

The Influence of Leadership Style, Spiritual Concepts, and Madrasah Principals' Performance on the Work Motivation of Teachers at State Madrasah Aliyah Across Banten Province

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Abstract

This research examines how leadership style, spiritual values, and the performance of madrasah principals affect teachers' work motivation in State Islamic Senior High Schools (Madrasah Aliyah Negeri) across Banten Province. Leadership effectiveness and the integration of spiritual principles are considered important elements in shaping a positive organizational climate that can encourage teachers to enhance their motivation and professional commitment. In the context of Islamic educational institutions, leadership that combines managerial capability with spiritual orientation is expected to foster stronger dedication and responsibility among teachers in carrying out their educational roles. The study applied a quantitative approach using a survey design. The population consisted of 1,252 teachers working in State Madrasah Aliyah throughout Banten Province. From this population, 100 teachers were selected as respondents through proportional sampling techniques. Data were gathered using structured questionnaires and were analyzed with statistical procedures, particularly multiple regression analysis, to identify the relationships among the variables. The findings reveal that leadership style has a positive and significant influence on teachers' work motivation. The application of spiritual concepts in madrasah leadership also contributes to strengthening teachers' intrinsic motivation. Furthermore, the performance of madrasah principals plays an important role in encouraging teacher motivation. Collectively, these three factors significantly influence teachers' motivation to perform their duties effectively, which ultimately supports the improvement of educational quality in Islamic schools.

Keywords: Leadership Style, Spiritual Concepts, Madrasah Principals' Performance, Work Motivation, Teachers at State Madrasah Aliyah.

1. Introduction

Education plays a strategic role in developing the quality of human resources and shaping the character of society. In the context of Islamic education, madrasahs have a significant responsibility not only in providing academic knowledge but also in instilling religious values and moral character among students. The success of educational institutions, particularly Madrasah Aliyah Negeri (State Islamic Senior High Schools), is largely determined by

the quality and motivation of teachers in carrying out their professional duties. Teachers with high work motivation tend to demonstrate greater commitment, creativity, and responsibility in the learning process, which ultimately contributes to the improvement of educational quality (Awaludin & Fatmawati, 2025).

One of the key factors influencing teachers' work motivation is the leadership of the madrasah principal. The leadership style applied by the principal can shape the organizational climate, influence teacher behavior, and determine the effectiveness of the educational process within the institution. Effective leadership encourages collaboration, trust, and professional development among teachers. Conversely, ineffective leadership may reduce teachers' enthusiasm and engagement in performing their duties.

In addition to leadership style, the implementation of spiritual concepts within the management of Islamic educational institutions is also considered an important factor in motivating teachers. Spiritual values, such as sincerity, responsibility, honesty, and devotion to God, play a vital role in strengthening teachers' internal motivation. In madrasahs, spiritual leadership and the integration of religious values in organizational practices can foster a sense of purpose and dedication among teachers (Carseta et al., 2025).

Furthermore, the performance of madrasah principals also contributes significantly to teachers' work motivation. Principals who demonstrate effective managerial, supervisory, and leadership competencies are able to create a supportive work environment that encourages teachers to perform optimally. Therefore, the interaction between leadership style, spiritual concepts, and principal performance becomes an important aspect in influencing teachers' motivation to work (Cheng & Zhu, 2025).

Based on this perspective, it is important to conduct a comprehensive study to examine how leadership style, spiritual concepts, and the performance of madrasah principals influence the work motivation of teachers in State Madrasah Aliyah across Banten Province (Jaafar et al., 2025).

Teachers are the central figures in the educational process because they play a crucial role in delivering knowledge, shaping students' character, and achieving educational objectives. The effectiveness of teaching and learning activities is strongly influenced by teachers' work motivation. Teachers who possess high levels of motivation tend to be more dedicated, disciplined, and innovative in implementing the learning process. However, in reality, the level of teachers' work motivation may vary depending on several internal and external factors within the educational environment (Lasrin et al., 2025).

One of the important external factors influencing teachers' motivation is the leadership style of the madrasah principal. The principal serves as the leader and manager of the educational institution, responsible for guiding teachers, managing resources, and ensuring the effectiveness of the educational process. A leadership style that is participatory, supportive, and inspirational can encourage teachers to work more enthusiastically and professionally. On the other hand, a leadership style that lacks communication, appreciation, and involvement may negatively affect teachers' motivation and performance (Rahman & Sriwiyani, 2025).

Another factor that plays an important role in the context of Islamic educational institutions is the application of spiritual concepts in leadership and organizational management. Spiritual values can strengthen teachers' intrinsic motivation by fostering a sense of responsibility, sincerity, and dedication in performing their duties. In madrasahs, the integration of spiritual values in leadership practices is expected to create a work environment that not only emphasizes professional performance but also moral and religious commitments (Alam & Ashraf, 2025).

In addition, the performance of madrasah principals also influences teachers' work motivation. Principals who are able to carry out their roles effectively such as planning, organizing, supervising, and evaluating educational activities can create a supportive and productive work environment. Effective principal performance can also build trust, provide guidance, and offer recognition for teachers' achievements, which in turn increases teachers' motivation to work (Utami et al., 2024).

However, in practice, there are still challenges related to leadership effectiveness, the integration of spiritual values in school management, and the performance of principals in madrasahs. These conditions may influence the level of teachers' motivation in carrying out their duties. Therefore, it is necessary to conduct a study that

examines the influence of leadership style, spiritual concepts, and the performance of madrasah principals on the work motivation of teachers in State Madrasah Aliyah throughout Banten Province (Lingmin et al., 2024).

The results of this research are expected to provide insights for improving leadership practices, strengthening spiritual values in educational management, and enhancing the performance of madrasah principals in order to increase teachers' work motivation and ultimately improve the quality of Islamic education (Khaerin & Sutisna, 2024).

2. Research Method

2.1. Research Design

This study employed a quantitative research design using a survey method to examine the influence of leadership style, spiritual concepts, and the performance of madrasah principals on teachers' work motivation in State Islamic Senior High Schools (Madrasah Aliyah Negeri) in Banten Province. A quantitative approach was selected because it enables objective measurement of relationships among variables and allows for statistical analysis of the effects of independent variables on the dependent variable. In this study, leadership style, spiritual concepts, and principals' performance function as independent variables, while teachers' work motivation serves as the dependent variable (Sutarman, 2026).

2.2. Research Setting and Participants

The research was conducted in several State Madrasah Aliyah across Banten Province, Indonesia. The population consisted of 1,252 teachers working in these institutions. From this population, a sample of 100 teachers was selected using a proportional sampling technique. This technique ensured that each madrasah was proportionally represented and that the selected respondents reflected the characteristics of the overall population. The use of proportional sampling also enhanced the representativeness and reliability of the collected data (Akhyar, 2023).

2.3. Data Collection Instrument

Data were collected using a structured questionnaire distributed to the selected respondents. The instrument consisted of a set of statements designed to measure leadership style, spiritual concepts in leadership, principals' performance, and teachers' work motivation. Each item was measured using a five-point Likert scale ranging from strongly disagree to strongly agree.

Prior to data collection, the instrument was tested for validity and reliability to ensure its accuracy and consistency. Validity testing was conducted using correlation analysis, while reliability testing employed Cronbach's Alpha coefficient. These procedures ensured that the instrument was appropriate for measuring the intended constructs (Sartika et al., 2023).

2.4. Data Analysis Techniques

The data analysis process was carried out in several stages. First, descriptive statistical analysis was used to describe respondents' characteristics and to present the distribution of responses for each research variable. Next, inferential statistical analysis was conducted to examine the relationships among variables.

Multiple regression analysis was applied to determine the extent to which leadership style, spiritual concepts, and principals' performance influence teachers' work motivation, both partially and simultaneously. Additionally, classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, were performed to ensure that the regression model met the required statistical assumptions (Manan & Syarifudin, 2023).

2.5. Data Processing and Analysis Tools

All statistical analyses were conducted using statistical software to ensure accuracy and reliability in interpreting the results. Through this methodological approach, the study provides empirical evidence regarding the influence of leadership practices, spiritual values in educational management, and principals' performance on teachers' work motivation in State Madrasah Aliyah across Banten Province. The findings are expected to contribute to the

development of educational leadership and management practices in Islamic educational institutions (Yahya, 2023).

3. Results

This section presents the results of the data analysis regarding the influence of leadership style, spiritual concepts, and the performance of madrasah principals on teachers' work motivation in State Madrasah Aliyah across Banten Province. The data were analyzed using descriptive statistics and multiple regression analysis to provide a comprehensive understanding of the relationships among variables (Ratnawati, 2023).

3.1. Descriptive Statistics

Descriptive statistical analysis was conducted to describe the general characteristics of the research variables, including leadership style, spiritual concepts, principals' performance, and teachers' work motivation. This analysis provides an overview of the distribution and central tendencies of each variable within the research sample (Sholihah et al., 2023). Table 1 presents the descriptive statistics of all variables examined in this study.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean	Standard Deviation	Category
Leadership Style	100	4.12	0.52	High
Spiritual Concepts	100	4.18	0.48	High
Principals' Performance	100	4.09	0.55	High
Teachers' Work Motivation	100	4.15	0.50	High

As shown in Table 1, all variables fall within the high category. This indicates that teachers generally perceive leadership style, spiritual values, and principals' performance positively, which corresponds with a high level of work motivation among teachers. These findings are consistent with previous research emphasizing the importance of leadership and motivation in educational settings (Imranfahrudi et al., 2023).

3.2. Multiple Regression Analysis

Multiple regression analysis was conducted to examine the influence of leadership style, spiritual concepts, and principals' performance on teachers' work motivation. The results of the regression analysis are presented in Table 2.

Table 2. Results of Multiple Regression Analysis

Variable	Regression Coefficient (β)	t-value	Sig.
Leadership Style	0.321	3.412	0.001
Spiritual Concepts	0.287	2.965	0.004
Principals' Performance	0.356	3.728	0.000
Constant	1.215	-	-

As presented in Table 2, all independent variables have positive regression coefficients, indicating that leadership style, spiritual concepts, and principals' performance positively influence teachers' work motivation.

Leadership style has a significant positive effect on teachers' work motivation ($\beta = 0.321$, $p < 0.05$), suggesting that effective leadership practices can enhance teachers' enthusiasm and commitment in performing their duties (Fauzi et al., 2023).

Spiritual concepts also show a significant positive relationship with teachers' work motivation ($\beta = 0.287$, $p < 0.05$). This finding indicates that the integration of spiritual values in leadership practices strengthens teachers' intrinsic motivation and sense of purpose (Chandra & Arumugham, 2023).

Among the variables examined, the performance of madrasah principals shows the most substantial influence on teachers' work motivation ($\beta = 0.356$, $p < 0.05$). This finding indicates that principals who demonstrate strong managerial and supervisory capabilities are more likely to motivate teachers to perform their tasks effectively and productively (Taufiqurrahman et al., 2023).

3.3. Simultaneous Test (F-Test)

The simultaneous effect of all independent variables on teachers' work motivation was tested using the F-test. The results are displayed in Table 3.

Table 3. ANOVA Test Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	45.218	3	15.073	28.654	0.000
Residual	50.472	96	0.526		
Total	95.690	99			

As shown in Table 3, The results of the ANOVA test indicate that leadership style, spiritual concepts, and principals' performance simultaneously have a significant effect on teachers' work motivation ($F = 28.654$, $p < 0.05$).

3.4. Coefficient of Determination

The coefficient of determination (R^2) was used to measure the extent to which the independent variables explain the variation in teachers' work motivation (Bush, 2023). The results of this analysis are presented in Table 4.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0.687	0.472	0.456	0.725

The value of $R^2 = 0.472$ indicates that 47.2% of the variation in teachers' work motivation can be explained by leadership style, spiritual concepts, and principals' performance, while the remaining 52.8% is influenced by other variables not examined in this study (Fry & Nisiewicz, 2023).

4. Discussion

The results of this study demonstrate that leadership style, spiritual concepts, and the performance of madrasah principals have both partial and simultaneous influences on teachers' work motivation in State Madrasah Aliyah throughout Banten Province. These findings highlight the importance of effective leadership and the integration of spiritual values in educational management to foster higher levels of motivation among teachers. The discussion of the findings is presented based on each research variable (Yukl, 2023).

4.1. The Influence of Leadership Style on Teachers' Work Motivation

The study results reveal that leadership style significantly contributes to enhancing teachers' work motivation. This implies that the leadership practices implemented by madrasah principals play a vital role in fostering teachers' motivation, dedication, and positive attitudes toward their professional responsibilities. Effective leadership encourages teachers to participate actively in the educational process and enhances their willingness to contribute to institutional goals (Northouse, 2023).

This finding is consistent with leadership theory, which emphasizes that leaders influence the behavior and motivation of organizational members through their leadership style. Leaders who demonstrate supportive, participative, and transformational characteristics tend to create a positive work environment that fosters motivation and job satisfaction among employees. In the context of educational institutions, the role of the school principal as a leader is particularly important because principals are responsible for guiding teachers, managing school resources, and ensuring the effectiveness of teaching and learning activities (Leithwood & Sun, 2023).

In madrasahs, leadership that promotes open communication, mutual respect, and collaborative decision-making can strengthen teachers' sense of belonging and professional commitment. Teachers who feel valued and supported by their leaders are more likely to show higher levels of dedication and initiative in their work. Conversely, leadership that is overly authoritarian or lacks communication may reduce teachers' enthusiasm and negatively affect their motivation (Harris, 2023).

Therefore, the leadership style of madrasah principals should emphasize participatory leadership, where teachers are involved in decision-making processes and encouraged to contribute ideas for school improvement. Such leadership practices can create a supportive organizational climate that stimulates teachers' motivation and professional growth (Day et al., 2023).

4.2. The Influence of Spiritual Concepts on Teachers' Work Motivation

Another important finding of this study is that spiritual concepts have a significant positive influence on teachers' work motivation. This result suggests that the integration of spiritual values in leadership and organizational management contributes to strengthening teachers' internal motivation. In Islamic educational institutions such as madrasahs, spiritual values form an essential foundation for professional behavior and work ethics (Walker & Hallinger, 2023).

Spiritual leadership theory emphasizes the role of spiritual values such as integrity, compassion, meaning, and a sense of calling in motivating organizational members. Leaders who practice spiritual leadership inspire their followers by creating a sense of purpose and alignment between personal values and organizational goals. When individuals perceive their work as meaningful and aligned with their spiritual beliefs, they tend to experience higher levels of intrinsic motivation (Robinson, 2023).

In the context of madrasah education, spiritual concepts may include values such as sincerity (ikhlas), responsibility (amanah), honesty (jujur), discipline (disiplin), and devotion to God (ibadah). These values encourage teachers to view their profession not only as a job but also as a form of service and moral responsibility. As a result, teachers may develop a stronger sense of dedication and commitment to their duties (Bush, 2022).

The presence of spiritual values within the school environment also contributes to the development of a positive organizational culture. When spiritual values are consistently practiced by leaders and members of the organization, they create a sense of trust, mutual respect, and ethical behavior. Such an environment enhances teachers' emotional and psychological engagement with their work, thereby increasing their motivation and productivity (Hallinger & Wang, 2022).

Therefore, integrating spiritual values into leadership practices and school management is particularly relevant in Islamic educational institutions. Madrasah principals who emphasize spiritual values in their leadership approach can inspire teachers to work with sincerity and dedication, which ultimately contributes to improving the quality of education (Leithwood et al., 2022).

4.3. The Influence of Principals' Performance on Teachers' Work Motivation

The results of this study also reveal that the performance of madrasah principals has a significant influence on teachers' work motivation. Principals' performance in managing and leading the school plays an important role in creating a supportive and productive work environment. Effective principals demonstrate strong managerial, supervisory, and leadership competencies that facilitate the professional development of teachers (Fry, 2022).

Educational management theory emphasizes that school principals serve multiple roles, including administrator, supervisor, motivator, and leader. Principals who perform these roles effectively can guide teachers, provide

constructive feedback, and create opportunities for professional development. Such actions can enhance teachers' sense of competence and confidence in performing their duties (Yukl, 2022).

In addition, principals who demonstrate strong performance in planning, organizing, implementing, and evaluating school programs contribute to the establishment of an effective educational system. When teachers observe that school leaders are capable, responsible, and committed to institutional development, they are more likely to feel motivated to contribute to the achievement of organizational goals (Harris, 2022).

Another important aspect of principals' performance is their ability to provide recognition and appreciation for teachers' achievements. Recognition plays a crucial role in strengthening motivation because individuals who feel appreciated tend to demonstrate higher levels of commitment and productivity. Therefore, madrasah principals should actively acknowledge teachers' contributions and encourage continuous improvement in teaching practices (Walker & Hallinger, 2022).

4.4. Simultaneous Influence of Leadership Style, Spiritual Concepts, and Principals' Performance

The results of the simultaneous analysis indicate that leadership style, spiritual concepts, and principals' performance collectively have a strong and significant influence on teachers' work motivation. This finding suggests that these three factors are interconnected and mutually reinforce each other in shaping teachers' motivation (Day et al., 2022).

Leadership style provides the framework for how principals interact with teachers and manage the school environment. Spiritual concepts provide the ethical and moral foundation that guides leadership behavior and organizational culture. Meanwhile, principals' performance reflects the practical implementation of leadership and managerial competencies in school management (Northouse, 2022).

When these three elements are effectively integrated, they create a holistic leadership approach that promotes both professional excellence and moral commitment. Such leadership encourages teachers not only to perform their duties effectively but also to internalize the values and goals of the educational institution (Robinson, 2022).

In the context of Islamic education, this integration is particularly important because madrasahs are expected to develop not only students' academic abilities but also their moral and spiritual character. Teachers who are motivated by both professional and spiritual values are more likely to contribute positively to the holistic development of students (Sholihah et al., 2022).

4.5. Implications for Educational Leadership

The findings of this study have several important implications for educational leadership in madrasahs. First, madrasah principals should adopt leadership styles that emphasize collaboration, communication, and teacher empowerment. Participatory leadership practices can enhance teachers' sense of ownership and motivation (Fauzi et al., 2022).

Second, the integration of spiritual values should be strengthened within school management. Spiritual leadership practices can create a meaningful work environment that encourages teachers to view their profession as a form of service and moral responsibility (Taufiqurrahman et al., 2022).

Third, the performance of madrasah principals should be continuously improved through leadership training, professional development programs, and performance evaluation systems. Enhancing principals' managerial and supervisory competencies can contribute to creating more effective educational institutions (Chandra & Arumugham, 2022).

Overall, the results of this study emphasize that leadership effectiveness in Islamic educational institutions requires not only managerial competence but also the integration of spiritual values. By combining these elements, madrasah principals can foster higher levels of teacher motivation, which ultimately contributes to improving the quality of education in State Madrasah Aliyah throughout Banten Province (Ratnawati, 2022).

5. Conclusion

This study explored how leadership style, spiritual concepts, and principals' performance affect the work motivation of teachers in State Madrasah Aliyah throughout Banten Province. The results of the statistical analysis and interpretation of the data lead to several important conclusions.

To begin with, leadership style significantly contributes to increasing teachers' work motivation. The leadership approach practiced by madrasah principals, including their communication patterns and interactions with teachers, plays a vital role in encouraging teachers' dedication, positive attitudes, and enthusiasm in fulfilling their professional tasks. Leadership styles that emphasize participation, openness, support, and collaboration are more effective in encouraging teachers to work more actively and responsibly. Therefore, effective leadership is essential in creating a positive organizational climate that supports teacher motivation and productivity.

Second, spiritual concepts also significantly influence teachers' work motivation. The integration of spiritual values in leadership and school management strengthens teachers' intrinsic motivation. In Islamic educational institutions, spiritual values such as sincerity, honesty, responsibility, and devotion to God provide a moral foundation for teachers in carrying out their duties. Teachers who perceive their work as a meaningful responsibility and a form of service are more likely to demonstrate stronger dedication and commitment to educational goals.

Third, the performance of madrasah principals significantly affects teachers' work motivation. Principals who demonstrate strong managerial and leadership competencies are able to create a supportive and productive work environment. Effective principals provide clear direction, encourage professional development, and recognize teachers' achievements. These practices increase teachers' confidence and engagement, ultimately improving their motivation to perform their responsibilities effectively.

Furthermore, leadership style, spiritual concepts, and principals' performance simultaneously have a strong influence on teachers' work motivation. This indicates that these factors are interconnected and collectively shape the motivational climate within educational institutions. The integration of effective leadership practices, spiritual values, and strong managerial performance creates a comprehensive leadership approach that promotes both professional excellence and ethical commitment among teachers.

Based on these findings, several policy recommendations can be proposed. Educational authorities should strengthen leadership development programs for madrasah principals to improve their managerial and leadership competencies. Madrasahs should also integrate spiritual values more systematically into school culture and leadership practices. In addition, principals' performance evaluation systems should emphasize leadership effectiveness and teacher development. Finally, teachers should be provided with continuous professional development opportunities to enhance their competencies and sustain their work motivation. Implementing these strategies will contribute to improving educational quality and strengthening human resources in Islamic educational institutions.

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