The Influence of Principal Prophetic Leadership and Organizational Culture On Teacher Achievement Motivation at Tsanawiyah State Madrasah Teachers In West Jakarta

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ABSTRACT

This research aims to analyze, test and obtain a clear picture of the influence of Prophetic Leadership and Organizational Culture on the Achievement Motivation of State Madrasah Tsanawiyah Teachers in West Jakarta. This study used an associative quantitative approach and tested the hypothesis using path analysis with a sample of 159 teachers at Madrasah Tsanawiyah Negeri in West Jakarta. This research shows that: (1) Prophetic leadership has a positive effect on achievement motivation (Y). It was found that the path of direct influence of prophetic leadership on achievement motivation had the regression result equation of $\rho Y_1 = 0.464$ and t count 6.556, (2) Organizational culture had a positive effect on achievement motivation. It is obtained that the direct influence of organizational culture on achievement motivation, with a regression value of $\rho Y_2 = 0.397$, while the calculated t value is 5.422, (3) Prophetic leadership has a positive direct effect on organizational culture. It is found that the direct influence of prophetic leadership on organizational culture, the regression result is $\rho_{21} = 0.427$, and the t-value is 5.909. This research also shows that achievement motivation will increase if prophetic leadership and organizational culture as supporting processes run well.

Keywords: Achievement Motivation, Prophetic Leadership, Organizational Culture

A. INTRODUCTION

Teachers must be enthusiastic and eager to use all of their skills. High ability and motivation are built on each teacher's strong drive to teach and develop. To do this, instructors must constantly improve and expand their knowledge, talents, skills, and technology. As a result, teacher accomplishment motivation is strong in creating all learning programs, executing learning, and assessing learning. Teacher accomplishment motivation is an important component of developing professional teachers with educational, professional, personal, and social competence. High levels of achievement motivation for teachers will improve the teaching and learning process in schools and promote teacher competition. There are several verses in the Al Qur'an that carry meaning in order to motivate Muslims to attain their goals, one of them is contained in QS. Al Anfal: 53, namely:

"That is because Allah will not change a blessing that He has bestowed upon a people until that people change what is in themselves." Allah is really All-Hearing and All-Knowing.

Teacher success motivation is described as a factor that motivates a teacher to take action and overcome all problems and hurdles in order to attain educational goals (Wardoyo, 2018). A teacher must be able to develop his own abilities in order to excel and be motivated; this is regulated in the Regulation of the Minister of Religion of the Republic of Indonesia Number 38 of 2018 article 2 concerning Teacher Continuing Professional Development (PKB), which aims to increase teachers' knowledge, skills, and professional attitude in carrying out their duties as educators.

Mr. Drs. Anwar Aulia, M.Pd, the supervisor of the State Madrasah Tsanawiyah in West Jakarta, said that some of the instructors' success motivation appeared inadequate based on field observations made by researchers through interviews with the supervisors. It is characterized by a number of phenomena, including: 1) A lack of teacher interest in attending workshops or seminars; 2) A total lack of teachers who are motivated to write scientific papers; 3) A lack of teacher interest in creating learning resources; 4) a continued predominance of the lecture method in teaching and learning activities; 5) continued low student performance in regional, national, and international academic competitions.

If these circumstances are allowed to occur, it is believed that they would have a negative impact on the quality of graduates from the State Madrasah Tsanawiyah in West Jakarta. This is based on the description of the phenomena in the field. In order to determine what factors can influence or contribute to increasing teacher achievement motivation and how much of a contribution these factors make to teacher achievement motivation in

Madrasah Tsanawiyah Negeri in West Jakarta, researchers feel the need to conduct research on teacher achievement motivation (Firmansyah et al., 2020).

B. LITERATURE REVIEW

1. Achievement motivation

Achievement motivation is the desire to get things done in order to meet a standard of success and to exert effort in order to succeed (Haryanti, 2017). Teachers who are driven by high accomplishment will be observed carrying out their obligations and responsibilities in their roles as educators. (1) Teacher professionalism in carrying out their duties and responsibilities in learning, including, among other things, a gap between the teacher's field of knowledge and the field of work occupied by the teacher, and the teacher's academic qualification standards set by the government not being fully met. (Wardana, 2013). Tuti, (2020) defines achievement motivation as an individual's desire and encouragement to pursue something that produces positive outcomes. Achievement motivation may also be defined as the desire that exists in every human being to maximize the outcomes of his activities or job results (Notoatmojo, 2015). Schunk proposed that the characteristics of achievement motivation, particularly in the academic field, are as follows: (1) Persistence or tenacity in achievement tasks, particularly when confronted with obstacles such as difficulties, boredom, or fatigue; and (2) Effort or exerting effort, either in the form of physical effort or physical effort. Cognitive methods, such as employing cognitive or metacognitive procedures, (3) Choosing to participate in academic work over non-academic duties (Purwanto, 2014).

2. Prophetic Leaderhsip

A prophetic leader must highlight humanism principles and behavior that favors human beings while also attempting to stand on divine values. In a management activity, leaders must maintain a focus on resources. Prophetic leadership is defined in terms of Islamic education as a position or position of a leader who is in charge of using their leadership skills to carry out the objectives and expectations of the agency or organization (Iphank & Ardiana, 2017). In contrast, the lower the leadership position, the more technical expertise is necessary. The greater the leadership position, the higher the managerial abilities required. As a result, higher leadership positions tend to be more generalist, whereas lower leadership positions tend to be more specialist (Subhan, 2017).

Teachers should be able to be inspired, guided, and motivated to succeed through prophetic leadership at 9 State MTs in the West Jakarta region. However, the current state

of affairs demonstrates that instructors lack accomplishment drive. This is evident from the following indicators: First, there are certain educators who lack comprehension while creating lesson plans, curricula, and instructional materials. Second, some teachers lack professionalism when it comes to their work, as evidenced by their propensity to put off or disregard it. In addition, some teachers exhibit unprofessional behavior by acting occasionally indifferent or by allowing students to drift off during class (Darwina et al., 2019). Third, there are still some teachers who do not complete work with clear objectives. This is evident in their lack of attention at work, which leads to an overabundance of urgent tasks or work. The four were generally at the position of coach instructor in group IV when they were prohibited from moving ahead in rank or class due to their credit scores. Fifth, many teachers declined to participate in a teacher achievement competition when they were given the chance on the grounds that they were unable, inexperienced, unconfident, lacked sufficient materials, etc (Syams, 2018). A system of values, beliefs, presumptions, or established norms that are accepted and upheld by members of an organization as a standard for conduct and problem-solving is known as organizational culture the business (Hardianto, 2018).

3. Organizational culture

Organizational culture, also referred to as corporate culture, is a collection of shared beliefs or standards that have been around for a while and are used by the employees of a company to guide their conduct in resolving issues (Iphank & Ardiana, 2017). The prevailing values upheld by the school or the philosophy that dictates school policy toward all stakeholders in education as well as the way work is done in schools and the fundamental presumptions or views of school staff are examples of what is meant by "school culture." A system of values, beliefs, and norms collectively accepted and implemented with full awareness as natural behavior is referred to as a school culture (Iphank & Ardiana, 2017). This environment-created understanding applies to all elements and school personnel, including principals, teachers, staff, students, and the surrounding community. Teachers may be encouraged to innovate in the classroom by the school culture (Tuti, 2020). For instance, teachers do not always make the best use of their time, it is apparent that they frequently abandon tasks during working hours for unclear reasons, and the accuracy of study hours is still poor (Sukardewi et al., 2013). A strong school culture may mold teachers' personalities to be disciplined and accountable at all times (Hardianto, 2018).

A person can take chances when solving an issue thanks to the organizational culture of the institution. A positive company culture encourages teachers and principals to accurately analyze situations (Krismadinata et al., 2020). This environment forces students to collaborate in teams and promotes the idea of constructive competition. However, in practice, a lot of instructors still struggle to work well with their colleagues (Centea et al., 2019). According to the definition given above, it is clear that a school is a type of educational institution that consists of a variety of individuals, including educators, students, school principals, and members of the local community known as the school committee (Walker, 2012). These components are a part of the chain that connects education, therefore they cannot be separated. Teachers are supposed to constantly enhance their students' academic capabilities because they are the executors of education (Wermann et al., 2019). The principal's intended function as a motivator and someone who can establish a positive organizational culture at the school is another crucial element (Maulana et al., 2019). The continuation of instruction is inextricably linked to the organizational culture of the school.

C. METHOD

This study uses a quantitative approach through field methods with survey techniques. Research conducted by researchers using descriptive analysis method, namely research on problems in the form of current facts from a population (Sugiyono, 2012). The purpose of this descriptive research is to test hypotheses or answer questions related to the current status of the subjects studied and to use quantitative methods to find the influence of the variables studied (Creswell & David Creswell, 2018). As for the constellation of research problem models that show the relationship model between independent variables (exogenous), namely: prophetic leadership (X_1), and organizational culture (X_2) with the dependent variable (endogenous), namely teacher achievement motivation (Y).

The population is a broad category of things or persons with certain attributes and characteristics chosen by researchers to be investigated and conclusions formed (Sugiyono, 2013). The research population consisted of all 264 instructors from the State Madrasah Tsanawiyah in West Jakarta.

According to Thomas et al. (2015), the number of samples should be determined using the quantitative research approach as follows: A sample is a collection of people, things, or events that represent the characteristics of the broader group from which the sample was drawn. Testing a sample, particularly in a quantitative study, allows the researcher to draw conclusions about the performance of the wider group, known as the population. Sampling

is the process of picking a sample. The sample is a collection of people, items, or events that are representative of the broader group from which the sample was drawn. Testing a sample, particularly in quantitative studies, enables the researcher to draw conclusions about the performance of the wider group, referred to as the population. In this investigation, the sample was determined using the Slovin method formula with an acceptable error rate of 5% as follows:

$$n = \frac{N}{1 + Ne^2}$$

Description: n : sample size

N : population size

e : error rate ($\alpha = 5\%$)

Each individual in the population is given the same chance to act as a sample for the study by employing the simple random sampling approach, also known as simple random sampling. In order to acquire data for this study, a variety of methods including interviews, direct observation, and documentation were employed. These grids were subsequently developed into statement questions, which underwent validity and reliability testing on 30 respondents before being used.

D. RESULT AND DISCUSSION

1. The Slovin Formula Method

The sampling method used in this study is the Slovin-formula method with a tolerance for error of 5%. In this instance, 159 instructors were picked using proportionate random sampling since there were 264 teachers in the population and a 5% threshold of error.

TABLE.1

LIST OF SCHOOLS, POPULATION, SAMPLE AND EXPERIMENT

No.	School	Population	Sample ($\alpha = 5\%$)	Experiment
1	MTs. N 8 Jakarta	36	159/264 x 36 = 22 teachers	30/264 x 36 = 4 teachers
2	MTs. N 10 Jakarta	22	159/264 x 22 = 13 teachers	30/264 x 22 = 2 teachers
3	MTs. N 11 Jakarta	28	159/264 x 28 = 17 teachers	30/264 x 28 = 3 teachers
4	MTs. N 12 Jakarta	40	159/264 x 38 = 24 teachers	30/264 x 40 = 5 teachers
5	MTs. N 27 Jakarta	32	159/264 x 32 = 19 teachers	30/264 x 32 = 4 teachers
6	MTs. N 35 Jakarta	28	159/264 x 28 = 17 teachers	30/264 x 28 = 3 teachers
7	MTs. N 36 Jakarta	24	159/264 x 24 = 14 teachers	30/264 x 24 = 3 teachers
8	MTs. N 37 Jakarta	29	159/264 x 29 = 18 teachers	30/264 x 29 = 3 teachers
9	MTs. N 40 Jakarta	25	159/264 x 25 = 15 teachers	30/264 x 25 = 3 teachers
Total		264	159 teachers	30 teachers

2. Prophetic Leadership has A Positive Direct Effect on Achievement Motivation

In the following, the results of simple correlation coefficient calculations are presented which show the relationship between the hypothesized variables (Fitriani et al., 2020). For this reason, the form of the test used is the Partial Test and the Coefficient of Determination. The coefficient of determination is used to determine the closeness of the influence between the independent variables and the dependent variable.

TABLE 2.

CORRELATION TEST RESULTS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.464[a]	.215	.210	9.29902

Based on calculations through the SPSS output, the R_2 value can be seen in table 2 below. From the calculation of the path coefficient, it is obtained that the direct influence of prophetic leadership (X_1) on achievement motivation (Y), $\rho_{Y1} = 0.464$, p-value = 0.000 <0.005. The coefficient of determination in this study is R_2 of 0.215 or 22%. So it can be concluded that prophetic leadership (X_1) has a 22% influence on the achievement motivation of State Madrasah Tsanawiyah teachers in West Jakarta and 78% is influenced by several other factors which are not included and discussed in this study, such as professionalism, competence and so on..
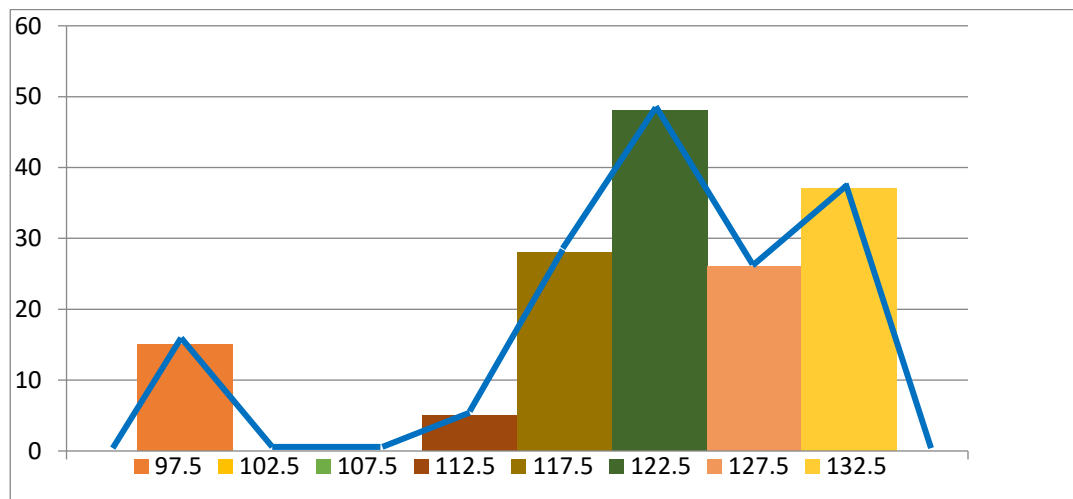

Figure. 1. Histogram the frequency distribution of achievement motivation data

According to the study's findings, 48 individuals had accomplishment motivation ratings that were lower than the average, or 30%, and 111 people had scores that were higher than the average, or 70% of the 159 instructors who responded.

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TABLE 3.
t-Test RESULTS

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Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	73.022	7.967		9.165	.000
PROPHETIC LEADERSHIP	.473	.072	.464	6.556	.000

The results showed that the effect of prophetic leadership (X_1) on achievement motivation (Y) was obtained by the regression equation $Y = 73.022 + 0.473X1$. The following is the result of testing the significance and linearity of the achievement motivation regression (Y) on prophetic leadership (X_1).

Based on the results of the t test in table 3, the tcount value for the prophetic leadership variable (X_1) is obtained at tcount = 6.556 with a significant level of 0.000. While the ttable value at α = 0.05 with (df = n–k–1) then df = 159-3-1= 155 obtained ttable = 1.98 (appendix ttable). Then H_1 is accepted and Ho is rejected, meaning that prophetic leadership (X_1) has a significant influence on the achievement motivation of State Madrasah Tsanawiyah teachers in West Jakarta. Furthermore, the frequency distribution of Prophetic Leadership data can be seen in the histogram graph.
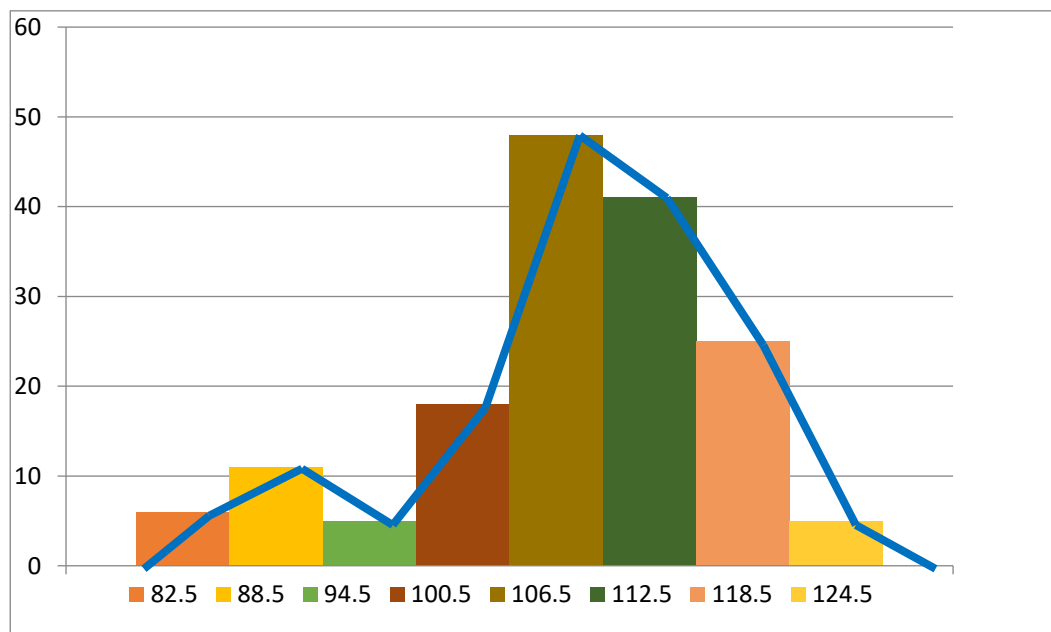

Figure 2. Histogram the frequency distribution of prophetic leadership data

According to the study's findings, 40 persons (or 25%) have prophetic leadership scores below the average, while 119 people (or 75% of the 159 instructors who responded) had scores above the average. According to the findings of the hypothesis testing, prophetic

leadership has a direct, significant, and favorable impact on achievement motivation (Miyono & Astuti, 2020). These results offer empirical proof that the head of the State Madrasah Tsanawiyah in West Jakarta's increased prophetic leadership will have an effect on the accomplishment motivation of West Jakarta instructors at the State Madrasah Tsanawiyah.

3. Organizational Culture Has a Direct Positive Influence on Achievement Motivation

The coefficient of determination is used to determine the closeness of the influence between the independent variables and the dependent variable. The R_2 value lies between 0 to 1 ($0 \leq R_2 \leq 1$). Based on calculations through the SPSS output, the R_2 value can be seen in table 4 below:

TABLE 4.

CORRELATION TEST RESULTS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.397[a]	.158	.152	.152

From the calculation of the path coefficient, the direct influence of organizational culture (X2) on consumer achievement motivation (Y) is obtained, $\rho_{Y2} = 0.397$, p-value = 0.000 <0.005. The coefficient of determination in this study is R_2 of 0.158 or 16%. So it can be concluded that organizational culture (X_2) has a 16% influence on achievement motivation of State Madrasah Tsanawiyah teachers in West Jakarta and 84% is influenced by several other factors which are not included and discussed in this study.

TABLE 5.

T-TEST RESULTS

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	69.868	10.203		6.848	.000
ORGANIZATIONAL CULTURE	.446	.082	.397	5.422	.000

The regression equation $Y = 69.868 + 0.446X_2$ was used to calculate the influence of corporate culture on achievement motivation. The significance and linearity assessment of achievement motivation regression (Y) on organizational culture (X_2) yielded the following results.

Based on the results of the t test in table 5 above, the tcount value for the organizational culture variable (X_2) is tcount = 5.422 with a significant level of 0.000. While the ttable value at $\alpha = 0.05$ with (df = n–k–1) then df = 159-3-1= 155 obtained ttable = 1.980 (appendix ttable). Then H_1 is accepted and Ho is rejected, meaning that organizational culture (X_2) has a significant influence on the achievement motivation of State Madrasah Tsanawiyah teachers in West Jakarta. Furthermore, the frequency distribution of organizational culture data can be seen in the histogram graph.
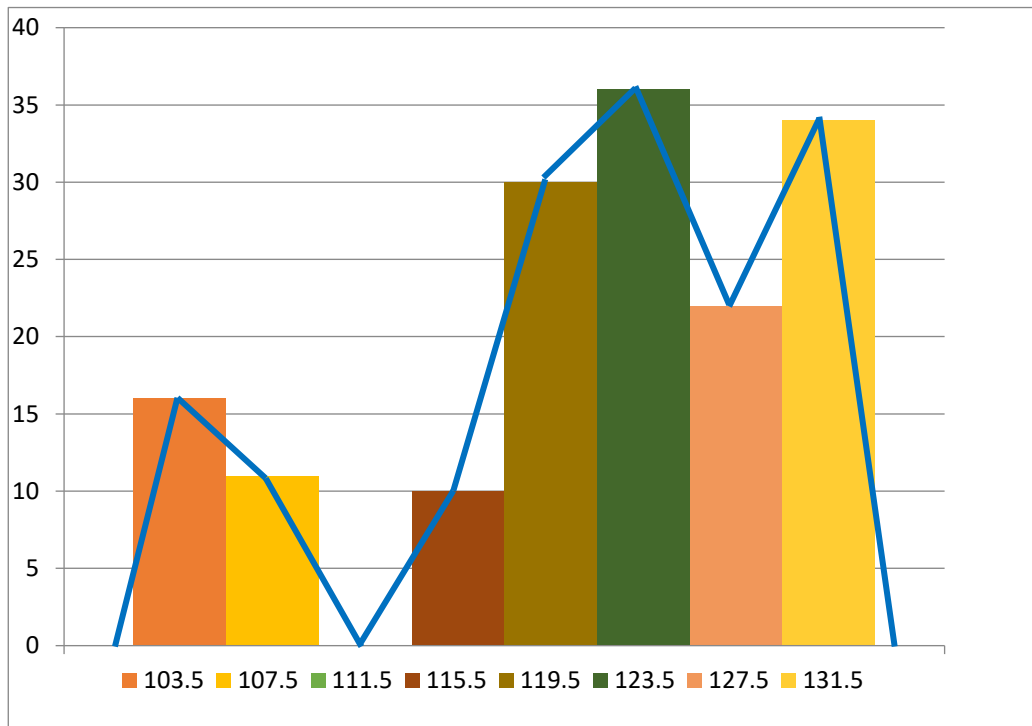

Figure 3. Histogram the frequency distribution of organizational culture data

The results of the study showed that the organizational culture scores which were below the average were 67 people or 42% and those who had scores above the average were 92 people or 58% of the 159 teachers who were respondents.

According to the findings of the hypothesis testing, organizational culture has a favorable and considerable direct impact on accomplishment motivation (Hadi & David Ramdansyah, 2021). These results offer empirical proof that enhancing the organizational culture adopted by State Madrasah Tsanawiyah teachers in West Jakarta would have an effect on raising the instructors' desire for academic accomplishment.

4. Prophetic Leadership Has a Direct Positive Influence on Organizational Culture

The coefficient of determination is used to determine the closeness of the influence between the independent variables and the dependent variable. The R_2 value lies between 0

to 1 ($0 \leq R_2 \leq 1$). Based on calculations through the SPSS output, the R_2 value can be seen in table 6 below

TABLE 6.

CORRELATION TEST RESULTS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.427[a]	.182	.177	8.44538

From the calculation of the path coefficient, it was found that the direct influence of prophetic leadership (X_1) on consumer organizational culture (X_2), $\rho_{21} = 0.427$, p-value = 0.000 <0.005. The coefficient of determination in this study is R_2 of 0.182 or 18%. So it can be concluded that prophetic leadership (X_1) has an influence of 18% on the organizational culture of Madrasah Tsanawiyah Negeri teachers in West Jakarta and 82% is influenced by several other factors that are not included and discussed in this study.

TABLE 7.

T-TEST RESULTS

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	81.010	7.236		11.196	.000
PROPHETIC LEADERSHIP	.387	.065	.427	5.909	.000

The results showed that the effect of prophetic leadership on organizational culture was obtained by the regression equation $X_2 = 81.010 + 0.387X1$. The following are the results of significance and linearity testing of organizational culture regression (X_2) on prophetic leadership.

Based on table 6 above, the tcount value for the prophetic leadership variable (X_1) is tcount = 5.909, with a significant level of 0.000. While the ttable value at $\alpha = 0.05$ with (df = n–k–1) then df = 159-3-1= 155 obtained ttable = 1.98 (attachment ttable). Then H_1 is accepted and Ho is rejected, meaning that prophetic leadership (X_1) has a significant influence on the organizational culture of the State Madrasah Tsanawiyah teachers in West Jakarta.

According to the findings of the hypothesis testing, prophetic leadership has a direct, significant, and favorable impact on corporate culture (Rahayuningsih, 2017). These results

offer empirical proof that the head of the State Madrasah Tsanawiyah in West Jakarta's increased prophetic leadership will have an effect on the organizational culture of the instructors at the State Madrasah Tsanawiyah in West Jakarta.

With these findings, the study's assumptions demonstrating the direct beneficial impact of prophetic leadership on the workplace culture of the instructors at the State Madrasah Tsanawiyah in West Jakarta are further supported.

E. CONCLUSION

From the results of the research and discussion in the previous chapters, several conclusions can be drawn as follows. There is a positive direct influence of prophetic leadership on achievement motivation at Madrasah Tsanawiyah Negeri in West Jakarta with the result that 22% achievement motivation (Y) is influenced by prophetic leadership (X_1). That is, if the prophetic leadership is good then achievement motivation increases. Then, there is also a positive direct influence of organizational culture on achievement motivation at Madrasah Tsanawiyah Negeri in West Jakarta with a result of 15.8%, the variation of achievement motivation (Y) is influenced by organizational culture (X_2). That is, if the organizational culture is good, achievement motivation increases. Finally, there is a positive direct influence of prophetic leadership on organizational culture at Madrasah Tsanawiyah Negeri in West Jakarta with a result of 26.4%, the variation in achievement motivation is influenced by prophetic leadership and organizational culture. That is, if the prophetic leadership and organizational culture are good, achievement motivation will increase.

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