individually) the Ha hypothesis₁ reads "There is a significant positive influence of Islamic Leadership on the Performance of MAN Educators in South Sulawesi." Accepted.

4 DISCUSSION

4.1 THE INFLUENCE OF ISLAMIC LEADERSHIP ON THE PERFORMANCE OF MAN EDUCATORS IN SOUTH SULAWESI

The results of hypothesis testing regarding the influence of Islamic leadership on the performance of MAN educators in South Sulawesi show that the t count is 4.950 with a significance value of 0.001 so it can be seen that t count > t table, namely $4.950 > 4.302$ with a significance level of $0.001 < 0.05$. This shows that there is a significant positive influence of Islamic leadership on the performance of MAN educators in South Sulawesi. Where the higher the level of Islamic leadership, the higher the performance of educators.

Educators or teachers are required to have performance that can provide and realize the hopes and desires of all parties, especially the general public who trust educational institutions and teachers in developing their students. Achieving good quality education is greatly influenced by the performance of teachers in carrying out their duties so teacher performance



becomes an important requirement for achieving educational success. In general, good quality education is a benchmark for the success of the performance shown by teachers.

This is like the statement made by Andri Adi Mustika, S.Pd.Gr., M.Pd. as a MAN IC Gowa teacher who stated that the leadership of the madrasa head greatly influenced teacher performance. This is because leadership will greatly influence the work culture and working atmosphere in the madrasah. Madrasah heads who have Islamic leadership such as istiqamah, shiddiq and trustworthy characters will make educators feel protected, and able to work happily, calmly and motivated because madrasah heads can be role models that every educator will emulate. A madrasa head like that will be an inspiration for teachers to emulate his attitude because we as educators will imitate what the madrasa head as our leader does. (Interview result)

In improving teacher performance, several factors influence it, one of which is the element of leadership as part of organizational management. Leadership is a very important element for an organization, an organization that has good leadership will find it easy to lay a foundation of trust in its members.

Leadership can encourage someone to have a successful and happy career because job satisfaction partly comes from leadership qualities. The success and failure of an organization, especially an educational institution, is largely determined by the leadership, in this case, the principal of the school or madrasah, who he is responsible for success or failure. Not everyone can lead well even if they are supported by existing resources. This is because carrying out its functions is greatly influenced by various factors, including education, experience, personality and situation, as well as its ability to control specific issues that are relevant to decisions.

In this regard, Drs. Khoiri, who is a teacher at MAN Model Makassar, stated that poor leadership of the madrasa head will make the work atmosphere uncondusive and of course, this will cause the performance of educators to decline. For this reason, a madrasa head is required to have competence, experience and personality in managing his institution so that he can make educators feel comfortable, calm at work, motivated to always learn, and encouraged to continue to excel. Islamic leadership refers to the character of the Prophet Muhammad saw. is a solution and capital in making educational institutions of higher quality by improving the performance of their educators. (Interview result)

Maxwell in Busro (2018: 129) states that leadership is inherent in a leader in the form of certain traits such as personality (*personality*), ability (*ability*), and ability (*capability*). Leadership is a series of activities (*activity*) leader which is related to the position (*position*) as



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well as the leader's style or behaviour. Leadership is a process of relationships or interactions between leaders, and subordinates, in certain situations. Obiwuru (2011: 72) states that *"Leadership is the individual behaviour to guide a group to achieve the common target."* This means that leadership is the behaviour of an individual who leads to direct the activities of a group towards a goal to be achieved together.

Siagian (2006: 78) states that leadership is the core of management because leadership is the driving force for human resources and other natural resources. Robbins and Judge (2015: 146) state that leadership is the ability to influence a group towards achieving a set vision or goal. This means that to achieve a vision or goal set in an organization, a leader's ability to influence his subordinates is very necessary so that it has an effective impact on employee performance and organizational performance.

The statements put forward by these experts are in line with the results of research conducted by Purwanto, et al., (2020) concerning the Influence of Leadership on Primary School Teacher Performance with Work Engagement and Organizational Culture as a Mediator. This research aims to examine the influence of leadership on elementary school teacher performance with work culture and work involvement as mediating variables. The research results showed that the five research hypotheses were accepted because the p-value was <0.05 . This shows that leadership has a direct influence on teacher performance, the higher the leadership, the higher the teacher performance.

Likewise with Juniarti, et al. (2020) in their research entitled The Influence of Principal Leadership and Teacher Discipline on Teacher Performance. The results of testing the first hypothesis can be concluded that there is a positive influence between the principal's leadership style on teacher performance. This conclusion shows that the higher the effectiveness of the principal's leadership style, the higher the teacher's performance. The square of the correlation coefficient between the two variables is 0.684. it can be interpreted that if other variables are not controlled, then 68.40% of the variance in teacher performance can be explained by the level of the principal's leadership style.

Dwi Suzanna and Rizky Fauzan (2022) in their research entitled "The Influence of Principal Leadership on High School Teacher Performance in Sintang Regency" showed the results that the Principal's leadership was proven to have a positive relationship and had a significant influence on Teacher Performance.

Meanwhile Yunus, et al. (2021) in their research entitled "The Influence of Principal Leadership on Primary School Teacher Performance". This research is quantitative research



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with an exploratory method. The population in this study were 17 teachers at SD Negeri Ngagel I/394 Surabaya. The data collection technique in this research was a questionnaire, as well as documentation which was analyzed using descriptive statistical analysis. Analysis prerequisite tests include data normality test and regression linearity test. Hypothesis testing includes simple regression testing. The results of the research show that: (1) Principal Leadership with a percentage of 58.8% is classified as moderate (2) Teacher performance results with a percentage of 52.9% are classified as moderate (3) There is a significant influence between Principal Leadership and Teacher Performance with a correlation value amounting to $5.806 > 2.145$. This research concludes that there is a significant influence of Principal Leadership on Teacher Performance at SD Negeri Ngagel 1/394 Surabaya.

The results are similar to research conducted by Ramadhan and Zulela (2021) in their research entitled "The Influence of Principal Leadership on Teacher Performance." This research aims to analyze the influence of Principal Leadership on Teacher Performance at SDN Sunter Jaya 03 North Jakarta. The population in this study were 30 teachers at SDN Sunter Jaya 03, North Jakarta. The results of the research show that the F test obtained $F_{count} = 10.037$ with a sig value = $0.03 < 0.05$, it can be concluded that H_0 is rejected. This states that there is an influence of the principal's leadership on teacher performance. Based on the research results, it shows that there is an influence of the principal's leadership on teacher performance by 15.1%, while the rest is influenced by other factors. It was concluded that the principal's leadership influenced teacher performance at SDN Sunter Jaya 03, North Jakarta. It is recommended that school principals should pay more attention to compensation regarding the amount of honorarium or salary with the efforts made, providing incentives or bonuses that are given fairly and providing compensation promptly. The school principal as the implementer of supervision should continue to carry out control activities regarding the orderliness of making teaching plans that are adapted to the current curriculum and not reduce the routine of class visits which are carried out from time to time to classes while teaching and learning activities are in progress.

About Islamic leadership, Muhammad Ridwan AR., S.Ag., M.Pd.I. as Head of MAN 1 Parepare stated that improving teacher performance depends on us as leaders. If there is no intervention, negligence, no example and no reward and punishment, do not expect teacher performance to improve. Teachers' positive habits must initially be enforced, either through commands or rewards and punishment. For example, I forbid teachers from teaching before the learning tools have been completed and signed by me. Likewise, I encourage teachers to create PowerPoint display materials so that learning is more interactive. I also emphasized discipline



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which I started with myself to come to the madrasah on time. So educators' work patterns are largely determined by how the madrasa head manages his institution. For me, Islamic leadership must start with ourselves as leaders. (Interview result)

A similar statement was made by Suryanti, S.Pd., M.Pd, as a teacher at MAN 1 Parepare who stated that the leadership of the madrasa head was indeed able to improve the performance of educators. Educator performance is of course measured by the quality of learning as the teacher's main task and responsibility. The quality of this learning can be seen, one of how MAN 1 Parepare has made several achievements, in 2023 alone it has made several achievements, including: 1) 1st Place at the National Level of the Islamic Singing Competition in the High School and Equivalent category in the National Level online competition organized by Drawing Kids Project Bandung in 2023, 2) Gold Medal in the Indonesian Science Olympiad 5.0 in National Level Chemistry Subjects organized by CV. Divya Cahaya in 2023, and 3) 2nd Place in the Drawing Competition in the High School and Equivalent Category, National Level Online Competition which was also organized by the Drawing Kids Project Bandung, West Java. (Interview result)

Based on the literature review, empirical studies and interview results from several previous studies, it can be concluded that there is an influence of madrasa head leadership on teacher performance. According to Sutrisno, E. (2014: 29) leadership plays a dominant, crucial and critical role in overall efforts to improve performance, both at the individual, group and organizational levels. The madrasa head as the leader must be responsible for the teacher's performance of learning activities in the classroom so that they can run smoothly. A leader, especially a madrasa head, must carry out four madrasa head management functions, namely: *planning* (planning), *organizing* (organizing), *actuating* (movers) and controlling. Pidarta (2011: 73-79) As for the four principal management functions as follows

1. *Planning* (planning) is the process of thinking about and determining activities or programs that will be carried out in the future to achieve certain goals (Sagala, 2004: 56). The planning function includes determining the goals or framework of actions needed to achieve certain goals. planning is carried out by assessing the strengths and weaknesses of an institution or organization, determining opportunities and threats and determining strategies, policies, tactics and programs (Rohiat, 2010: 3). Planning is the first step before carrying out other management functions.
2. *Organizing* (organizing) is the preparation of an organizational structure that is by the organizational structure, the resources it has, and the environment that surrounds it



(Usman, 2008: 141). Ula (2013: 18-19) states that organizing is the process of dividing work into smaller tasks, assigning these tasks to people according to their abilities, and allocating and coordinating resources to achieve organizational goals.

3. *Actuating* (motivating) The driving function describes how a manager directs and influences subordinates and how other people carry out essential tasks in creating a pleasant atmosphere for working together (Rohiat, 2010: 3). Mobilization is one of the most important functions in management because planning and organizing efforts are vital but no concrete output will be produced without the implementation of activities that are attempted and organized in an actuating action or an effort that gives rise to action (Marno, 2008: 20).
4. *Controlling* (Supervision) is very closely related to planning because through supervision the effectiveness of management can be measured (Rohiat, 2010: 3). Therefore, supervision is an activity that needs to be carried out by every implementer, especially those who hold leadership positions. Without supervision, leaders cannot see any deviations from the plans that have been outlined and will also not be able to develop better work plans as a result of experience (Marno, 2008: 24).

These four management functions play a role in the success of a madrasah in realizing the vision and mission that have been determined together. Apart from that, the leadership of the madrasah head will influence the performance of MAN educators in South Sulawesi because one of their functions is to provide direction, motivation, supervision and evaluation through the supervision provided to improve the performance of educators.

The Islamic leadership possessed by the madrasa head will make his leadership become a role model who will be able to mobilize the potential that exists in the madrasa. This is because of several arguments that refer to the characteristics of Islamic leadership itself, namely:

1. Leadership that refers to character intense will make the head of the madrasah behave with integrity, and be honest in attitude and words as well as in financial management. The leadership of the madrasa head will easily influence his subordinates, including teachers, because he sees that the leader can be an example worth emulating because of his integrity.
2. Leadership that refers to the character of trust will make the madrasa head have responsible behaviour in the decisions he makes, be able to carry out his duties and be able to provide services and not just order, not be selfish in making decisions. The



trustworthy leadership of the madrasa head will encourage subordinates, including teachers, to go hand in hand with the performance of the madrasa head.

3. Leadership that refers to character *fathanah* will make madrasa heads have intellectual and emotional intelligence, creativity and innovation in solving problems and developing the organization and its potential as well as the ability to identify organizational potential. The ability of the madrasa head will be to mobilize and develop the potential of the madrasa, both in the form of human resources such as educators, education staff, students and the community, facilities and infrastructure as well as funds in achieving organizational goals.
4. Leadership that refers to character *tabligh* will make madrasa heads have behaviour that provides motivation and encouragement to continue to work hard and do good, provide an example, the ability to communicate and socialize and be transparent in running the organization. This kind of leadership by the head of the madrasah will make the work atmosphere and culture in the madrasah more constructive and enjoyable. Madrasah principals can build good relationships with educators and can encourage them to improve their performance with the example of hard work they show.
5. Leadership that refers to the character of *istiqamah* will make madrasa heads have behaviour that is committed to carrying out agreements, never gives up, is optimistic about achieving goals and is consistent and confident. The leadership of the madrasa head shown by *istiqamah* behaviour will have implications for every member of the organization, especially teachers, who feel there is certainty in acting because of commitment. The role model shown by the head of the madrasah in an *istiqamah* manner will make educators also have characters like their leaders. Optimism in running this organization will make teachers also have high work enthusiasm and motivation which of course will have implications for their performance.

Thus it can be seen that the better the Islamic leadership of the madrasa head, the better the performance of educators. On the other hand, the less the Islamic leadership of the madrasah head in managing the madrasah, the less good the performance of the educators will be.

Effective madrasa head leadership will be created if the madrasa head has Islamic characteristics, behaviour and skills with the indicators of *shiddiq*, *amanah*, *fathanah*, *tabligh* and *istiqamah*. In his role as a leader, the madrasa head must be able to act as an educator, *motivator*, *innovator* and supervisor who can mobilize, develop, accompany and facilitate the potential of madrasahs in achieving the goals of educational institutions.



5 CONCLUSION

The Islamic leadership of MAN heads in South Sulawesi is in the high category, although there are still 33 per cent who are in the medium category. The results of hypothesis testing regarding the influence of Islamic leadership on the performance of MAN educators in South Sulawesi show that the t count is 4.950 with a significance value of 0.001 so it can be seen that $t \text{ count} > t \text{ table}$, namely $4.950 > 4.302$ with a significance level of $0.001 < 0.05$. This shows that there is a significant positive influence of Islamic leadership on the performance of MAN educators in South Sulawesi.

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