

Significance of the Influence of Leadership Model, Morale, and Satisfaction on Performance Consistency

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ABSTRACT

Maintaining performance while carrying out tasks is not easy, many things make emotions and work behavior inconsistent. Therefore, external factors are needed as a reminder, for example the role of leadership. The presence of the leader is one of the factors of self-control in carrying out tasks, because its presence is considered to be a supervisor for the implementation of tasks. In addition, self-factors such as a sense of morale and job satisfaction are internal factors that affect performance consistency. This research was conducted, to be able to see the role of internal and external factors of employees on the consistency of performance in carrying out their duties. The method used is quantitative with statistical regression. The research subjects were teachers at a boarding-based Islamic school in the city of Bogor. A total of 41 respondents were used for questioning through the census technique. The results of the study explain that a good leader can be a motivation for employees in carrying out their duties. Because employees feel, cared for and recognized their existence. In addition, the factors of enthusiasm and job satisfaction are factors that are thought to be able to increase self-enthusiasm in carrying out tasks.

Keywords: Significance, Leadership Model, Morale, Satisfaction, Performance Consistency

INTRODUCTION

Pesantren is the oldest educational institution in Indonesia, until now the pesantren education model still survives in the midst of modernization of education. However, it must also be admitted that some of the pesantren that have experienced success in the past have experienced historical decline because the regeneration of their Kyai is not prepared in a serious cadre. However, pesantren as an Islamic educational institution that has its own uniqueness, has experienced a very significant development. Even pesantren is an inseparable part of the history of the growth of Indonesian society.

The era of the industrial revolution 4.0 also presents a new face in the social interactions of modern society. In this era there is very tight competition, both individually and in groups. Because competition does not only occur between groups

that are equally strong, but also between the strong and the weak (Bulan, et, al., 2018). The fast movement of information and intense competition is a challenge for pesantren. Pesantren as an institution that produces future leaders and centers of community empowerment must be able to produce a generation that has well-established resources that can compete fiercely on the global stage.

Furthermore, the challenges that must be carried out by pesantren are related to improving the quality of education and being able to answer the challenges of the times. Even though Indonesia has now gained independence, it does not mean that pesantren are free from problems. The fresh air that was blown by the era of independence over the world of education has caused other educational institutions to emerge freely (Solihin, et, al., 2021). Public and private schools received a good response from the community. The presence of these schools makes the price of pesantren in front of the community begins to fall. Islamic boarding schools are considered no longer able to face the challenges of development in the age of science and technology.

A good leader in carrying out his leadership is a leader who is able to improve and develop knowledge and abilities. The leader in the pesantren is a kiai, this is usually the kiai who is the owner, manager and at the same time the teacher of the pesantren he leads, the leadership of the kiai is the central figure in the boarding school and has its own characteristics compared to other educational figures. In developing Islamic boarding schools, of course, the kiai has a strategy that is tailored to his capacity. As well as development, HR recruitment strategy and santri independence strategy, the kiai is the central figure in the life of the pesantren, as well as the leader (Purwanto, et, al., 2020).

Various efforts are made by humans, of course, to fulfill their wants and needs, but so that their desires and needs can be fulfilled, it is not easy to obtain without maximum effort. In fulfilling their needs, a person will behave according to the motivation or what is called the motivation that is owned and what underlies his behavior, for that it can be said that within a person there is a force that leads to his actions. Motivation is defined as a situation in a person's personal terms that encourages the individual's desire to carry out certain activities in order to achieve certain goals (Aliyah, & Ariyanto, 2021).

Given the needs of one person and another, of course, the way to get it will be different. If their needs are met then their performance in the company or work will be optimal. Job satisfaction is a general attitude of an individual towards his job. Work according to interactions with coworkers and superiors, following organizational rules and policies, meeting work standards, living in working conditions that are often less than ideal, and other things. This means assessment of his or her satisfaction with the job is a complex summation of a number of discrete job elements (Fatah, & Ilyas, 2021).

In addition, a teacher is required to carry out his duties or work for a certain period according to the competency standards and criteria that have been set for the job. Performance is a translation of the word performance which is defined as the result or level of success of a person as a whole during a certain period to carry out tasks compared to various possibilities, such as work standards, targets or targets or criteria that have been determined in advance and have been mutually agreed upon (Cahyo, 2019).

Ma'had Tarbiyatul Mubtadiin Islamic Boarding School is one of the many Islamic boarding schools that seek to improve the performance of their teaching staff, either by involving their educators in various trainings, providing motivation, increasing performance satisfaction, and improving school facilities to support teaching and learning activities. . With his continuous efforts to improve the performance of his educators.

THEORETICAL BASIS

Human resource management

Human resource management (HRM) according to (Kuswoyo, et, al., 2018) is the science and art of regulating the relationship and role of the workforce to be effective and efficient in helping the realization of company, employee and community goals. Human resource management is a process consisting of planning, organizing, leading and controlling activities related to job analysis, job evaluation, procurement, development, compensation, promotion, and termination of employment in order to achieve the stated goals (Nurlaili, et, al., 2020).

Organizational Behavior

The theory or science of *organizational behavior* essentially bases its studies on

behavioral science itself (the roots of psychology), which was developed with its focus on human behavior in organizations (Arifin, et, al., 2018). Thus, the basic framework of organizational behavior theory is supported by two main components, namely individuals who behave and formal organizations as a forum for that behavior. So, organizational behavior is a study concerning aspects of human behavior in an organization or a particular group. The first aspect includes the influence of the organization on humans, while the second aspect includes the influence of humans on the organization. This understanding is in accordance with Kelly's formulation in his book *Organizational Behavior* which explains that organizational behavior in which there are interactions and relationships between organizations on the one hand and individual behavior on the other hand (Fauzi, et, al., 2020).

Leadership Style

According to (Suwarno, et, al., 2018) the definition of a leader is someone who has subordinates or followers for a goal and his successes are strongly influenced by the leadership he has. Leadership is the backbone of organizational development because without good leadership it will be difficult to achieve organizational goals. If a leader is trying to influence the behavior of others, then that person needs to think about his or her leadership style. Leadership style is a process of one's activities to move others by leading, guiding, influencing others, to do something in order to achieve the expected results (Purwanto, et, al., 2020). Transactional leadership is very concerned about moral values such as honesty, fairness, loyalty and responsibility. This leadership helps people come to clear, sincere, and considerate agreements about the rights and needs of others. This is the leadership of the principal by listening to the complaints and concerns of various participants, deciding the debate fairly, holding people accountable for their work targets, providing the necessary resources for the achievement of goals.

Motivation

Motivation comes from the Latin "*movere*" which means to move. This word has the meaning of the power that moves people to strive. Motivation is a factor that encourages someone to do a certain activity, therefore motivation is often interpreted as a factor driving a person's behavior (Suwarno, et, al., 2018). According to (Putra, et, al., 2019) defines motivation as a change in energy within a person which is characterized by the emergence of *feeling* and preceded by a response to the existence of a goal.

Changes in energy in a person is in the form of a real activity in the form of physical activity. Because someone has certain goals and activities, then someone has a strong motivation to achieve them with all the efforts he can do to achieve them.

Job Satisfaction

According to (Majidah, et, al., 2020) suggests job satisfaction is an emotional state that is pleasant or unpleasant for employees to view their work. Job satisfaction reflects a person's feelings towards his job. This can be seen in the positive attitude of employees towards work and everything that is encountered in the work environment. It can be concluded simply that job satisfaction is a person's feelings towards his job. This means that the conception of job satisfaction sees it as a result of human interaction with the work environment. In addition, a person's feelings towards work must be at the same time a reflection of his attitude towards work (Hutagalung, et, al., 2020). Basically job satisfaction is an individual thing. Each individual will have a different level of satisfaction according to the value system that applies within him. This is due to differences in each - each individual. The more aspects of work that are in accordance with individual desires, the higher the level of satisfaction felt, and vice versa.

METHOD

Is a generalization area consisting of objects that have certain quantities and characteristics that are applied by researchers to be studied and then drawn conclusions. The population used in this study were all people who worked at the Ma'had Tarbiyatul Islamic Boarding School. Sample can be said to be representative of the entire population to be studied. The samples taken were all 41 teachers of the Ma'had Tarbiyatul Mubtadiin Islamic Boarding School.

Data is data obtained directly from respondents. Respondent data is very necessary to know the response of respondents regarding teacher performance as seen from leadership style, motivation and job satisfaction. Sources Secondary data sources are data sources that do not provide information directly to data collectors. This secondary data source can be the result of further processing of primary data presented by other people.

Interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic.

Questionnaire is a data collection technique that is done by giving a set of questions or statements to other people who are used as respondents to answer.

RESULT

Partial Test

The influence of leadership style on teacher performance

It can be seen that the t count for the coefficient of leadership style is $3.880 > t$ table 2.021. So that the hypothesis is obtained that there is a significant influence between leadership style on teacher performance is accepted.

The influence of motivation on teacher performance

It can be seen that the t count for the motivation coefficient is $2.804 > t$ table 2.021. So that the hypothesis is obtained that there is a significant influence between motivation on teacher performance is accepted. The regression coefficient of motivation variable (X_2) is 0.321, it states that there is an influence between motivation on teacher performance, if the motivation is better, the teacher's performance will increase positively.

The effect of job satisfaction on teacher performance

It can be seen that the t count for the coefficient of job satisfaction is $2.573 > t$ table 2.021. So that the hypothesis is obtained, namely there is a significant influence between job satisfaction on teacher performance

Simultaneous test

The results of the F test, it can be seen that the calculated F value is 12,563 while the table F value is used as an attachment statistics table F. Calculating F table with dk in the numerator = k (number of independent variables) and dk in the denominator = (n-k-1) with an error rate of 5% (Sugiyono, 2017). From this formula, it is obtained that the numerator dk = 3 and the denominator dk $41-3-1 = 37$, using a significance level of 0.05, the F table is 2.86.

Regression Equation Test Results

From the results of the calculations, it can be presented in the form of a *standardized* as follows: $Y = -19,484 + 0,544X_1 + 0,321X_2 + 0,486X_3$

1. The constant value (a) shows the value of teacher performance (Y). The variables of leadership style, motivation, and job satisfaction were declared constant with

the teacher's performance value of - 2,505.

2. The regression coefficient of the leadership style variable (X1) is 0.544, which means that there is an influence between leadership style and teacher performance, if the leadership style is better, the teacher's performance will increase positively.
3. The regression coefficient of motivation variable (X2) is 0.321, which means that there is an influence between motivation on teacher performance, if the motivation is better, the teacher's performance will increase positively.
4. The regression coefficient of job satisfaction variable (X3) is 0.496, which means that there is an influence between job satisfaction on teacher performance, if job satisfaction is better, teacher performance will increase positively.

Determination Coefficient Test

Based on the determination test, it can be concluded that the adjusted coefficient of determination (*Adjusted R Square*) is 0.664 or 66.4% . The larger the *Adjusted R Square* , the stronger the relationship between the two variables in the regression model. So it can be concluded that 66.4% of the teacher performance variables can be explained by the variables of leadership style, motivation, and job satisfaction. While the other 33.6 or 33.6% were influenced and explained by other variables that were not included in this study.

CONCLUSION

Seen that the t count for the coefficient of leadership style is $3.880 > t \text{ table } 2.021$, with a significant $0.00 < 0.05$. So partially leadership style has a significant influence on teacher performance at the Ma'had Tarbiyatul Muhtadiin Islamic Boarding School, it can be concluded that teachers in carrying out their duties want to be accompanied by intervention from the leadership and given motivation by the leadership this will help the organization build a good leadership style.

It can be seen that the t-count for the leadership style coefficient is $2.804 > t \text{ table } 2.021$, with a significance of $0.09 < 0.05$. So partially motivation has a significant effect on teacher performance at the Ma'had Tarbiyatul Muhtadiin Islamic Boarding School, it is concluded that in carrying out their duties teachers want to help each other with their work accounts and want to be given challenging assignments this will greatly help the organization in increasing motivation.

It can be seen that the t count for the leadership style coefficient is $2.574 > t$ table 2.021, with a significance of $0.01 < 0.05$. So partially job satisfaction has a significant influence on the performance of teachers at the Ma'had Tarbiyatul Muhtadiin Islamic Boarding School, it can be concluded that in carrying out their duties teachers want to get a salary that is in accordance with the responsibilities they carry and are given support in carrying out their duties. Very helpful organization in increasing job satisfaction.

Leadership style, motivation and job satisfaction together or simultaneously have a significant influence on teacher performance at the Ma'had Tarbiyatul Muhtadiin Islamic Boarding School, the adjusted coefficient of determination (*Adjusted R Square*) is 0.664 or 66.4%.

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