

# **The Influence Of Organizational Culture, Leadership Style of The Head of The Madrasah, and Work Motivation on The Professional Teachers of Private Ibtidaiyah Madrasahs In Batang Kuis District, Deli Serdang Regency**

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## **ABSTRACT**

The purpose of this paper is to find out the influence of organizational culture, leadership style of madrasah heads, and work motivation on the professional teachers of private ibtidaiyah madrasahs in batang kuis district deli serdang district. This research method, namely This research is a quantitative research with an expost facto research design, namely the variables studied are not controlled and manipulated by the researcher, but the facts are revealed based on the measurement of symptoms that have been owned or testing what will happen. The results of this study are 1. Organizational culture has a direct influence on teacher work motivation by 16.9%, and the remaining 83.1% is an influence outside the variables of organizational culture, this indicates that the higher the organizational culture, the higher the teacher's work motivation. 2. The leadership style of the madrasah head has a direct influence on the teacher's work motivation by 18.7% and the remaining 81.3% is an influence outside the variable The leadership style of the madrasah head, this indicates that the better the teacher's perception of the leadership style of the madrasah head, the higher the teacher's work motivation. 3. Organizational culture has a direct influence on the professional quality of teachers by 19.4% and the remaining 80.6% is an influence outside the variables Organizational culture, this indicates that the better the organizational culture, the higher the professional quality of teachers. 4. The leadership style of the head of the Madrasah has a direct influence on the professional quality of the teacher by 19.5% and the remaining 80.5% is an influence outside the variable The leadership style of the head of the Madrasah, this indicates that the better the leadership style of the head of the Madrasah, the higher the professional quality of the teacher. 5. Work motivation has a direct influence on the professional quality of teachers by 22.1% and the remaining 77.9% is an influence outside the variables Of teacher professional quality, this indicates that the higher the teacher's work motivation, the higher the professional quality of the teacher.

**Keywords:** Organizational Culture, Leadership Style, Motivation, Professional Teacher

## **INTRODUCTION**

Education plays a very important role in efforts to improve the quality of human resources. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state (Law No. 20 of 2003).

This definition suggests that education encompasses the realms of knowledge, skills, and affectiveness, the key of which is to develop the potential of learners into the ability to live in society. Education plays an important role in life in society, through education, a person's life will become better, because he is able to work effectively and efficiently, is able to produce useful products, and is able to manage natural resources effectively, and efficiently. Even more importantly education makes people think rationally and is able to control emotions, so that relationships between individuals and with society are harmonis and mutually pleasing.(Kuswibowo, 2021)

Education will make the community prosperous in birth and mind, the serene system of karta raharja. Therefore all countries are trying to improve the quality of education. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. In this regard, Hasan (1995:35) states: the educational process does not only rely on trying to maintain physical interests, but also on shaping one's intellectual and emotional spirit in accordance with the will of society.

Realizing the importance of the process of improving the quality of human resources, the government and the private sector have and continue to realize this mandate through various efforts to develop higher quality education. Among others, through improving and developing the curriculum and improving the evaluation system, improving educational facilities, procurement and improvement of teaching materials and training for teachers and other educational personnel.

By not intending to exclude the role of other elements in education, the existence and role of teachers in the process of enlightening human resources is very much a strategy therefore in madrasas teachers are expected to be the central figures in transferring knowledge to students through the learning process. Its learning objectives are to improve the cognitive, affective and psychomotor dimensions of students. For this reason, it is hoped that each madrasah will present teachers who are creative, innovative and professional in carrying out their duties to manage the learning process in order to truly achieve the expected goals and in accordance with the goals of national education.

Teachers are one of the human components in the teaching and learning process that play an important role in efforts to form potential human resources in the field of development. Therefore, teachers are one of the elements in the field of education that must play an active role and place their position as professionals, in accordance with the demands of an increasingly developing society. In a special sense it can be said that in a person lies the responsibility of helping his students at a certain degree of maturity.

The role of teachers as *agents of social change* is expected to have a positive and constructive impact on the development of *students' knowledge*, attitudes and psychics. For this reason, madrasas that are specific to Islamic religious educational institutions are required to do their best to make their teachers professionals who are expected to support national education programs. This is in line with Law Number 20 of 2003 concerning the National Education System pasal 2 paragraph 1 which states: the types of education included in the madrasa education path consist of general education, vocational education, extraordinary education, official education, religious education, academic education and professional education.

Various efforts have been programmed and carried out by the government in an effort to improve and improve the quality of education, especially the quality of education both through institutional arrangements, improving facilities and infrastructure, curriculum and providing educational personnel. In the aspect of improving the quality of teachers at first, many teachers were still educated with Diploma II and Baccaalaureate, but by the end of the 1990s the teachers who were netted through the teacher admission system had been educated with Bachelor of Strata One (S.1).

Currently, the increase in the level of realistic teacher education in the embodiment of teacher professionalism. Although there is no specific program for teacher empowerment through the improvement of teacher education levels by the government among teachers, with their own willingness and efforts and motivation to advance to improve the quality of education, teachers strive to support the smooth implementation of duties in teacher functional positions. In line with the role of the teacher, Manan (1989: 43) stated that the teacher is a key figure in the process of transforming Indonesian people into innovative and creative Pancasila people. In the system of education, curriculum, teaching staff, infrastructure and facilities are important, but without qualified teachers, dedicated and authoritative teachers and all inputs will not have much meaning.

Teacher is a profession, namely a position or profession that requires special skills, this job cannot be done by people who do not have the skills (professionals) to carry out work as teachers and mentors. To become a teacher requires special requirements, especially as a professional teacher, you must know the ins and outs of education that must be developed through increasing the maturity of teachers as expressed by Hasbullah (1999:11) namely;" Paying attention and loving attitude

towards the protégé and his development has the skills and uses educational means".

From the statement above, it can be described that the teacher is a very urgent figure in determining the success of a teaching and learning process. A professional teacher will deliver the lesson well while students who are taught and educated by a professional teacher will easily understand the material provided by the teacher. This has the consequence that efforts to develop futuristically oriented teacher professionalism need to continue to be developed.

In this regard, Arbi (1990:34) details the professionalism of teachers consisting of: relatively broad insights and knowledge and continuing to develop, many and high skills. He is creative and reflective about the teaching and learning process that is carried out. Many factors affect the professionalism of teachers which can be classified based on internal factors and external factors. Knowledge, insight, personality perception as well as communication skills include internal factors derived from the level of education and teaching experience. Meanwhile, economic status, social environment, madrasa climate and others are external factors that affect the professionalism of teachers.

The professionalism of MIS teachers in Batang Kuis Subdistrict based on the results of the survey conducted is known to be still lacking teachers in carrying out learning or in carrying out their duties both in terms of planning, developing instructional strategies and in terms of assessing the effectiveness of teaching. Another phenomenon is that there are teachers who have a background in Mathematics education, but teach the field of physics and chemistry studies on the grounds that to meet the teaching load, the ineffectiveness of the Subject Teacher Deliberation (MGMP) and the teacher seems less motivated to follow the deliberations and the commitment of the task is low.

The phenomena is a negative thing from the point of view of teacher professionalism. Pidarta (1997:267) mentions that the characteristics of a good professional teacher are: (1) working fully in working hours (*fulltime*), (2) the choice of work is based on a strong motivation of choice, (3) having a specific set of knowledge and skills acquired through long education and practice, (4) making your own decisions in completing work, (5) service-oriented work, is not a personal interest, (6) the service is based on the needs of the client's object, (7) being a member of a professional organization, having met certain requirements or criteria, (8) having high strength and status as an experiential in his specialty, and (9) that expertise should not be leveraged to seek clients.

In improving the professional of teachers, of course, it is influenced by many factors including the conditions and culture of the workplace, various kinds of welfare benefits, good work guarantees, leadership, work motivation. In addition, praise, appreciation, thanks from the leadership and colleagues. Organizational culture is something that needs to be considered and must be a handle in the

organizational actions of every teacher. In relation to the professional development of teachers, madrasahs should be able to develop values that are believed and made work standards for all madrasah residents and in turn are expected to be able to show optimal work quality in their duties.

Deshpande and Webster see organizational culture as a pattern of *shared values* that help their members understand organizational functions and provide norms for organizational behavior. Organizational culture, thus, provides a *framework* for employees to internalize expectations about organizational roles and behavior, ultimately leading to a broad point as a mechanism of organizational control (Dwyer, Richard & Chadwick, 2003 : 1012). In relation to the professional improvement of teachers, based on the results of research conducted by Inayatullah (2010: 1) concluded that the amount of contribution of Organizational Culture to the Professional Performance of State High School Teachers in Bekasi City was 15.44%.

Another factor that is considered to affect the professionalism of teachers is the leadership style of the head of the madrasa. The results of a study conducted by Sugeng (2005: 1) concluded that 26.01% of the variation in the value of teacher professional competence was determined by the leadership of the head of the madrasa. The head of the madrasa is the leader of the teachers and as a leader the head of the madrasa has responsibility for the activities carried out by his subordinates.

Mintzberg in Luthans (2002) and Sutiadi (2003:4) suggests that the role of leadership in organizations is as a regulator of vision, motivator, analyzer, and mastery of work. Yasin (2001:6) argues that the success of organizational development business activities, in large part, is determined by the quality of the leadership or its managers and the commitment of the top leadership of the organization to the necessary energy investment as well as the personal efforts of the leadership.

Anoraga *et al.* (1995) in Tika (2006:64) stated that there are nine leadership roles of a person in an organization, namely the leader as a planner, the leader as a policy maker, the leader as an expert, the leader as the executor, the leader as the controller, the leader as the giver of gifts or punishments, the leader as an example and symbol or symbol, the leader as a place to blame all mistakes, and the leader as a substitute for the role of other members. Therefore, the ability to lead from a madrasa head becomes an important condition. If the leadership style of the head of the madrasa is right, it can be assumed that the professionalism of the teacher will also increase as well.

Teacher work motivation also determines the professional improvement of teachers, this is in line with isroni's opinion (2009: 1) which states that there is a positive relationship between teacher work motivation and teacher professionalism which is indicated by a correlation coefficient value of 0.496. Work motivation is a driving force or mobilizer that is owned or contained in each person in carrying out

an activity so that he is willing to do, work and do activities to use all his abilities and potential to achieve the desired goals that have been previously set. Work motivation can be seen from the way of work such as willingness to work, trying to make the most of the time to work as efficiently as possible and a great responsibility to the work. Teachers who work with high work motivation will have a high awareness of the work and will strive to achieve results and feel happy for their work. But if the teacher works with low motivation, his responsibility and sincerity at work are low.

According to Wainer (1972:124) people who have high motivation are characterized by activities: (1) *initiate achievement activity*, (2) *have more persistence in case of failure*, (3) *work with greater intensity*, (4) *choose more tasks of intermediate difficulty than individual of low achievement motivation*. This illustrates that a highly motivated person will always try hard to achieve satisfactory results, if he experiences a failure then he will not get frustrated quickly, but he will continue to try harder to obtain success. And people who have low motivation will tend to lose their spirits if they fail.

Based on the description above, researchers are interested in conducting research on mis teacher professionals throughout Batang Kuis District along with factors that influence it, namely organizational culture, leadership style of madrasah heads and work motivation.

## **METHOD**

This research was conducted at MIS in Batang Kuis Subdistrict, with teachers as the subject of the study. The implementation of this study begins with collecting data on teachers which includes the number of teachers for each madrasah The selection of this place is based on: (1) this research problem has never been studied before, (2) researchers can focus more on the problem to be studied because the location is close to the researcher, and (3) according to the ability and limitations of the researcher both in terms of time and cost needed. This research is planned for 6 months starting from November 2020 to April 2021.

This research is a quantitative study with *an ex post facto* research design, that is, the variables studied are not controlled and manipulated by the researcher, but the facts are revealed based on measurements of symptoms that have been possessed or testing what will happen. Bungin (2008:49) says that if the study aims to expose ongoing events, this is called *ex post facto* research. The research method used is the survey method and to analyze one variable with another variable is used path analysis (*path analysis*). Path analysis requires the requirement of a significant form of linear regression relationships between variables.

The population of this study was MIS teachers in Batang Kuis Subdistrict. Based on preliminary studies conducted on the object of study, data on the total

population of 148 people were obtained. Details of population distribution are presented in the following table:

Sampling using the Krecji table in Usman Husaini (2003) was selected in proportion to a confidence level of 95%. From the table, a population of approximately 148 people can be sampled as many as 108 people.

## RESULTS AND DISCUSSION

### *Data Description*

The data of this study include four variables, namely the variable Organizational culture ( $X_1$ ), the variable Leadership style of the head of the Madrasah ( $X_2$ ), the variable of teacher work motivation ( $X_3$ ), and the variable Professional quality of teachers ( $X_4$ ). From the examination that has been carried out on the data, all incoming data is qualified to be processed and analyzed. Briefly it can be stated that the description of these data reveals information about the total score, the highest score, the lowest score, the average, the range, the standard deviation, the mode, and the median. The following is shown the basic statistical calculations of the four variable data.

**Table 4.1: Basic Statistics**

		Statistics			
		Budaya Organisasi	Gaya Kepemimpinan Kepala Sekolah	Motivasi Kerja	Kualitas Profesional Guru
N	Valid	108	108	108	108
	Missing	0	0	0	0
Mean		48,79	44,08	52,42	44,64
Median		48,00	44,00	52,00	43,00
Mode		43	35	59	35 <sup>a</sup>
Std. Deviation		9,369	8,633	12,257	9,982
Minimum		32	30	32	29
Maximum		67	61	81	67

a. Multiple modes exist. The smallest value is shown

### *Research Variable Tendency Test*

**Table 4.6: Tendency Levels of Organizational Culture Variables**

Score Interval	Frequency	f <sub>relative</sub> (%)	Category
≥ 58,24	22	20,37	Tall
49,5 – 57	27	25,00	Keep
40,8 – 48,5	37	34,26	Less
≤ 40,8	22	20,37	Low
Sum	108	100	

**Table 4.7 :Force Variable Tendency Levels  
Leadership of the Head of the Madrasa**

Score Interval	Frequency	f <sub>relative</sub> (%)	Category
≥ 53,24	21	19,44	Tall
45,5 – 52	32	29,62	Keep
37,76 – 45	19	17,59	Less
≤ 37,76	28	25,92	Low
<b>Sum</b>	<b>108</b>	<b>100</b>	

**Table 4.8 : Level of Tendency of Work Motivation Variables**

Score Interval	Frequency	f <sub>relative</sub> (%)	Category
≥ 68,7	11	10,18	Tall
56,5 – 68	36	33,33	Keep
44,2 – 56	33	30,55	Less
≤ 44	28	25,92	Low
<b>Sum</b>	<b>108</b>	<b>100</b>	

**Table 4.9 : Variable Tendency Level of Teacher Professional Quality**

Score Interval	Frequency	f <sub>relative</sub> (%)	Category
≥ 57,4	7	6,48	Tall
48 – 57,4	24	22,22	Keep
38,5 – 48	35	32,41	Less
≤ 38,5	34	31,48	Low
<b>Sum</b>	<b>108</b>	<b>100</b>	

### *Test Analysis Requirements*

#### **1. Normality Test**

**Table 4.10 : Summary of Normality Test of Research Variable Data**

Research Variables	h <sup>2</sup> - hitung	h <sup>2</sup> - tabel	Information
Organizational culture	58,67	147.247	<b>Normal</b>
Leadership style of the head of the Madrasa	57,41	147.247	<b>Normal</b>
Work motivation	64,00	147.247	<b>Normal</b>
Professional qualities of teachers	58,67	147.247	<b>Normal</b>

## 2. Linearity and Regression Accuracy Test

**Table 4.11 : Anava Summary of Linearity Test Analysis Results**

No	Variable	F <sub>count</sub>	F <sub>table</sub>	Conclusion
1	X <sub>1</sub> with X <sub>4</sub>	1,61	3,09	Linear
2	X <sub>2</sub> with X <sub>4</sub>	1,15		Linear
3	X <sub>3</sub> with X <sub>4</sub>	2,43		Linear

## 3. Research Calculation correlation coefficient (r) and path coefficient (p) between research variables

**Table 4.12: Calculation of Correlation Coefficient (r) between Research Variables**

Variable	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	r <sub>t</sub> N= 108; a = 0,05
X <sub>1</sub>	1	0,167	0,200	0,271	0,195
X <sub>2</sub>	0,167	1	0,215	0,275	
X <sub>3</sub>	0,200	0,215	1	0,302	
X <sub>4</sub>	0,271	0,275	0,302	1	

### Hypothesis Testing

The hypothesis test is a temporary answer to the formulation of the research problem as follows:

#### 1. Overall Test structure 1

This hypothesis states that there is a direct influence of Organizational culture (X<sub>1</sub>), The leadership style of the head of the Madrasa (X<sub>2</sub>) on work motivation (X<sub>3</sub>). Based on the calculation, the value of F was obtained at 4.179 while the F<sub>table</sub> with a degree of freedom was obtained by 3.09 at a significance level of 5% ( $\alpha = 0.05$ ). These results show that F<sub>counts</sub> (4,179) > F<sub>table</sub> (3.09), that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, meaning that the teacher's work motivation (X<sub>3</sub>) is directly influenced by the Organizational culture (X<sub>1</sub>) and the leadership style of the madrasa head (X<sub>2</sub>). Therefore, individual testing can be continued.

#### Sub-structure Test 1

- a. This hypothesis states Organizational culture has a direct effect on teacher work motivation. From the calculation results obtained  $t_{count} = 2.804$  while  $t_{table}$  with N = 108 at a significance level of 5% ( $\alpha = 0.05$ ) of 2.009 thus  $t_{count}$  is greater than the price t of the table ( $t_{calculate} > t_{of\ the\ table}$ ) which is  $2.009 > 1.980$ , in the structural equation =  $39.666 + 0.261 X_1$ . Then the conclusion is that: H<sub>0</sub> is rejected and H<sub>a</sub> is accepted meaning that the coefficient of path analysis is significant. So Organizational culture has a direct effect on teacher work motivation.

- b. This hypothesis states that there is a direct influence between the leadership style of the head of the Madrasa on the work motivation of the teacher. From the calculation results obtained  $t_{count} = 2.264$  while  $t_{table}$  with  $N = 108$  at a significance level of 5% ( $= 0.05$ ) of 1.980 thus  $t_{count}$  greater than the price  $t_{table}$  ( $t_{calculate} > t_{table}$ ) which is  $2.264 > 1.980$ , in structural equations  $= 38.976 + 0.305 \hat{X}_{32}$ , hence the conclusion that is:  $H_0$  is rejected and  $H_a$  is accepted meaning that the coefficient of path analysis is significant. So the leadership style of the head of the Madrasa has a direct effect on the motivation of the teacher's work.

## 2. Test the overall structure 2

This hypothesis states that there is a direct influence of organizational culture ( $X_1$ ), leadership style of the head of the Madrasah ( $X_2$ ) and teacher work motivation ( $X_3$ ) on the professional quality of teachers ( $X_4$ ) where a calculated F value of 7.249 is obtained while  $F_{tables}$  with a degree of freedom are obtained 3.09 at a significance level of 5% ( $\alpha = 0.05$ ). These results show that  $F_{counts} (7,249) > F_{table} (3.09)$ , that  $H_0$  is rejected and  $H_a$  is accepted, meaning that teacher performance is directly influenced by Organizational culture ( $X_1$ ), Leadership style of madrasah head ( $X_2$ ) and Teacher work motivation ( $X_3$ ), therefore individual testing can be continued.

### Sub-structure Test 2

- a. This hypothesis states there is a direct influence between organizational culture on the professional qualities of teachers. From the calculation results obtained  $t_{count} = 8.388$  while  $t_{table}$  with  $N = 108$  at a significance level of 5% ( $= 0.05$ ) of 1.980 thus  $t_{count}$  is greater than the price of  $t$  ( $t_{calculate} > t_{table}$ ) which is  $8.388 > 1.980$ , in structural equations  $= 30.563 + 0.289 \hat{X}_{43}$ , then the conclusion:  $H_0$  is rejected and  $H_a$  is accepted meaning that the path analysis coefficient is significant. So Organizational culture has a direct effect on the professional quality of teachers.
- b. This hypothesis states that there is a direct influence between the leadership style of the head of the Madrasa on the professional qualities of the teacher. From the calculations obtained  $t_{count} = 2.947$  while  $t_{table}$  with  $N = 108$  at a significance level of 5% ( $= 0.05$ ) of 1.980 thus  $t_{count}$  greater than the price  $t$  of the table ( $t_{calculate} > t_{of\ the\ table}$ ) which is  $2.947 > 1.980$ , in the structural equation  $= 62.833 + 0.420 \hat{X}_{42}$ , then the conclusion  $H_0$  is rejected and  $H_a$  is accepted meaning that the path analysis coefficient is significant. So The leadership style

of the head of the Madrasa can directly affect the professional qualities of the teacher.

- c. This hypothesis states that there is a direct influence between the motivation of the teacher's work on the professional quality of the teacher. From the calculation results obtained  $t_{count} = 6.366$  while  $t_{table}$  with  $N = 108$  at a significance level of 5% ( $= 0.05$ ) of 1.980 thus  $t_{count}$  is greater than the price of  $t_{table}$  ( $t_{calculate} > t_{table}$ ) which is  $3.258 > 1.980$ , in structural equations =  $31.762 + 0.286 X_4^3$ , then the conclusion  $H_0$  is rejected and  $H_a$  is accepted meaning that the path analysis coefficient is significant. So the motivation of the teacher's work affects directly on the professional quality of the teacher.

### **Discussion**

Departing from the findings of the above research, it shows that:

1. Organizational culture ( $X_1$ ) directly affects the teacher's work motivation ( $X_3$ ). The previous hypothesis stated that Organizational culture has a direct effect on teacher work motivation, and in this study it was statistically proven that the effect was 16.9%. The findings of this study are in line with the opinion previously expressed by Wuraji (1988: 24) who stated that motivation concerns behavior, and motivation can be interpreted as a human being's efforts to be able to complete work with enthusiasm, because he wants to do it. Likewise with the opinion of Handoko (1997:56) which states that motivation is a state in the person of a person that encourages the individual's desire to carry out certain desires to achieve goals. To support this, the environmental situation or values adopted by the organization are an important part of fostering this work motivation. The factors that influence a person's motivation to do something there are those that come from within (internal factors) and some that come from outside (External factors). As Anoraga (1992:67) argues that a person's behavior at work is influenced by individual factors (internal factors) and environmental factors in which he works (external factors). The internal factors include attitude, interest, intelligence, motivation and personality. Meanwhile, external factors include facilities and infrastructure, incentives or income and the working atmosphere or work environment. Meanwhile, Indrawijaya (1989: 56) said that intrinsic factors related to a person's interests and desires in the process of fulfilling these needs play an important role, because these intrinsic factors cause people's motivations to be different.
2. The leadership style of the head of the Madrasah ( $X_2$ ) has an influence on the teacher's work motivation ( $X_3$ ). The findings of this study show that the magnitude of the influence of the leadership style of the head of the Madrasah directly on the work motivation of teachers was 18.7%. This means that to

realize the level of teacher work motivation must be supported by the emergence of a positive perception of the leadership style of the head of the Madrasah. Perception as stated by Thoha, (1986:56) is a cognitive process experienced by everyone in understanding information about their environment, either through sight, hearing, passion, feeling or through smell. Based on this opinion, of course, if it is associated with the leadership of the head of the Madrasah, it can be interpreted that the teacher will always understand the model, behavior and movement of the madrasah head in leading. In order to bring out a positive and participatory view in every event and task delegated to the teacher as a led person, of course, it needs to be the attention of the head of the Madrasah to support the achievement of the madrasah goals that have been designed and organized before. In this regard, Syafaruddin (2005: 160) mentioned that the leadership process that affects the resources of educational personnel (teachers and employees) in order to take joint actions in order to achieve educational goals. For this reason, the leadership model that is considered to support and must be applied by the head of the Madrasah in this case is effective leadership, which can satisfy and be able to mobilize the commitment of all Madrasah residents to realize the ideal and effective shadow of the Madrasah and satisfy the customer into a reality and be able to institutionalize change, so that the Madrasah becomes of quality according to or exceeds the wishes, needs and expectations of its customers. In effective Madrasah leadership, the following behaviors will emerge: (1) able to empower teachers to carry out the learning process, properly, smoothly and productively, (2) be able to carry out tasks and work in accordance with the established time, (3) be able to establish harmonious relations with the community, so that they can actively involve them in order to realize the goals of the Madrasah and education, (4) successfully apply leadership principles in accordance with the established time the maturity level of teachers and other employees in the Madrasah, (5) being able to work with the Madrasah management team, and (6) successfully realizing the madrasah's goals productively in accordance with predetermined provisions. Vecchiodan et al (2000:337), add the characteristics most commonly found in successful leaders, seen from 3 (three) aspects namely personality, physical factors and skills. Bower and Seashore (1966:305) suggest that successful leadership behavior can be divided into 4 (four) categories, namely: (1) providing the support of others; (2) facilitation of interaction, (3) emphasizing the objectives, and (4) provision of work facilities.

3. Organizational culture ( $X_1$ ) influences the professional quality of teachers ( $X_4$ ). The findings of this study show that the influence of organizational culture directly affects the professional quality of teachers by 19.4%, these findings show empirically that the organizational culture factor is one of the determining factors in an effort to improve the professional quality of teachers. The

professional qualities of teachers are shown by attitude and behavior with the characteristics stated by Pidarta (1997: 56) as follows: (1) have social functions and significance, (2) have a certain level of expertise and skills, (3) acquire expertise and skills through the scientific method, (4) have the torso of certain disciplines, (5) study for a long time in high education, (6) this education is also a vehicle for socialization of professional values among the scientific method. students who follow it, (7) stick to a code of ethics controlled by professional organizations with certain sanctions, (8) are free to decide for themselves in solving problems related to their work, (9) provide the best service to clients and are autonomous from outside interference, and (10) have high achievements in society and are entitled to decent remuneration.

Based on the above characteristics, it can be seen that the estuary of the quality of teacher professionalism is aimed in principle at the reliability of the teacher and his professional performance. Self-reliability requires teachers to be able to control themselves properly by trying to understand every policy, rule, work situation that applies in madrasah well. Calhoun and Acocella (1990:136), posit two reasons that require individuals to control themselves continuously. First, the individual lives with the group so that in satisfying his desires the individual must control his behavior so as not to interfere with the comfort of others. Secondly, society encourages the individual to constantly draw up better standards for himself. So that in order to meet these demands, self-control is needed so that in the process of achieving these standards individuals do not do deviant things. If this can be formed in the teacher then pessimistic attitudes, apathy, and even confrontation in the implementation of their duties will be eliminated by themselves and turn them into innovative attitudes, react positively to changes, consider the tasks they carry out as a worship that is not only accountable to the head of the Madrasa but to Allah SWT. Meanwhile, the reliability of work is expected by teachers to have good work quality by carrying out their duties and responsibilities properly and correctly and to realize this requires the support of values, rules or forms of applicable provisions that are binding in Madrasah which are believed to be references or norms that should be followed and believed to be teacher work standards.

4. The leadership style of the head of the Madrasa ( $X_2$ ) influences the professional quality of the teacher ( $X_4$ ). The findings of this study show that the magnitude of the influence of the leadership style of the head of the Madrasah directly affects the professional quality of teachers by 19.5%. This means that to optimize the professional quality of teachers should begin with fostering a positive perception of the style and leadership qualities of the head of the Madrasah among teachers. The head of the Madrasa is expected to be able to provide encouragement and stimulation to the teacher for achievement. A madrasa head must be able to exert a deep and extraordinary influence on his

subordinates, pay attention to the interests and needs of individual development. Influencing subordinates is a process of interaction between the head of the Madrasah and the teacher which is not only limited to communication but more than that, namely, a Madrasah head must be able to build trust and respect from subordinates by showing high-quality behavior and ethics and morals, so that this will provide strength and affect teachers, and in the end will be able to improve the professional quality of teachers at work.

5. Teacher work motivation ( $X_3$ ) affects the professional quality of teachers. The findings of this study show that the magnitude of the effect of job satisfaction directly affects teacher performance by 22.1%. This finding empirically gives the meaning that to bring out the professional qualities of good teachers is determined by the motivation of the teacher's work that arises from within the teacher, therefore this factor should be a concern for the heads of Madrasahs. Davis and Newstorm (1989:127) assert that The teacher's work motivation is the congruence between one's expectations that arise and the impact provided in work: The teacher's work motivation is related to psychological and physiological elements

Fraser (1992:45) further argues, The motivation of the teacher's work arises when the perceived profit from his work exceeds the marginal costs incurred. So the motivation of the teacher's work is a condition that is subjective or personal in nature. Certain persons perceive something as satisfying, whereas other persons do not. (1989:93) also posits that the existence of a person's level of satisfaction can give rise to greater or lesser attachments that will affect the intensity of effort that will result in a level of work productivity. Davis

Meanwhile, Hurlock (1978: 243) revealed that teacher work motivation can increase the dedication and loyalty of employees and employees to their work. So the motivation of the teacher's work greatly affects the success of a person in achieving the goals set. The teacher's work motivation also increases the motivation to work more effectively and improves one's ability to be more professional at work.

Based on the above expert opinions, it is clear that the working teacher expects to obtain satisfaction from the place where he works. Basically, satisfaction is an individual thing because each individual will have a different level of satisfaction according to the values that apply in each individual. The more aspects in the work that suit the individual, the higher the level of satisfaction felt.

Teacher work motivation is an affective or emotional response to various facets or aspects of work so that teacher work motivation is not a single concept. Teachers can be relatively satisfied with one aspect of the work and dissatisfied with one or more other aspects. The teacher's work motivation is a positive attitude of the teacher to his work, which arises on the basis of an assessment of the work situation. The assessment can be done as a sense of appreciation in achieving one of the

important values in the work. Satisfied teachers prefer work situations rather than dislikes.

Optimal professional qualities of teachers will be obtained, if the teacher has job satisfaction indicated by active work participation, is happy with the organization at work, has a will to work hard to have loyalty or understanding of the mission and goals, is willing to strive to improve planning capacity, and there is a willingness to change towards a better direction than before.

## CONCLUSION

Based on the data and analysis results that have been presented, it can be concluded as follows:

1. Organizational culture has a direct influence on teacher work motivation by 16.9%, and the remaining 83.1% is an influence outside the variables of organizational culture, this indicates that the higher the organizational culture, the higher the teacher's work motivation.
2. The leadership style of the head of the Madrasah has a direct influence on the teacher's work motivation by 18.7% and the remaining 81.3% is an influence outside the variables The leadership style of the madrasah head, this indicates that the better the teacher's perception of the leadership style of the madrasah head, the higher the teacher's work motivation.
3. Organizational culture has a direct influence on the professional quality of teachers by 19.4% and the remaining 80.6% is an influence outside the variables of organizational culture, this indicates that the better the organizational culture, the higher the professional quality of teachers.
4. The leadership style of the head of the Madrasah has a direct influence on the professional quality of the teacher by 19.5% and the remaining 80.5% is an influence outside the variables The leadership style of the head of the Madrasah, this indicates that the better the leadership style of the head of the Madrasah, the higher the professional quality of the teacher.
5. Work motivation has a direct influence on the professional quality of teachers by 22.1% and the remaining 77.9% is an influence outside the variables Of teacher professional quality, this indicates that the higher the teacher's work motivation, the higher the professional quality of the teacher.

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