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# Analysis of Madrasah Principal's Leadership Style on Teachers' Work Motivation

**Chandra[1*], Nur Ahyani[1], Nurlina[1]**
[1]MI Luqmanul Hakim Marta Jaya, South Sumatra, Indonesia, [2]Universitas PGRI Palembang, South Sumatra, Indonesia

*Corresponding author e-mail: fadilhijrah@gmail.com

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**Abstract:** This study aims to analyze the implementation of the principal's leadership style, identify obstacles, and examine strategies for enhancing teacher work motivation at MI Luqmanul Hakim Marta Jaya. Employing a qualitative case study method, data were collected through interviews, observation, and documentation. The results indicate that the principal adopts an integrated leadership style, combining transformational, democratic, and Islamic values with minor transactional elements. Key obstacles include limited resources, administrative burdens, and varied teacher characteristics. Effective motivational strategies involve two-way communication, recognition, professional development, participatory decision-making, and cultivating an Islamic work environment. The novelty of this research lies in its focused examination of how Islamic values are synergized with contemporary leadership approaches in a madrasah setting. A key practical implication is that madrasah principals can adopt this integrated leadership model to foster motivation despite resource constraints. The study contributes a context-specific framework for faith-based educational leadership, demonstrating that purpose-driven and value-based practices are essential for sustaining teacher commitment in Islamic institutions.

**Keywords:** Leadership Style; Madrasah Principal; Teachers' Work Motivation

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## A. Introduction

Education is an essential foundation for building a nation's civilization that is advanced, adaptive, and globally competitive (Mulyasa, 2021). Amidst the dynamics of the globalization era, the education system plays a crucial role in shaping

individuals who are not only intellectually superior but also possess strong character, moral integrity, and noble ethics (Hidayati et al., 2023; Robinson & Aronica, 2023). The Indonesian government, through Law Number 20 of 2003 concerning the National Education System, explicitly mandates improving the quality of education, focusing on cognitive aspects, developing national character, and enhancing the capacity of human resources to compete globally (Suhartono & Idawati, 2022; Zainuddin et al., 2022). Thus, education is at the forefront of preparing the next generation to be faithful, devout, and possess noble morals and life skills relevant to the demands of the times, including the ability to adapt and innovate (Hidayah & Ramadhani, 2022). In the context of ever-evolving education, formal educational institutions, both public and private, are required to continually improve the quality of their services and graduate outcomes.

This is crucial given the rapid social, economic, and technological changes that demand high adaptability from educational institutions (Hidayati et al., 2023). In Ogan Komering Ulu (OKU) Regency, data from the OKU Regency Education Office (2023) shows the existence of 1,200 schools with more than 150,000 students and approximately 8,000 teachers. This situation emphasizes the urgency for educational institutions to be responsive and adaptive in producing graduates who are relevant to the needs of the times and have adequate provisions to contribute positively in the future (Robinson & Aronica, 2023). Within the constellation of Indonesia's national education system, Islamic elementary schools (MI) occupy a strategic position with their own unique characteristics. As an Islamic elementary school, MI has a dual role: equipping students with general knowledge while simultaneously instilling a strong religious foundation and Islamic moral values from an early age (Zainuddin et al., 2022). This role makes madrasahs a vital instrument in shaping a generation with a complete balance of intellectual, emotional, and spiritual intelligence, which is essential for building a civil society.

Elementary Madrasahs are specifically designed as formal educational institutions that integrate Islamic teachings with a general science curriculum. The learning process in madrasahs goes beyond simply delivering teaching materials; it focuses on internalizing Islamic values into every aspect of students' lives, reflected in their daily attitudes, behaviors, and perspectives (Siroj & Mutmainah, 2020). This holistic approach makes madrasahs effective vehicles for building character, fostering ethics, and strengthening the morals of the younger generation, while equipping them with the cognitive and social skills needed to navigate the complexities of modern life (Hidayah & Ramadhani, 2022). The success of madrasahs in realizing this vision depends heavily on the effective management and quality of their human resources, particularly the central role of the principal and the dedication of the teachers (Maryanti et al., 2021).

In the ongoing effort to improve the quality of education in madrasahs, the role of the principal as a leader is a crucial and strategic determinant. The madrasah principal is not only burdened with managerial and administrative responsibilities but also serves as a key figure who drives, inspires, and motivates all elements of the madrasah,

especially teachers (Abidin et al., 2024). The madrasah principal is the driving force behind innovation in learning, the primary supervisor of educational quality, and the determinant of a conducive and productive organizational climate and culture. The leadership style adopted by the madrasah principal has significant leverage over the overall performance of the institution and the atmosphere within the madrasah's work environment (Amiati et al., 2022).

The importance of leadership in Islamic education has also been emphasized by Rahman (2025), who stated that the essence of the success of Islamic education is largely determined by the quality of leadership of educational institutions, especially in instilling deep Islamic values and building intrinsic work motivation among educators. A study by Ghina Tsuraya et al. (2023) also confirms that the work motivation of school principals is crucial in improving the quality of Islamic educational institutions. Thus, the madrasah principal does not only act as an administrator but also as a role model with integrity, a learning facilitator, and a motivator who always brings to life the main values of Islamic education. Madrasah principals are expected to be able to build effective communication, foster a positive work culture, and actively support innovation in the learning process (Ahmad et al., 2024).

The quality and success of education in madrasahs fundamentally depend on the level of teacher motivation (Gusrianto et al., 2025). Teachers are the primary actors and spearheads in implementing the learning process. Their role goes beyond simply delivering teaching materials; they also serve as facilitators who create an active learning environment, motivators who spark students' interest in learning, mentors who guide potential development, and inspiring role models. Teachers with high work motivation tend to demonstrate greater dedication to their profession, innovate in designing and delivering lessons, are disciplined in carrying out administrative and pedagogical tasks, and are fully committed to achieving educational goals (Layek & Koodamara, 2024; Stumbrienė et al., 2024). Conversely, if teacher motivation tends to be low, this can negatively impact the quality of the learning process, reduce teacher initiative in self-development and innovation, and even create a less dynamic classroom atmosphere and hinder the achievement of overall madrasah goals (Kholifah et al., 2024; Nawas et al., 2024).

Teacher work motivation is complex, formed by a combination of internal and external factors and the interaction between these factors (Zhang, 2021). Internally, a teacher's work motivation is driven by personal values, life goals they wish to achieve through the teaching profession, and the inner satisfaction they derive from their contribution to educating and shaping the character of students (Pavin Ivanec & Defar, 2023; Skaalvik & Skaalvik, 2023). Meanwhile, externally, teacher work motivation is strongly influenced by various elements of the work environment, including support from their immediate superior (the madrasah principal), the reward and recognition system for performance, and the availability of opportunities for self-development through training, workshops, and career advancement (Faiza et al., 2024). In a madrasah environment steeped in religious values, teacher work

motivation patterns are often enriched by an Islamic organizational culture, strong social ties among members of the madrasah, and appreciation for work achievements aligned with spiritual values (Rofifah et al., 2021). Although the importance of effective leadership and teacher work motivation has been widely recognized theoretically and supported by various previous studies, its implementation and dynamics in the field often face unique contextual challenges.

Each educational institution has specific characteristics, culture, and issues that can influence the effectiveness of certain leadership styles (Dimopoulos, 2020). Previous research, such as (Rahman et al., 2023) findings showing that a madrasah principal with a transformational style can increase teachers' intrinsic work motivation, or the assertion that teacher involvement in decision-making fosters a sense of ownership and responsibility, has made significant contributions to the literature. A study by Hyseni Duraku & Hoxha (2021) also supports the importance of examining the impact of principal leadership on teacher performance, which is indirectly linked to work motivation. However, the effectiveness of leadership style is highly contextual; it is influenced by socio-cultural conditions, individual teacher characteristics, and prevailing school organizational dynamics. This means that the results of previous research cannot always be directly applied to different or specific contexts, making research in local settings essential to bridge the gap between existing theory and empirical reality on the ground. Within this framework, MI Luqmanul Hakim Marta Jaya in Lubuk Raja District, Ogan Komering Ulu Regency, South Sumatra, is a relevant study location. This private elementary school, established in 2015, has 22 teachers with diverse educational backgrounds and experiences, ranging from undergraduates and graduates to Islamic boarding school alumni, which creates a unique dynamic in professional interactions and team collaboration. MI Luqmanul Hakim has also demonstrated its commitment to improving the quality of education through various routine programs, such as teacher training, curriculum development workshops, and character development through religious and social activities.

However, despite all the efforts and positive potential, preliminary observations and internal documentation conducted by researchers over the past six months indicate a decline in teacher work motivation. This decline is reflected in several concrete indicators, including declining teacher participation in internal madrasah professional development activities, low attendance at internal meetings crucial for decision-making, and consistent delays in preparing learning administration. Furthermore, preliminary interviews with several teachers at MI Luqmanul Hakim revealed indications of gaps in leadership practices that impact their work motivation. For example, one teacher directly stated, "We feel we are sometimes not involved enough in decision-making, and recognition for work achievements is not evenly distributed." This statement strongly indicates a perception of inequality or lack of appreciation that can directly impact work enthusiasm and dedication. Furthermore, preliminary observations also indicate a dynamic work environment that is sometimes less conducive to sharing ideas or personal initiatives by teachers, possibly due to less than fully open communication patterns or less than optimal support from leadership.

MI Luqmanul Hakim has achieved impressive achievements, such as winning second place in the district-level Madrasah Science Competition in 2022 and first place in the provincial-level Pencak Silat competition in 2023. The contradiction between these external achievements and indications of declining internal work motivation raises a crucial question: are these achievements entirely the result of collective teacher motivation as a form of effective leadership, or are they more the result of individual efforts that successfully mask several unresolved internal issues?. This dynamic is all the more interesting considering that the madrasah principal is visibly active in communicating with teachers, conducting internal coaching, and providing awards. However, the contrast between the leadership's efforts and the indications of declining work motivation and feedback from teachers suggests a complexity that needs to be explored. The unique context of MI Luqmanul Hakim, with its strong religious character, the culture of mutual cooperation that characterizes the Palembang community, the diverse backgrounds of its human resources, and the ongoing spirit of organizational development, makes this research on "Analysis of Madrasah Principal Leadership Styles on Teacher Work Motivation" highly relevant and urgent. The gap between theory and reality, coupled with the lack of specific studies on this phenomenon at MI Luqmanul Hakim Marta Jaya, underscores the need for in-depth empirical research to bridge this gap and provide a comprehensive understanding. Similar studies that specifically examine the influence of madrasah principal leadership on teacher work motivation at MI, Rahman (2023) emphasize the existence of a phenomenon that requires further exploration in different contexts.

Considering the complexity of the madrasah principal's role as a key factor in improving educational quality, the urgency of teacher work motivation as a key pillar of an effective learning process, and the indications of significant phenomena and research gaps at MI Luqmanul Hakim Marta Jaya, research focused on "Analysis of Madrasah Principal Leadership Style on Teacher Work Motivation at MI Luqmanul Hakim Marta Jaya" is crucial and urgent. This study is expected to provide a descriptive, comprehensive, and in-depth picture of the implementation of the leadership style of the madrasah principal at MI Luqmanul Hakim Marta Jaya, analyze how the leadership style specifically influences the work motivation of the teachers there, and identify the factors that play a role in these dynamics. In addition, the results of this study are expected to enrich the literature on Islamic educational leadership and educational management in madrasahs, provide strategic and practical recommendations that can be implemented by madrasah principals and other stakeholders to continuously improve the quality of madrasah human resources, and become a reference for the formulation of educational policies at the madrasah, district, and provincial levels.

## B. Methods

This research was conducted at MI Luqmanul Hakim Marta Jaya. This school was chosen because it is relevant to the research focus on the leadership style of the madrasah principal and teacher work motivation in the context of Islamic education. The research was conducted over a six-month period, starting from January 2025 to

June 2025. The main data collection phase in the field, which included interviews, observations, and documentation, was carried out intensively for two full months, namely from early May to the end of June 2025. The object of this research focuses on the leadership style of the Madrasah principal and teacher work motivation at MI Luqmanul Hakim Marta Jaya. The selection of informants was carried out purposively, ensuring that the individuals interviewed had knowledge and direct experience relevant to the research focus. The key informants in this study were the Madrasah principal and teachers. In addition to the Madrasah principal, the informants in this study numbered 19 teachers at MI Luqmanul Hakim Marta Jaya. All teachers were observed to capture the complete variation of perceptions of the Madrasah principal's leadership style. Of these, 10 teachers were selected as key informants for in-depth analysis based on their experience, position, and active involvement. Other informants were used as supporting data to strengthen the findings and for triangulation.

This study employed a descriptive qualitative approach. This approach was chosen to describe in detail and in depth the leadership style of the madrasah principal and its impact on teacher work motivation at MI Luqmanul Hakim Marta Jaya. This study adopted a case study design. The case study design allows researchers to conduct an in-depth investigation of a contemporary phenomenon (leadership style and teacher work motivation) in a real-life context (MI Luqmanul Hakim Marta Jaya). This study was conducted through a series of systematic stages to ensure in-depth and credible data collection and analysis. The procedures carried out included three main stages: the pre-field stage, the field stage, and the post-field stage. The pre-field stage is the initial preparation before researchers directly go to the research location. Activities include a preliminary study to understand the context of the problem, drafting a research proposal, obtaining permits from relevant parties (e.g., the local education office or ministry of religious affairs, as well as the madrasah), and developing initial research instruments such as interview and observation guidelines. The next stage is the field phase. This stage is the core of data collection. The researcher will be actively present at MI Luqmanul Hakim Marta Jaya to interact directly with informants and collect data. After all data has been collected from the field, the next stage is processing and analyzing the data. Activities at this stage include transcribing all interview results, compiling field notes from observations, and organizing documents. Next, the data will be analyzed using thematic data analysis, followed by data interpretation to find relevant patterns, themes, and meanings, finally compiling a report of the research results in the form of a thesis.

In this study, the data collected is descriptive qualitative, consisting of verbal and non-verbal information that describes in detail the leadership style of the Madrasah Principal, teachers' perceptions of that leadership, and the level of teacher work motivation, as well as various relevant obstacles and solutions at MI Luqmanul Hakim Marta Jaya. This data is not in the form of statistical figures, but rather narratives, interview transcripts, observation notes, and documents. Data sources are divided into two categories: primary data and secondary data. To obtain comprehensive data and achieve validity through triangulation, researchers used three main data

collection techniques: in-depth interviews, participant observation, and documentation studies. To improve the quality and validity of the data, researchers used triangulation techniques. This study used thematic data analysis (Clarke & Braun, 2017) with an approach adapted from (Miles et al., 2018), which includes three main activity flows that occur interactively and continuously: data reduction, data presentation, and conclusion drawing/verification.

## C. Results and Discussion

### Implementation of Leadership Style and Its Relevance to Theory

An in-depth analysis of the data on the implementation of the leadership style of the principal of MI Luqmanul Hakim Marta Jaya Madrasah shows strong relevance to several contemporary leadership theories while integrating the unique dimensions of leadership in Islamic education. The research findings strongly indicate the relevance of the principal's leadership style to the transformational leadership theory, as proposed by Bass & Riggio (2006). The principal demonstrates "idealized influence" through his personal example, such as arriving early, being disciplined, performing religious duties, and wearing neat Islamic attire. This behavior makes teachers feel he is a "mentor" and "valued as a partner," which in turn fosters respect and trust. "Inspirational Motivation" is evident in his ability to communicate the vision of the madrasah, invite teachers to formulate shared goals, and explain the benefits of new programs so that teachers feel ownership. This generates enthusiasm and commitment from teachers to transcend personal interests for the collective benefit of the madrasah. Intellectual stimulation is realized through support for new ideas in the curriculum and encouragement to seek innovative approaches in teaching, which encourage teachers to think critically and innovate. Finally, "Individualized Consideration" is reflected in the "motherly side" of the Madrasah Principal, a light, touching greeting, and a personal development plan. This approach shows attention to the developmental needs of individual teachers, acting as a mentor or coach. Transformational leadership at MI Luqmanul Hakim does not only focus on structural changes but more on the transformation of individual teachers through strong personal relationships and the formation of a shared vision. The "motherly side" and "guiding character" mentioned by teachers are manifestations of deep individual consideration, which go beyond mere professional support to emotional and spiritual support.

The principal's leadership style is also highly relevant to the theory of democratic or participatory leadership (Robbins & Judge, 2019). He consistently expressed his preference for a "participatory" style and "listening to input from teachers." This practice is evident in the involvement of teachers in important decision-making, such as curriculum policies and extracurricular programs, as well as in meetings where teachers are given space to submit reports and discuss openly. Teachers feel "valued" and "more enthusiastic" because of this involvement. Strong, responsive, and humanistic two-way communication between the principal and teachers is a central characteristic of democratic leadership. This approach builds a sense of ownership

and shared responsibility among followers, as they feel they have a voice and their contributions are valued. This directly increases teachers' commitment and intrinsic motivation.

In the madrasah context, the principal's leadership demonstrates a deep relevance to the principles of leadership in Islamic education. He carries the mandate as a leader who is expected to be a role model (uswah hasanah) in integrity, justice, and piety. The "religious" and "mentor" character perceived by teachers, as well as the habit of giving short sermons in meetings, demonstrates an effort to instill deep Islamic values. The principle of shura (deliberation) is strongly emphasized, where the principal involves teachers in the decision-making process and respects their opinions. This is in line with Islamic teachings that encourage consultation for the common good. His leadership also strives to create a religious-academic environment, where intellectual development is aligned with spiritual and moral development. This motivates teachers not only professionally but also spiritually in carrying out their duties as educators, which they perceive as "da'wah responsibility."

Although transformational, democratic, and Islamic styles are dominant, the principal also employs transactional and occasionally authoritarian elements as complements. The transactional style is evident in the setting of clear performance targets and the provision of contingent rewards (e.g., small bonuses or recognition for timely assignments). This approach is effective in ensuring standards are met and routine tasks completed, as well as maintaining operational efficiency. Authoritarian elements, while very minor, emerge in certain situations, such as sudden decisions or additional assignments without prior coordination. However, this does not erode long-term motivation because the principal is highly responsive to feedback and makes adjustments promptly. The use of these elements is strategic and complementary, ensuring that discipline and accountability are maintained within an overall humanistic and empowering leadership framework. This combination of styles enables the principal to be an adaptive leader, able to balance inspiration with structure and participation with efficiency.

**Obstacles to Implementing Leadership in the Context of Private Madrasas**

The obstacles faced by the Madrasah Principal in improving teacher work motivation at MI Luqmanul Hakim Marta Jaya reflects the complexity of educational management, especially in the context of private madrasas. These obstacles can be elaborated and contextualized with theory and compared with previous research. Identified obstacles can be analyzed using motivation theory. Limited time and resources (means, facilities, and funds) are very relevant to Herzberg's Two-Factor Theory (Michael Galanakis & Giannis Peramatzis, 2022). These factors are included in hygiene factors; if not met or inadequate, they will lead to job dissatisfaction and demotivation, although their presence does not directly create high motivation. The gap between leadership aspirations and resource capacity can cause frustration for both parties. Administrative burdens and the accumulation of tasks can also be categorized as hygiene factors. Although teachers feel appreciated by leadership,

excessive workloads can lead to burnout or saturation, which ultimately decreases motivation.

Differences in teacher character and enthusiasm demonstrate the complexity of individual motivation. Maslow's Hierarchy of Needs Theory states that individuals have diverse needs (Rojas et al., 2023).Teachers with different needs may respond differently to the same motivational stimulus. The presence of "less responsive" or "passive" teachers indicates that leadership needs to adopt a more individualistic approach (Individualized Consideration in transformational) to understand and address these differences, which is a challenge in organizations with limited resources. Asynchronous coordination between areas and lack of involvement in urgent/specific assignments can affect instrumentality in Vroom's Expectancy Theory. If teachers feel their efforts are hampered by systemic inefficiencies or lack of clarity in roles, the belief that efforts will result in good performance or that good performance will be recognized can decrease, which in turn reduces motivation. Finally, the limited initiative for internal spiritual studies of teachers highlights the unique spiritual dimension of motivation in the madrasah context. In Islamic education, motivation is not only professional but also spiritual. If these spiritual needs are neglected, it can lead to deeper demotivation, which is not always reflected in conventional performance indicators.

These obstacles have particular nuances in the context of MI Luqmanul Hakim as a private madrasah. Resource limitations are often more pronounced in private madrasahs than in public madrasahs, due to their reliance on independent funding or donations. This limits the madrasah's ability to provide standard facilities or adequate budgets for professional development, as Suci Maharani complained about regarding sports facilities. Differences in teacher character and enthusiasm, as well as the unequal distribution of individual coaching, may be exacerbated by the diversity of teacher backgrounds (S1, D2, alumni of Islamic boarding schools). In private madrasahs, teacher recruitment can be more flexible, resulting in staff with widely varying motivations and expectations, requiring a highly adaptive leadership approach. Administrative burdens in private madrasahs often stem not only from government regulations but also from internal accountability demands to the foundation or madrasah committee. This can increase the burden on teachers, especially if not balanced with an effective time management system. The aspect of unmet spiritual needs is a very specific and crucial obstacle for madrasahs. Although the madrasah's vision is grounded in Islamic values, the pressure to achieve academic and administrative targets can shift the focus away from teachers' spiritual development. This can lead to a "spiritual burnout" unique to religious education environments.

**Madrasah Principal's Solutions to Increasing Teacher Work Motivation and Its Implications**

The Head of Madrasah MI Luqmanul Hakim Marta Jaya implemented a solution that shows a comprehensive and adaptive approach to increasing teacher work

motivation. The implications of these solutions are very significant for teacher performance and overall madrasa development. The solution implemented by the Madrasah Principal is highly relevant to various motivation and leadership theories. Increasing two-way communication and openness aligns with Vroom's Expectancy Theory, where clear communication of expectations and feedback increases teachers' belief in the effort-performance-reward relationship. It also supports Inspirational Motivation in transformational leadership. A diverse reward and appreciation system is relevant to Herzberg's Two-Factor Theory, where recognition is a powerful intrinsic motivator. Although material rewards are limited, verbal appreciation and trust fulfill Maslow's esteem needs and increase the valence (value) of work results. Support for professional development and teacher capacity building directly fulfills Maslow's self-actualization needs and is a motivator factor (growth) in Herzberg's theory. It also reflects intellectual stimulation and individualized consideration in transformational leadership. Consistent teacher involvement in planning and decision-making is the core of democratic leadership. This fulfills teachers' psychological needs for autonomy and competence, fostering a strong sense of ownership and responsibility. Flexibility and responsiveness in workload management and increased attention to non-academic areas demonstrate leadership adaptability in addressing Hygiene Factors that can cause dissatisfaction. The principal's ability to respond to complaints and make adjustments demonstrates organizational resilience. Finally, building an Islamic and supportive work environment is highly relevant to leadership in Islamic education. This environment creates motivation based on a calling and dedication to the mission of education, beyond mere material rewards.

The effectiveness of the solutions implemented by the Madrasah Principal was empirically proven through various indicators. The Madrasah principal himself stated that there was an "increase in teachers' work enthusiasm after being given input, as seen from their active participation in activities and positive feedback. "Teachers consistently felt "appreciated," "trusted," and like they "had room to grow," which are indicators of high intrinsic motivation. Participatory observation confirmed that the working atmosphere at the Madrasah was very conducive, with warm interactions, spontaneous collaboration, and a positive work culture. Teachers showed enthusiasm in dialogue and carrying out instructions, and were brave in expressing ideas. Although there were some teachers who tended to be passive, the majority showed active participation in meetings and activities. The existence of initial complaints from teachers regarding the administrative burden or lack of involvement in sudden tasks that were then "discussed and adjusted afterward" or "responded to immediately" indicates that the Madrasah Principal's solutions were responsive and adaptive. The ability to address emerging issues quickly is evidence of effectiveness in keeping motivation from declining drastically. However, it is worth noting that some suggestions from teachers (e.g., a more tangible/measurable/graded reward system, regular sharing forums, mentoring between teachers, time for spiritual study, and more structured workload management) indicate that although the existing solutions are effective, there is still room for better optimization and systematization to achieve more equitable and sustainable motivation across the staff.

The implications of the solution implemented by the Madrasah Principal at MI Luqmanul Hakim Marta Jaya are far-reaching and positive for the madrasah. First, increasing teacher motivation directly contributes to improving the quality of learning. Motivated teachers tend to be more innovative, dedicated, and proactive in developing themselves and their teaching methods, which ultimately has a positive impact on student achievement and character. Second, this solution strengthens a positive and Islamic organizational culture. A supportive, collaborative work environment based on spiritual values will increase teachers' sense of belonging to the madrasah and strengthen the institution's identity as a center of excellence in Islamic education. Third, it increases organizational efficiency and adaptability. With open communication and responsiveness to obstacles, the madrasah becomes more agile in overcoming operational challenges and adapting to changes, such as curriculum or policy changes. Fourth, it fosters sustainable development of the madrasah's human resource capacity. Through professional development support, teachers are not only motivated but also continuously improve their competencies, which is a long-term investment for the madrasah. Overall, the solutions implemented by the Madrasah Principal not only partially address motivational issues but also build a strong foundation for the growth and sustainability of the madrasah. This demonstrates that effective leadership is a key catalyst for improving the quality of education and developing human resources within the madrasah environment.

## D. Conclusions

This study elucidates the significant impact of integrated leadership at MI Luqmanul Hakim Marta Jaya. The key finding is that the principal's synthesis of transformational, democratic, and Islamic leadership styles complemented by transactional elements effectively sustains teacher motivation despite constraints like limited resources and administrative burdens. This approach directly translates into enhanced instructional quality, as motivated teachers demonstrate greater innovation and dedication. Furthermore, the strategies employed, including two-way communication, professional support, and participatory decision-making, do more than solve immediate problems; they systematically build a resilient, positive, and spiritually grounded organizational culture. The practical implications of this model are substantial for Islamic educational institutions. It provides a replicable framework for madrasah principals, demonstrating that leadership extending beyond administrative tasks to encompass spiritual mentorship and empathetic support is crucial. Specifically, institutions should prioritize: (1) fostering open communication channels, (2) integrating formal recognition with professional development opportunities, and (3) deliberately cultivating an Islamic work environment that reinforces shared values and purpose. This holistic strategy strengthens institutional identity, enhances adaptability to change, and builds long-term human resource capacity, making it a sustainable investment in educational quality. For future research, several recommendations emerge. To quantify the impact observed qualitatively, a mixed-methods longitudinal study could measure the correlation between this integrated leadership style and specific metrics of teacher performance and student outcomes over time. Comparative case studies across multiple madrasahs

with varying socioeconomic contexts would test the model's generalizability and identify context-specific adaptations. Additionally, research could further deconstruct the "Islamic leadership" component to explore which specific values and practices most profoundly influence teacher motivation and organizational cohesion. Finally, investigating the role of governing boards or community stakeholders in supporting such leadership would provide a more systemic understanding of the enablers required for its success.

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