
The Effect of Leadership Style on Productivity through Teacher Motivation in Madrasah Aliyah Negeri 1 Jambi City

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Abstract

This study aims to analyze the influence of leadership style on teacher motivation and productivity, motivation on productivity, and analyze the influence of leadership style through motivation as an intervening variable on teacher productivity. The population in this study was a teacher at Madrasah Aliyah Negeri (MAN) 1, Jambi City, totaling 43 teachers. The data collection method uses the survey method, followed by the statistical method to test the hypothesis by path analysis. The results of this study conclude that leadership style has a positive and significant effect on teacher motivation and productivity, as well as motivation has a positive and significant effect on teacher productivity. In addition it can also be seen that the leadership style through motivation also has an influence on teacher productivity.

KEYWORDS. Leadership Style, Motivation, and Productivity.

INTRODUCTION

Education is an inseparable part of human life, where humans can foster their personalities by fostering their personal potential in accordance with values in society and culture. As the goal of national education that develops the potential of students to become people of faith and devotion to God Almighty, noble, healthy, knowledgeable, creative, independent, and become citizens of a democratic and responsible.

Education has the duty and responsibility to bring this nation to be ready to meet and be able to compete, with the era of globalization and change into opportunities and then manage it to become a force capable of improving the quality of life of the nation and state of life in the future. Education needs to take a position and a real role that is dynamic, proactive, interactive, and future-oriented. This means that education must be able to move straightforwardly in the face of obstacles and take advantage of existing opportunities.

In education it is necessary to develop appropriate strategies to utilize the opportunities opened by the government with the decentralization and autonomy policies that have been rolled out. The education strategy is directed at the use of existing conditions so that students are able and willing to solve their own problems with available resources in their environment, so that education is not avoided by the community but is sought because of its benefits.

The success of the world of education is very dependent on the performance of a teacher, because the teacher is the party who most directly touch with students in the process of education or learning in school education institutions (Iskandar, S., 2018). No exception is also the MAN 1 Jambi City. The teacher as an educator in an educational institution is a human resource which is one of the most valuable assets possessed by an educational institution, because human beings are the only

resources that can mobilize other resources. Thus, the teacher as an element of human resources is a key factor that must be maintained by an educational institution, in line with the demands that are always faced to answer any challenges that exist. Therefore, the effort to retain qualified and productive teachers is the main step of an educational institution.

Being an important issue for a leader to maintain and improve quality human resources so that it can support success in achieving the goals of the educational institution. A good leader or manager is able to create a condition so that individuals or groups can work and achieve high work productivity (Schermenharn, 2003).

The achievement of educational goals is very dependent on the skills and wisdom of the principal as the leader. The school principal is a professional official who is in the school organization and collaborates with teachers, staff and other employees in educating students to achieve educational goals. Professional school principals will know the needs of the world of education and the needs of the school specifically, thus he will make adjustments so that education and schools are able to develop and progress, in accordance with the needs and development of the era (Priansa and Somad, 2014).

Principal's leadership regarding the ability and competence of the principal, both hard skills and soft skills, to influence all school resources in order to be able to achieve the goals and objectives set by the school. Effective headmaster leadership is leadership that is able to empower all the potential that exists in the school optimally, so that teachers can feel involved in achieving the goals and targets set by the school.

As a leader, the Principal must be able to be a good example to his subordinates, because as a boss must be able to provide good service or direction so that teachers can be motivated to become better in teaching services. In addition, a good leader will be able to foster the confidence of the teachers to be able to carry out the task well. Encouragement from superiors is expected to be able to cause encouragement for teachers so as to increase work productivity as educators.

Based on background descriptions and previous research, the writer is interested in conducting research on the Effect of Leadership Style on Teacher Motivation and Productivity in MAN 1, Jambi City.

In accordance with the problems raised in the study, the objectives of this study are:

- 1) Analyzing the influence of leadership style on motivation.
- 2) Analyzing the influence of leadership style on teacher productivity.
- 3) Analyzing the effect of motivation on teacher productivity.
- 4) Analyze the effect of leadership style and motivation simultaneously on teacher productivity.
- 5) Analyzing the influence of leadership style through motivation on teacher productivity.

LITERRATURE REVIEW

Leadership Style

Leadership style is the norm of behavior used by a person when that person tries to influence the behavior of others as he sees it (Thoha, 2015). The majority of leadership theories focus on leadership styles. This variable is very important because the leadership style reflects what the leader does in influencing his followers to realize his vision.

Leadership style is the overall pattern of the actions of a leader, both visible and invisible style by his subordinates. Leadership style describes a consistent combination of the philosophy, skills, traits and attitudes that underlie a person's behavior. A leadership style that shows, directly or indirectly, about a leader's confidence in the abilities of his subordinates. That is, leadership style is behavior and strategy, as a result of a combination of philosophies, skills, traits, attitudes that

are often applied by a leader when he tries to influence the performance of his subordinates (Rivai, 2012).

Meanwhile, according to Stoner, et al (2016) leadership is defined as the process of directing and influencing activities related to the duties of group members. In reality leaders can influence morale and job satisfaction, quality of work life and especially the level of achievement of an organization. To achieve all that, a leader must have the ability and leadership skills in directing subordinates to achieve the goals of an organization.

According to Hersey and Blanchard (2006), leadership style consists of a combination of task behavior and relationship behavior. The task behavior is intended as the level of effort the leader organizes and establishes the role of group members (followers); explain the activities of each member and when, where and how to complete it; characterized by efforts to establish organizational patterns, communication channels and ways of completing work in detail and clearly.

Besides Siagian (2015) to see the leadership style of a leader can be seen through indicators that can be seen as follows: 1) Climate of mutual trust; 2) Appreciation for subordinate ideas; 3) Take into account the feelings of the subordinates; 4) Attention to work comfort for subordinates; 5) Attention to the welfare of subordinates; 6) Take into account the factor of job satisfaction of subordinates in completing tasks entrusted to him; and 7) Recognition of the status of subordinates appropriately and professionally.

Motivation

Motivation comes from the word motive, which is anything that encourages someone to act to do something. Or as Sartain said that a motive is a complex statement within an organism that directs behavior / actions toward a goal or incentive (Purwanto, 2017).

According to Schunk, D.H (2012) motivation is the process of encouraging and maintaining goals by directing behavior. This is a cognitive definition because it postulates that students make goals and use cognitive processes (for example, planning, monitoring) and behavior (for example, tenacity, effort) to achieve their goals. Furthermore Schunk, D.H (2012) explains that motivation is a process of initiating and maintaining activities directed at achieving goals.

Luthan (2006) argues that motivation is a process that begins with physiological or psychological deficiency that drives behavior or encouragement aimed at goals or incentives. Thus, the key to understanding the motivational process depends on the understanding and relationship between needs, encouragement and incentives.

Robbins and Judge (2015) define motivation as a process that explains the strength, direction, and perseverance of a person in an effort to achieve goals. Because motivation in general is related to efforts towards each goal, we narrow the focus to organizational goals on work-related behavior.

According to the two-factor theory developed by Herzberg, motivation is basically divided into two factors namely intrinsic and extrinsic. Where intrinsic factors are associated with job satisfaction, while extrinsic factors are associated with dissatisfaction. That is, the urge in someone to do something that arises because there are intrinsic factors. While those related to fulfilling self-satisfaction are called extrinsic factors (Robbins and Judge, 2015).

Teacher Productivity

Work productivity is a mental attitude (attitude of mind) which has the spirit to make improvements (Sedarmayanti, 2009). Explained by Sutrisno (2012) that mental attitude is to do improvements to what already exists. A belief that a teacher can do a better job today than yesterday and tomorrow is better than today. The teacher's work productivity referred to is the work of the teacher reflected in how to plan, implement, and assess the teaching and learning process whose intensity is

based on work ethic, as well as the professional discipline of the teacher in the learning process (Whitmore in Uno, 2013).

The concept of productivity can basically be seen from two dimensions, namely the individual dimension and the organizational dimension. The assessment of productivity problems from the individual dimension is nothing but looking at productivity especially in relation to individual personality characteristics. In this context the essence of the notion of productivity is a mental attitude that always has the view that the quality of life today must be better than yesterday, and tomorrow must be better than today (Kusnendi, 2010).

Teacher work productivity is the power of the work of teachers in the form of abilities and skills in producing quality education and teaching in accordance with standards set both at school and national scale. Teacher work productivity is a tangible manifestation of the implementation of the main tasks that have by the teacher related to his profession (Sudjana, 2011).

Government Regulation Number 74 Year 2008 concerning Teachers Article 52 Paragraph (1) As for assessing teacher work productivity can be reviewed from five aspects based on the main tasks, namely: 1) Planning learning; 2) Carry out learning; 3) Assessing learning outcomes; 4) Guiding and training students; and 5) Perform additional tasks attached to the implementation of the main tasks.

Conceptual Framework

The previous studies that became the direction in this study are as follows:

- 1) Leadership style influences motivation, based on research results: Syaiyid, E., Utamai, HN, and Riza, MF (2013), Fauzen, A., Musadieg, MA, and Mukzam, MD (2014), and Nasrun (2016) where the leadership style has a positive effect on work motivation. In addition this research is in line with previous research including: (Limakrisna et al., 2016), (Anwar et al., 2020), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), (Elmi et al., 2016), (Riyanto, Sutrisno, et al., 2017b), (Masydzulhak et al., 2016), (Bastari, Hamidah, et al., 2020), (Prayetno & Ali, 2020), (Chauhan et al., 2019), (Riyanto, Sutrisno, et al., 2017a), (Rivai et al., 2017), (Prayetno & Ali, 2017), and (Bastari, -, et al., 2020).
- 2) Leadership style influences productivity, based on research results: Zebua, M (2017), Purnama, H (2012), Mayvan, S.G.R., Far, M.T., and Yari, O (2017). Leadership style has a positive effect on work productivity. In addition this research is in line with previous research including: (Limakrisna et al., 2016), (Bastari, -, et al., 2020), (Anwar et al., 2020), (Ali et al., 2016), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), (Chauhan et al., 2019), (Elmi et al., 2016). and (Riyanto, Page, et al., 2017), (Elmi & Ali, 2017), (Purba et al., 2017), (Delmotte et al., 2006).
- 3) Motivation influences productivity, based on research results: Suparman, N (2016) and Komalia (2013) who suggest that motivation has a positive and significant effect on work productivity. Besides this research is also in line with previous research including: (Bastari, -, et al., 2020), (Riyanto, Sutrisno, et al., 2017a), (Bastari, -, et al., 2020), (Prayetno & Ali, 2017), (Rivai et al., 2017), (Chauhan et al., 2019), and (Elmi & Ali, 2017), (Purba et al., 2017), dan (Delmotte et al., 2006).

From a theoretical study, previous research, and based on the research objectives that have been stated previously, the framework for thinking in research can be seen as follows.

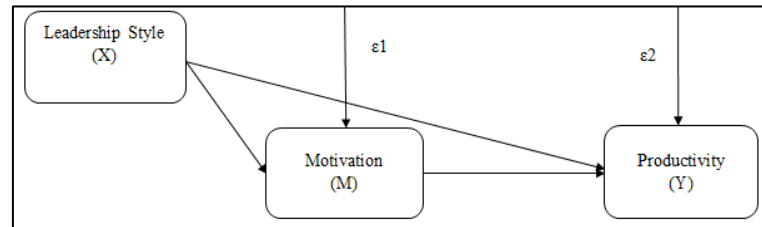


Figure 1. Conceptual Framework

Hypothesis

Based on the problem studied, then a hypothesis is drawn as follows:

- H₁** : Leadership style influences motivation.
H₂ : Leadership style influences teacher productivity.
H₃ : Motivation influences teacher productivity.
H₄ : Leadership style and motivation simultaneously influence teacher productivity.
H₅ : Leadership style through motivation affects teacher productivity.

METHODS

The unit of analysis of this study was the teachers who worked at MAN 1 Kota Jambi, amounting to 43 teachers. The sampling technique in this study uses saturated sampling. Saturated sampling according to Sugiyono (2012) is a sampling technique if all members of the population are used as samples. This is often done when the population is relatively small, less than 100 people, or research that wants to make generalizations with very small errors. Because the total population in this study is only 43 people, then all members of the population in the sample in this study. In a sense the number of samples in this study amounted to 43 teachers.

The research approach used in this study is a quantitative approach using Path Analysis. Path analysis is a multivariate data analysis method with the aim of knowing the direct and indirect effects of several causal variables (exogenous) on endogenous variables (effects) with a pattern that is recursive and all variables can be observed directly. Recursive means that the relationship between variables is one way, there is no reciprocal relationship. If stated A causes B, then B cannot cause A, (Ali & Limakrisna, 2013). Data analysis tools for SPSS application programs version 21.0.

After being analyzed then continued with the determination analysis test (R Square), partial hypothesis testing (t test) 5 percent error tolerance, and testing the mediation hypothesis with the Sobel test (Sobel test). But beforehand tested the research instrument (questionnaire) with the validity and reliability test, as well as conducting a normality test.

Hypothesis testing aims to explain the characteristics of certain relationships or differences between groups or the independence of two or more factors in a situation. Testing the hypothesis aims to clarify the characteristics of certain relationships or differences between groups or the independence of the two factors in a situation, (Ali & Limakrisna, 2013).

RESULT AND DISCUSSION

Description of Research Variables

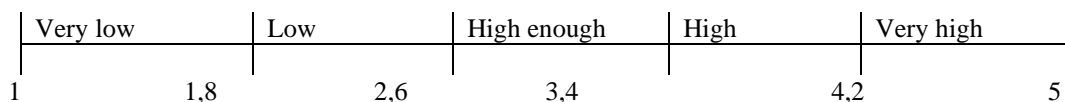
Descriptive statistics are used to describe or to obtain an overview of the variables studied. The results of the descriptive analysis in this study are presented in Table 1 below.

Table 1. Description of Research Variables

Statistics		Leadership_Style_X	Motivation_M	Productivity_Y
N	Valid	43	43	43
	Missing	0	0	0
Mean		3,512	3,442	3,700
Std. Error of Mean		,05564	,05964	,05230
Median		3,5000	3,4000	3,7000
Mode		3,50	3,60	3,90
Std. Deviation		,36487	,39111	,34296
Variance		,133	,153	,118
Range		1,75	1,60	1,50
Minimum		2,67	2,60	2,90
Maximum		4,42	4,20	4,40
Sum		151,00	148,00	159,10

Source: SPSS Output 21.0 for windows.

The following is the classification of the respondent's answer scores for each research variable that can be classified in terms of the score weighting with a score range of $5 - 1/5 = 0.8$, as follows:



a. Description of the Leadership Style Variable

From the descriptive output of the leadership style variables above obtained an average value of 3.512, including the range of 3.4 - 4.2 are in good criteria. This explains that the leadership style that exists in MAN 1 Jambi City has a good leadership style, which is in accordance with its followers, the teacher.

b. Description of Motivation Variables

Based on the descriptive results of the motivational variables obtained an average value of 3.442, including the range of 3.4 - 4.2 are in the High criteria. This explains that teachers at MAN 1 Kota Jambi have high work motivation.

c. Description of Teacher Productivity Variables

Descriptive results of teacher productivity variables obtained an average value of 3,700 including in the range of 3.4 - 4.2 are in the High criteria. This explains that teachers at MAN 1 Kota Jambi have high work productivity as educational staff.

Path Analysis

To answer the objectives in this study, the main structure in the research model was broken up into two sub-structures. Where to answer objective 1 with the first sub-structure, to answer objectives 2, 3 and 4 using the second sub-structure, and to answer goal 5 the values taken are the output values of the first and second sub-structures to see direct and indirect effects. The following is the SPSS output of the two structures summarized in the following table.

Table 2. SPSS Two Sub-Structure Outputs.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
X – M	0,908	0,089	0,847	10,220	0,000
X – Y	0,328	0,131	0,349	2,506	0,016
M – Y	0,499	0,122	0,569	4,087	0,000

Source: Data processed from SPSS output.

The output results above are entered into the structural equation image as follows:

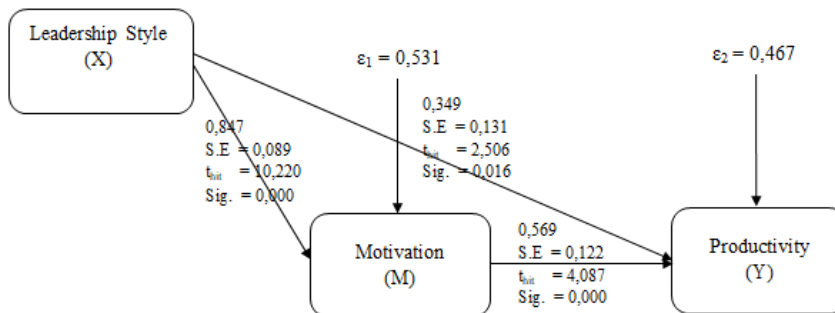


Figure 2. Path Analysis Results

Hypothesis testing

a. Effect of Leadership Style on Motivation

From the results of the SPSS output as shown in Table 2, the value of the calculated X variable value for M is 10.220, with a significance level of 0.000, because the significance level is more than 0.05 ($0.000 < 0.05$), it can be concluded that leadership style influences motivation. Based on these explanations, therefore H₀ is rejected and H₁ is accepted, meaning that the leadership style influences motivation.

b. The Effect of Leadership Style on Teacher Productivity

From the results of the SPSS output as shown in Table 2, the value of the calculated t value of variable X to Y is 2.506, with a significance level of 0.016, because the significance level is more < 0.05 ($0.016 < 0.05$), it can be concluded that leadership style influences teacher productivity. Based on this explanation H₀ is therefore rejected and H₁ is accepted, meaning that the leadership style influences teacher productivity.

c. Effect of Motivation on Teacher Productivity

From the results of the SPSS output as shown in Table 2, the t value of the calculated variable M to Y is 4.087, with a significance level of 0.000, because the significance level is more than 0.05 ($0.000 < 0.05$), it can be concluded that motivation affects productivity. Based on these explanations, therefore H₀ is rejected and H₁ is accepted, meaning that motivation affects teacher productivity.

d. The Effect of Simultaneous Leadership and Motivation Style on Teacher Productivity.

To answer the fourth hypothesis that leadership style and motivation affect simultaneously teacher productivity can be seen from Table 3 below.

Table 3. Simultaneous F test results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,861	2	1,930	71,558	,000 ^b
	Residual	1,079	40	,027		
	Total	4,940	42			

a. Dependent Variable: Productivity_Y

b. Predictors: (Constant), Motivation_M, Leadership_Style_X

Source: SPSS Output 21.0 for windows

From the Anova test or the F test as shown in Table 3, the F_{count} value of 71.558 was obtained with a p-value probability of 0.000, because the significance level is far more than 0.05 ($0.000 < 0.05$), it can be concluded that the leadership style and motivation together has a significant effect on teacher productivity. Based on these explanations, H_0 is rejected and H_1 is accepted, meaning this proves that the leadership style and motivation variables together have a significant effect on teacher productivity variables. Thus the fourth hypothesis is accepted.

Meanwhile, to see how much the contribution of leadership style and motivation to teacher productivity can be seen from the coefficient of determination R^2 as seen in Table 4 below:

Table 4. Model Summary

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	,884 ^a	,782	,771		,16425

a. Predictors: (Constant), Motivation_M, Leadership_Style_X

Source: SPSS Output 21.0 for windows

R value of 0.884 shows a double correlation (leadership style and motivation) with productivity. By considering variations in the value of R Square of 0.782 which shows the amount of contribution or contribution of leadership style variables and motivation is able to explain the variable teacher productivity by 78.2 percent and the remaining 21.8 percent is influenced by other factors not revealed in this model.

e. The Effect of Leadership Style Through Motivation on Teacher Productivity.

To find out whether the motivational variable is able to mediate the leadership style of teacher productivity, the steps are as follows.

The direct influence of leadership style on teacher productivity

$$= P_{yx} (p1)$$

$$= 0,349$$

The indirect effect of leadership style on teacher productivity

$$= P_{yx} (p2) \times P_{zy} (p3)$$

$$= 0,847 \times 0,569$$

$$= 0,481943$$

Total influence (leadership style on productivity)

$$= p1 + (p2 \times p3)$$

$$= 0,349 + 0,481943$$

$$= 0,830943.$$

The path analysis results show that leadership style can directly influence teacher productivity and can also affect indirectly from leadership style to motivation (as an intervening variable) then to teacher productivity. To determine the effect of mediation shown by the multiplication coefficient ($p_2 \times p_3$) of 0.481943 significant or not, tested with the Sobel test as follows:

Calculate the standard error of the indirect effect coefficient (Sp_{2p3})

$$Sp_{2p3} = \sqrt{p_3^2 Sp_2^2 + p_2^2 Sp_3^2 + Sp_2^2 Sp_3^2}$$

$$Sp_{2p3} = \sqrt{(0,569)^2 (0,089)^2 + (0,847)^2 (0,122)^2 + (0,089)^2 (0,122)^2}$$

$$Sp_{2p3} = \sqrt{(0,323761.0,007921) + (0,717409.0,014884) + (0,007921.0,014884)}$$

$$Sp_{2p3} = \sqrt{0,002564510881 + 0,010677915556 + 0,000117896164}$$

$$Sp_{2p3} = \sqrt{0,013360322601} = 0,116$$

Based on the results of Sp_{2p3} , we can calculate the t value of the mediating effect statistic with the following formula:

$$t = \frac{p_{2p3}}{Sp_{2p3}} = \frac{0,481943}{0,116} = 4,155$$

Because the t-value = 4.155 is greater than the value of the table with a significant level of 0.05, 1.683, it can be concluded that the mediation coefficient is 0.481943, which means that there is a mediating effect.

Discussion

1. Effect of Leadership Style on Motivation

From the hypothesis testing, it is known that the leadership style has a positive and significant effect on teacher work motivation. The results of this hypothesis are relevant to the results of previous studies which suggest that work motivation has a positive effect on work motivation, including research conducted by Sya'id, E., Utamai, HN, and Riza, MF (2013), Fauzen, A., Musadieg, MA, and Mukzam, MD (2014), and Nasrun (2016) where leadership style positively influences work motivation.

Then this research is in line with previous research including: (Limakrisna et al., 2016), (Anwar et al., 2020), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), (Elmi et al., 2016), (Riyanto, Sutrisno, et al., 2017b), (Masydzulhak et al., 2016), (Bastari, Hamidah, et al., 2020), (Prayetno & Ali, 2020), (Chauhan et al., 2019), (Riyanto, Sutrisno, et al., 2017a), (Rivai et al., 2017), (Prayetno & Ali, 2017), and (Bastari, -, et al., 2020).

In addition, the findings of this research also support the opinion of Colquitt, LePine and Wesson (2009) which states that the principal's communication contained in the model has a direct effect on motivation. Likewise, the personal skills model Whattson and Cameron in Luthan (2006) which states that to motivate others to work well, is strongly influenced by leadership in communication. The same was stated by Owens in Nasrun (2016) which states that the leader is seen as someone who has power because it is able to influence his staff.

2. The Effect of Leadership Style on Teacher Productivity

From the hypothesis testing, it is known that the leadership style has a positive and significant effect on teacher productivity. The results of this hypothesis are relevant to the results of previous studies which suggest that leadership style has a positive effect on work productivity. Among them are research conducted by Zebua, M (2017), Purnama, H (2012), and Mayvan, S.G.R., Far, M.T., and Yari, O (2017).

This research is in line with previous research including: (Limakrisna et al., 2016), (Bastari, -, et al., 2020), (Anwar et al., 2020), (Ali et al., 2016), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), (Chauhan et al., 2019), (Elmi et al., 2016). and (Riyanto, Page, et al., 2017), (Elmi & Ali, 2017), (Purba et al., 2017), (Delmotte et al., 2006).

Leadership is one of the factors that determine the survival of an organization. the position of leader in an organization has an important role in the success or failure in achieving the goals set by an organization. It must be realized that the leader is responsible for the problem of existing human resources by paying attention to aspects of improving the quality of the workforce and high morale to achieve high levels of productivity. If a leader is able to increase the enthusiasm and excitement of his employees' work, it is expected that his productivity will increase. Conversely, if a leader is not able to increase the enthusiasm and excitement of the work of his employees, then productivity will decrease, the absence rate will increase, the level of discipline will decrease, and the things that can harm the organization.

3. Effect of Motivation on Teacher Productivity

From the hypothesis testing, it is known that motivation has a positive and significant effect on teacher productivity. The results of this study are in line with research conducted by Suparman, N (2016) and Komalia (2013) who suggest that motivation has a positive and significant effect on work productivity. Besides this research is also in line with previous research including: (Bastari, -, et al., 2020), (Riyanto, Sutrisno, et al., 2017a), (Bastari, -, et al., 2020), (Prayetno & Ali, 2017), (Rivai et al., 2017), (Chauhan et al., 2019), and (Elmi & Ali, 2017), (Purba et al., 2017), dan (Delmotte et al., 2006).

Then the results of this hypothesis are also very relevant to the results of a study conducted by Ratnasari in Pratiwi, S (2015) which states that one's work productivity is strongly influenced by good work motivation, a teacher will not have good work productivity, without the existence of work motivation strong, teachers in carrying out their duties as educators lack the moral responsibility of the success of their students.

4. The Effect of Simultaneous Leadership and Motivation Style on Teacher Productivity.

From the hypothesis testing, it is known that the leadership style and motivation simultaneously have a positive and significant effect on teacher productivity. Where the magnitude of the contribution or contribution of leadership style and motivation variables can explain the variable teacher productivity by 78.2% and the remaining 21.8 percent is influenced by other factors. Articles that discuss these other factors that affect Productivity include: Work Environment (Purba et al., 2017), Organizational Culture (Harini et al., 2020) and (Elmi et al., 2016), Achievement (Riyanto, Sutrisno, et al., 2017a), (Riyanto, Sutrisno, et al., 2017b), and (Riyanto, Sutrisno, et al., 2017a), Competence (Ansori & Ali, 2017) and (Ridwan et al., 2020), Organizational Citizenship Behavior (OCB) (Ridwan et al., 2020), Work Satisfaction (Harini et al., 2020), (Silitonga et al., 2017), (Maszydzulhak et al., 2016), Work Stress, dan (Chauhan et al., 2019), Employee engagement (Riyanto, Pratomo, et al., 2017), and (Riyanto, B, et al., 2017), Work discipline (Elmi et al.,

2016), (Agussalim et al., 2016), Organizational Citizenship Behavior, and (Ridwan et al., 2020).

In general, productivity can be interpreted as the ability to improve employee work in terms of resources owned by each individual. Therefore increasing work productivity will also improve employee performance both individually and for the organization itself.

Requirements that must be met by educative staff (teachers) so that high work productivity, educative staff (teachers) are required to have skills that can be obtained through earnest effort in learning along with strong motivation to be able to complete their tasks properly. Moreover, the focus of the task of teaching staff lies in the quality of service and earnest effort to achieve maximum performance.

5. The Effect of Leadership Style Through Motivation on Teacher Productivity.

From the hypothesis testing, it is known that motivation is able to mediate leadership style on teacher work productivity. This means that if a leader is able to influence by motivating his subordinates well, then this will further increase the work productivity of these employees. Motivation is a psychological process that generates and directs behavior toward the achievement of goals or goal-directed behavior (Kreitner and Kinicki, 2014).

Teachers as educational staff are expected to be able to generate and develop motivation for the benefit of the process of learning aspects in the classroom where the existence of students varies individually, for example differences in interests, talents, needs, abilities, social backgrounds and concepts learned. With motivation from the teacher is a significant factor in achieving learning objectives. Two effective motivational learning generators are curiosity and confidence in students' self abilities. Every student has a curiosity, the teacher needs to motivate with questions out of the habit or giving challenging assignments accompanied by reinforcement that students are able to do it.

Basically motivation can be sourced from a person or often known as internal motivation and can also be sourced from outside oneself or also called external motivation. These motivational factors can have a positive impact or can also have a negative impact on a teacher. In Herzberg's motivational theory, motivating factors include achievement, recognition, responsibility, progress, work itself and the possibility of developing.

If workers have high motivation to achieve their personal goals, then they must improve performance. Increased employee performance will also improve organizational performance. Thus, increasing the motivation of workers will improve the performance of individuals, groups, and organizations so that they can achieve the set organizational targets (Masydzulhak et al., 2016), (Riyanto, Sutrisno, et al., 2017a), (Bastari, -, et al., 2020), (Prayetno & Ali, 2017), (Rivai et al., 2017), (Chauhan et al., 2019), and (Elmi & Ali, 2017).

CONCLUSION

Based on the results of research and discussion in this thesis, it can be concluded as follows:

- 1) There is an influence of leadership style on teacher work motivation in MAN 1 Kota Jambi. This indicates that if the principal has a leadership style that is able to provide encouragement, enthusiasm and enthusiasm in the work of teachers in carrying out their duties as educators, then this will further increase the motivation of teachers at work.

- 2) There is an influence of leadership style on teacher work productivity in MAN 1 Kota Jambi. This indicates that if the principal has a leadership style that is able to increase the enthusiasm and excitement of the work of teachers in carrying out their duties as educators, the teacher's work productivity will also increase. Conversely, if the principal is not able to increase the enthusiasm and excitement of the teacher's work, the teacher's productivity will decrease.
- 3) There is a motivational effect on teacher work productivity in MAN 1 Kota Jambi. This indicates that if a teacher has a high work motivation in carrying out his duties as an educator, then this will be followed also by increasing teacher work productivity as an educator.
- 4) There is an influence of leadership style and motivation on teacher work productivity simultaneously in MAN 1 Jambi City. This indicates that if the leadership style and motivation are carried out together, then this will further increase teacher work productivity.
- 5) Motivation is able to mediate the leadership style of teacher work productivity in MAN 1 Jambi City.

Suggestion

Based on the results of the conclusions and discussion beforehand in improving teacher work productivity in MAN 1 Jambi City suggestions can be delivered as follows:

- 1) In the future it is expected that the principal can harmonize his leadership style to be able to provide direction to the teacher, and help teachers to overcome difficulties and make it easier for them to carry out tasks in accordance with predetermined and work discipline must be made as best as possible for the creation of a sense responsibility for a job and can create a comfortable and conducive school atmosphere.
- 2) It is expected that with this research MAN 1 Jambi City can take advantage of this research as a material consideration to pay more attention to the needs of teachers, especially on the motivation and leadership provided to increase productivity and better performance of the teaching staff.
- 3) For academics, it is hoped that further research can use this research as a reference for further research to examine other components besides the problems of motivation, leadership style, productivity, and performance of the teaching staff that have been discussed by the authors or with different dimensions and indicators supported by theories, theory or the latest research.

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