



## STRATEGY FOR MADRASA HEADS TO MOTIVATE TEACHERS IN THE TEACHING AND LEARNING PROCESS AT MTS AL-WASHLIYAH PAKAM VILLAGE

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### ABSTRACT

Type This research is a type of qualitative descriptive research. The results of the research in this thesis, there are several strategies used by the Head MTs Al Washliyah Desa Pakam provides motivation to teachers in the teaching and learning process, namely first, instilling discipline, second, setting a good example in terms of speech, clothing, and actions, third, visits to class during class hours, fourth, guiding in making learning devices and overseeing the use of time Study. Obstacles faced by Madrasah Principals in MTs Al Washliyah Pakam Village in increasing teacher motivation in the teaching and learning process, namely from within the teacher himself such as, there are still teachers who do not want to admit their low quality, especially in class mastery abilities, managing learning programs, and using learning media. Barriers from outside such as learning facilities and infrastructure that are still incomplete, as well as in developing the arrangement of the physical environment of madrasas because the land is limited. Such as the absence of a soccer field, and the lack of books in the library which are materials for students to dig deeper into subject matter.

Keywords : *Madrasa Principal Strategy, Teacher Motivation*

### 1. INTRODUCTION

The teacher is the most decisive component in the education system as a whole, which must receive central, first and foremost attention, this one figure will always be in the strategic spotlight when talking about education issues, because the teacher is always related to any component in the education system, the teacher plays a key role main role in the development of education, especially those held formally in madrasas, teachers also greatly determine the success of students, especially in relation to the teaching and learning process. Teaching is not a simple task, it demands professionals. Teaching activities are very urgent because they are related to efforts to change, develop, and mature students.<sup>1</sup> Therefore, teachers in teaching are required to work professionally, including by being disciplined in carrying out their duties as educational staff and teaching staff. Discipline is very important in the learning process. Without good discipline, the atmosphere of the madrasa and also the classroom becomes less conducive for learning activities. Positively, discipline supports a calm and orderly environment for the learning process.

The teacher is a component that influences the educational process. This is because the teacher is the spearhead who is directly related to students as subjects and learning objects. No matter how good and ideal the educational curriculum is, however complete the educational facilities and infrastructure are, without being balanced with the teacher's ability to implement them, then everything will be less meaningful. Therefore, to achieve educational process standards,

<sup>1</sup>Ahmad Rohani, Teaching Management (Jakarta: PT Rineka Cipta, 2014). p. 12

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it is better to start by analyzing the teacher component.<sup>2</sup> Based on the description above, the professionalism of teacher performance must always be increased considering the demands that are increasingly complex and complicated at the present time, in this case the role of the Head of Madrasah is very important in efforts to increase the professionalism of teacher performance, considering that the Head of Madrasah is the top person in educational institutions. The head of the Madrasa as a leader is required to have an optimistic and unyielding attitude, these two characteristics are expected to be able to have a major influence on every member of the madrasa, especially teachers as one of the determinants of the success of educational goals.

Motivation is one of the methods that can be taken by the Madrasah Principal in addition to other methods. Motivation is the process that gives energy, direction, and persistence to behavior. Motivation is a driving force for someone in carrying out activities to achieve the expected goals, motivation is the main key to all success. Without motivation, a person will achieve little. Motivation is the engine, the pump room for everyone's desires, dreams and ambitions, motivation is the bridge between desire and action. A person will not be able to go far without motivation. In the instructions and teachings of Islam, it prioritizes and glorifies people who carry out learning activities with the aim of increasing and adding to their knowledge so that it is emphasized in the Koran that knowledgeable people will be exalted and glorified to several degrees by Allah SWT.

It can be understood that as a person who is a Muslim, he must have high enthusiasm and motivation to always carry out learning activities in improving self-quality both related to religious knowledge and general knowledge. Motivation to learn is very concerned and necessary in the view of Islam. In this case increasing the knowledge of the people or servants of Allah is highly recommended and ordered by the Prophet Muhammad SAW, because having knowledge of Islam will become strong and dignified both in this world and in the hereafter. Madrasah heads must have high motivation so that they are expected to be at the forefront of providing enthusiasm for teachers in increasing the professionalism of their respective performance. Madrasah heads who have low motivation can certainly have a negative impact on low teacher performance motivation, low teacher performance motivation will also affect low student learning motivation, if this kind of phenomenon occurs in an educational institution it is impossible for the educational institution to succeed in achieving educational goals as what the Principal of the Madrasah and its members aspire to. Based on the results of observations of researchers at MTs Al-Washliyah Pakam Village, it is known that the strategy of the Madrasah Principal in providing motivation to teachers in the teaching and learning process is good, it's just that there are still several factors that must be considered by the teacher in the teaching and learning process, such as in class management, use of learning media and so on. Thus the Head of Madrasah must be able to play a role in motivating the teacher in the teaching and learning process.

Researchers are interested in making this madrasa as an object of research because researchers want to know more about the strategy carried out by the head of the madrasa as a motivator in motivating teachers in teaching and learning processes. Thus the success achieved by the teacher at work can be determined by the motivation he has. teachers who have high work motivation tend to have maximum work results and vice versa teachers who have low motivation, then their work results will not be optimal. Therefore, researchers want to conduct research with the title Strategy of Madrasa Principals to Motivate Teachers in the Teaching and Learning Process at MTs Al-Washliyah Pakam Village.

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<sup>2</sup>Wina Sanjaya, Educational Process Standard Oriented Learning Strategies, (Jakarta: Kencana, 2011). p. 13-14.



## 2. LITERATURE REVIEW

### 2.1. Definition of Strategy and Head of Madrasah

In the Big Indonesian Dictionary, strategy is a careful plan of activities to achieve specific goals. Thus in this sense the strategy relates to plans in achieving goals.<sup>3</sup> According to Brown, quoted by Saipul Annur, strategy is the overall action set out as a rule planned by an organization. Chandler, quoted by Saipul Annur, stated that the strategy for determining the goals of an organization and the process of series and actions and allocating the resources needed to achieve these goals.<sup>4</sup> In general, the strategy has the meaning of an outline of the direction to act in an effort to achieve the goals that have been determined, the strategy is needed because the organization always experiences changes that require adjustments to its activities. The choice of the right strategy in an organization will determine success in achieving a planned goal. Thus the strategy must be implemented or translated into certain policies, procedures and regulations that will guide planning and making decisions.

Strategy also has an understanding, namely the techniques or skills chosen by individuals to be used in completing learning tasks. Strategy in terms of language is defined as a strategy, tip, tactic, trick, or method. This is in accordance with the formulation that, strategy is a number of steps that are engineered in such a way by the teacher to achieve certain goals properly, effectively and efficiently. The direction of the strategy is the attainment of goals. Strategy is an important thing that cannot be released in achieving goals. Because for teachers, strategy is a weapon used in achieving the vision, mission and goals of education. Strategy is a joint means with long-term goals to be achieved. The business strategy includes geographic expansion, diversification, acquisitions, product development, market penetration, tightening, divestment, liquidation and joint ventures. Strategy is a potential action that requires top management decisions and large amounts of company resources.<sup>5</sup> So strategy is an action or activity carried out by a person or company to achieve the goals or objectives that have been set.

The principal of the Madrasa comes from two words, namely Head and Madrasah. The word head can be interpreted as a chairman or leader in an organization or institution. While the word madrasa is defined as an institution where it is a place to receive and give lessons. In short, the Head of Madrasah can be interpreted as a madrasa leader or an institution where the place to receive and give lessons. According to Wahjosumidjo, the Head of Madrasah is a functional teacher who is given the task of leading a madrasa where the teaching and learning process is held, or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson.<sup>6</sup> According to Mulyasa in his book *Principal Management and Leadership*, he said that the Madrasah Principal is an education unit level education leader who must have a strong leadership foundation.<sup>7</sup> Meanwhile, according to Syaiful Sagala, the Head of Madrasah is a person who is given the task and responsibility of managing Madrasahs, collecting, utilizing and mobilizing the entire potential of Madrasahs optimally to achieve goals.<sup>8</sup> Thus, the Madrasah Principal is one of the components of education that plays the most important role in improving the quality of education which is closely related to the quality of the Madrasah Principal and aspects of madrasa life such as madrasah discipline. The cultural climate of the madrasa and the decline in student behavior and from that the Madrasah Principal is responsible for micro-management of education, which is directly related to the learning process in the madrasa.

<sup>3</sup>Saipul Annur, *Educational Research Methodology; Qualitative and Qualitative Data Analysis*. (Palembang: IAIN Raden Fatah Press, 2010). p. 178

<sup>4</sup>Saipul Annur, *Educational Research Methodology*. p. 179

<sup>5</sup>Syaiful Sagala, *Strategic Management in Improving the Quality of Education*, (Bandung: Alfabeta, 2010). p. 88

<sup>6</sup>Wahjosumidjo, *Principal Leadership*, (Jakarta: Raja Grafindo Persada, 2018). Cet.4. p.83

<sup>7</sup>Mulyasa, *Principal Management and Leadership*, (Jakarta: Bumi Aksara, 2010). p. 36

<sup>8</sup>Syaiful Sagala, *Strategic Management in Improving the Quality of Education*. p. 88

## 2.2. Definition of Motivation

In the complete Indonesian dictionary, motivation is etymologically defined as reasons and encouragement.<sup>9</sup>The word motive, is defined as the effort that encourages someone to do something. Motives can be said to be the driving force from within and within the subject to carry out certain activities in order to achieve a goal. even motive can be interpreted as an internal condition (preparedness). Starting from the word motive, then motivation can be interpreted as a driving force that has become active. Motives become active at certain times, especially when the need to achieve goals is felt/urgent. According to Mathis and Jackson in Wilson Bangun, motivation is a desire within a person to cause that person to take an action. Someone takes action for something in achieving goals.<sup>10</sup>Motivation is a change in energy within a person which is marked by the emergence of a feeling and is preceded by a response to a goal. Among experts there are various opinions about motivation. Each expert provides an understanding of motivation with a different emphasis according to the results of the research they have obtained and the knowledge they have studied. However, there is also a kind of common opinion that can be drawn regarding the notion of motivation, namely an energy or factor contained within humans, which causes, directs, organizes their behavior. While the word motive is a reason or encouragement that causes someone to act or perform a certain action or attitude.

## 3. RESEARCH METHOD

### 3.1. Type of Research

Type This research is a type of qualitative descriptive research. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation and aims to reveal phenomena holistically-contextually through collecting data from natural settings by utilizing the researcher himself as the key instrument.<sup>11</sup> Sugiyono argues that the qualitative research method is a research method based on the philosophy of postpositivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, sampling data sources is done purposively and snowball, collection techniques are triangulation. (combined), data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize meaning rather than generalization.<sup>12</sup> This research is a type of qualitative descriptive research. Descriptive research, which in general is qualitative research, aims to understand (understanding) the world of meaning symbolized in people's behavior according to the perspective of the people themselves.<sup>13</sup> And qualitative research is a method to get the truth and is classified as scientific research which is built on the basis of theories that develop from research and is controlled on an empirical basis. The rationale for using this method is because this research wants to know about existing phenomena and in natural conditions, not under controlled, laboratory or experimental conditions. In addition, because researchers need to go directly into the field with research objects, this type of descriptive qualitative research would be more appropriate to use.

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<sup>9</sup>The Team for the Dictionary of the Center for Development and Language Development, Big Indonesian Dictionary, Ministry of Education and Culture (Jakarta: Balai Pustaka, 2010). p. 491

<sup>10</sup>Wilson Bangun, Human Resource Management (Jakarta: Erlangga, 2012). p. 312

<sup>11</sup>Eko Sugiarto, Compiling Qualitative Research: Thesis and Thesis, (Yogyakarta: Suaka Media, 2015). p. 8.

<sup>12</sup>Sugiyono, Quantitative, Qualitative, and R&D Educational Research Methods. (Bandung: Alfabeta, 2011) p. 15

<sup>13</sup>Agus Salim, Social Research Theory & Paradigm (Yogyakarta: Tiara Wacana, 2016), p. 14



### 3.2. Variable Operational Definition

In this study, you can focus on the problem first so that there is no expansion of the problem which will not be in accordance with the purpose of this research. So the researchers focused on researching,

1. Madrasa Principal Strategy. A method or tricks that are intentionally used by a Madrasah Principal to achieve planned goals in an effort to minimize failure.
2. Motivation. Motivation is an element that encourages, awakens and directs a person to take action by maximizing all abilities possessed both from within and from outside the human being, in order to make the greatest possible contribution to achieving success in achieving his goals.

### 3.3.Data Collection Techniques

Qualitative data collection techniques according to James Spradley are observation and open and in-depth interviews. Observations and interviews to observe and record systematically and planned social phenomena that occur. The data collected is in the form of words and pictures, not in the form of numbers.<sup>14</sup> DIn this research, the data collection techniques used by researchers are as follows

1. Observation (Observation). Observation is a person's ability to use his observations through the work of the five senses and assisted by other senses.<sup>15</sup> In this technique researchers will make observations to obtain data about The Madrasah Principal's Strategy provides motivation to teachers in the teaching and learning process at MTs Al Washliyah Pakam Village.
2. Interview (Interview). Interview or interview is a method of collecting data by way of unilateral questioning and answering done in a systematic way and based on research objectives. In this technique the researcher will collect data through debriefing the Head of the Madrasa at MTs Al Washliyah Pakam Village, Deputy Head master, teachers at MTs Al Washliyah Pakam Village, office staff, and several students.
3. Documentation. Documentation technique is one of the data collection techniques to collect evidence or information about a matter.

### 3.4.Data analysis techniques

The data analysis used is descriptive analytic method, which describes the collected data in the form of words, pictures, and not numbers. Data derived from manuscripts, interviews, field notes, documents, and so on, are then described so as to provide clarity on reality or reality.<sup>16</sup> Data analysis in qualitative research was carried out before entering the field, while in the field and after finishing in the field. According to Miles and Huberman's data analysis, there are three flow of activities, namely data reduction, data presentation, and conclusion or verification.<sup>17</sup>

## 4. RESULTS AND DISCUSSION

### 4.1. Research Results

The head of the madrasa is the madrasa personnel who are responsible for all activities in the madrasa. The principal of the madrasa is not only responsible for the smooth running of the

<sup>14</sup> Spradley, James P, *Ethnographic Methods*, (Yogyakarta: Tiara Wacana, 2010). p. 141

<sup>15</sup> Burhan Bungin, *Social Research Methodology*, (Surabaya: Airlangga University Press, 2011). hlm. 129.

<sup>16</sup> Jonathan Sarwono, *Research Data Analysis Using SPSS* (Yogyakarta: Andi Offset, 2017). p. 56.

<sup>17</sup> Husaini Usman and Purnomo Setiadi Akbar, *Social Research Methodology*, (Jakarta: Bumi Aksara, 2019), p. 85-89.

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madrasa technically and academically, but also for the state of the madrasah environment with conditions and situations as well as relations with the surrounding community. The head of the madrasa as an educational leader tries to carry out his duties as the head of the madrasa in improving teacher performance by providing continuous guidance for the growth of teachers in the madrasa, both individually and collectively, so that they understand more and are more effective in realizing all learning functions, in addition it also creates a better teaching and learning atmosphere, and raises teacher morale.

The Madrasah head as a leader in an educational institution needs to have a certain strategy to develop the motivation of educators and educational staff in their work environment, as was the case with the madrasah head at MTs Al Washliyah Pakam Village. The madrasa head motivates teachers by instilling discipline. Sometimes motivation arises from coercion or binding regulations. According to Mr. Mahmud Chaidir as the deputy head of the Madrasah said that, "In instilling discipline in teachers, the head of the madrasa also makes himself a role model for teachers, starting from exemplifying small things such as discipline when entering the madrasa."<sup>18</sup> This is reinforced by the statement from the Head of Madrasah in MTs Al Washliyah Pakam Village Mr. Ismail MZ, M.Sc. He is of the opinion that, "Giving examples such as time discipline to teachers, employees, and even students is a form of motivation that I think must be done. because time discipline is very important in doing a job."<sup>19</sup> The results of the interviews mentioned above were strengthened by interviews with teachers who taught at MTs Al Washliyah Pakam Village. Mother Saripah, S.Pd.I who is a teacher in this Islamic Cultural History subject state, "The head of the madrasa always gives a good example of time discipline to teachers and students, this is done by the head of the madrasa because it is part of his duties and responsibilities in carrying out the role as head of the madrasa in managing teacher performance, not only teachers of Islamic Cultural History but all Teachers at MTs Al Washliyah Pakam Village. What is done by the head of this madrasa has an impact on the learning discipline of teachers and students."<sup>20</sup>

Apart from that, from the results of the researchers' observations, the head of the madrasa always came before the students were present at the madrasa and approached students by greeting and shaking hands in front of the madrasah courtyard. Even though the head of the madrasa has other activities outside of the madrasa, the head of the madrasa always takes the time to come to the madrasa before students attend. With this, the teachers admit that they are motivated to always come to the madrasa before students attend the madrasa. One of the motivational strategies to motivate teachers MTs Al Washliyah Pakam Village is to set an example good in speech, dress and deed. According to the Head of Madrasah in MTs Al Washliyah Pakam Village, "As the principal of the madrasa must have a high moral role and responsibility for all members of the madrasa, both teachers, staff and students, therefore I as the principal of the madrasa always set a good example for them as in terms of words and actions I will try to always be polite and correct in saying and doing, as well as giving an example in terms of wearing clothes, that the correct use of clothes and I will always set an example for all members of the madrasa is to always dress cleanly, neatly and in accordance with the provisions set by the government in wearing uniforms."<sup>21</sup>

The results of the interviews obtained information that one of the Madrasah Principal's strategies was to motivate teachers, namely making visits to class during class hours. This effort was made to encourage teachers to be more enthusiastic in providing material in the teaching and learning process. According to Chief MTs Al Washliyah Pakam Village, Mr. Ismail MZ, M.Sc., "In order to carry out the role of the Head of Madrasah as a motivator, I always make visits to each class to directly supervise the implementation of the teaching and learning process during class hours. This is to motivate teachers, especially PAI teachers, to always be active in teaching in class

<sup>18</sup> Results of Interview with Deputy Head of Madrasah, 30 August 2021

<sup>19</sup> Results of Interview with Head of Madrasa, 30 August 2021

<sup>20</sup> Results of Interview with Ms. Saripah, S.Pd.I on 31 August 2021

<sup>21</sup> Results of Interview with Head of Madrasa, 30 August 2021



and to feel monitored and monitored by the leadership as well as to check directly the condition of existing educational facilities and infrastructure, in order to get direct input from teachers and students about the condition of the facilities and existing infrastructure for improvement in the future.<sup>22</sup>

Guiding in making learning tools such as lesson plans, syllabus, prota and prosem is the strategy of a Madrasa Head at MTs Al Washliyah Pakam Village. The Madrasah Head said that, "Given the importance of learning tools in the teaching and learning process, I, as the Madrasah Head every year, especially at the beginning of each semester, always guide and give instructions on how to formulate and make various learning tools such as Learning Implementation Plans (RPP), syllabus, annual program, semester program, monthly program, weekly program for the formulation of learning time allocation, formulation in setting minimum completeness criteria (KKM) even up to analysis of daily tests, analysis of midterm tests, analysis of semester tests and so on.<sup>23</sup> The strategy used by the Madrasah Principal in motivating teachers is one of monitoring the use of study time. According to the Head of the Madrasah at MTs Al Washliyah Pakam Village, this is to motivate teachers to always be active in teaching in class and feel monitored and monitored by leaders so that teachers and students are always motivated in carrying out learning activities in class. This statement is based on the results of the researcher's interview with Ms. Saripah, S.Pd.I, who is a teacher in the subject of Islamic Cultural History. He said that, "As long as I teach, the Headmaster of the Madrasah always supervises the use of study time, sometimes if the Headmaster does not supervise my teaching and learning time, it means he has needs that cannot be postponed.

Motivation is a person's encouragement in achieving the best work performance which is marked by several indicators or characteristics that indicate motivation, such as behavior, effort, craft, attention, discipline, perseverance and others. or driving force that is done so that their behavior can be directed to real efforts to achieve the stated goals. This is in accordance with the results of the interview with MrMahmud Chaidir as deputy head of the Madrasah. He said, "I as the deputy head of the Madrasah see that teacher motivation in the teaching and learning process still needs to be improved starting from responsibility in doing work, achievements achieved, self-development to keep moving forward and independence in action. Because not all teachers here have high motivation, there are some who have high and low motivation. And I see that from how the teacher carries out his duties and responsibilities."<sup>24</sup> It is similar accordingMotherSaripah, S.Pd.I, as one of the teachers who teaches at MTs Al Washliyah Pakam Village. He said that "In my opinion, this madrasah still does not fully have high motivation in the teaching and learning process, there are still some teachers who have low motivation, it can be seen from the many teachers who are irresponsible in carrying out their work, sometimes they go home early, but within two months lately there have been many changes that have occurred as seen from the diligence of the teacher to come on time when class begins. Maybe it's because lately the head of the Madrasah is often at the madrasah, in contrast to before he rarely comes to the madrasah so that teachers are not afraid to leave class to go home early."<sup>25</sup>

## 4.2.Discussion

According to Hamzah B. Uno, motivation in teachers is a process carried out so that their behavior can be directed to real efforts to achieve the stated goals. Teachers need motivation in order to carry out the learning process effectively and efficiently because motivation greatly influences teacher performance. After doing research onMTs Al Washliyah Pakam Village, the researcher got the result that the teacher's motivation in the teaching and learning process inMTs Al

<sup>22</sup>Results of Interview with Head of Madrasa, 30 August 2021

<sup>23</sup>Results of Interview with Head of Madrasa, 30 August 2021

<sup>24</sup>Results of Interview with Deputy Head of Madrasah, 30 August 2021

<sup>25</sup>Results of Interview with Ms. Saripah, S.Pd.I on 31 August 2021

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Washliyah Pakam Village This is quite good as can be seen from the presence of several teachers who have responsibility in carrying out their work, are not easily discouraged and are tenacious in carrying out their duties, like to find and solve problems, and are disciplined in carrying out their duties. However, there are still some teachers who lack time discipline and have low responsibility in the teaching and learning process. Such as being late to teach class, lack of time discipline, often coming late, going home early, not even coming to teach during working hours.

## 5. CONCLUSION

From the results of data analysis and research findings in It can be concluded that MTs Al Washliyah Pakam Village is related to the strategy of the Madrasa Head to motivate teachers in the teaching and learning process, that is, there are several strategies used by the Head of MTs Al Washliyah Pakam Village to motivate teachers in the teaching and learning process, namely first, instilling discipline, second giving a good example in terms of speech, dress and deed, third visit to class during class hours, fourth guide in making learning tools and supervise the use of study time. Obstacles faced by Madrasah Principals in MTs Al Washliyah Pakam Village in increasing teacher motivation in the teaching and learning process, namely from within the teacher himself such as, there are still teachers who do not want to admit their low quality, especially in class mastery abilities, managing learning programs, and using learning media. Barriers from outside such as learning facilities and infrastructure that are still incomplete. as well as in developing the arrangement of the physical environment of madrasahs because the land is limited. Such as the absence of a soccer field, and the lack of books in the library which are materials for students to dig deeper into subject matter.

Based on the findings and conclusions of this study, the researchers provide suggestions for Madrasah Principals in MTs Al Washliyah Pakam Village to be varied again in providing motivation to teachers, of course according to the needs of each teacher, because there are still many efforts that can be applied by the head of the madrasa in motivating teachers. Not tired of always motivating teachers, giving enthusiasm and reminding teachers to always improve their performance. For the inhibiting factors to find the best solution again. So that these obstacles are no longer a barrier in motivating teachers to improve their performance. for teachers MTs Al Washliyah Pakam Village to always remain istiqamah in carrying out their duties as educators, love their own work, increase discipline at work, increase self-will to always be active at work and be able to appreciate the efforts that have been made by the principal of the madrasa in order to motivate the teaching and learning process.

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