

The Influence of Principal Leadership, Discipline and Motivation on the Performance of Private Mts Teachers In Banyuasin Regency

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Abstract

This research aims to describe the influence of school principal leadership, discipline, and motivation on the performance of private MT teachers in Banyuasin Regency in detail. The data testing method for measuring the variables in this research uses Multiple Linear Regression Analysis—an associative research type. The total respondents were 154 teachers from 20 private MTs in Banyuasin Regency. The research results show that (1) Leadership, discipline, and motivation simultaneously influence the performance of private MTs teachers in Banyuasin Regency. (2) In particular, leadership, discipline, and motivation positively affect the performance of private MT teachers in Banyuasin Regency.

Keywords: Leadership, Discipline, Motivation and Performance

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1. Introduction

Every educational institution always has a goal to be realized. To make this happen, educational management is needed so that every activity and part of the world of education can run and work well. It also is a process of planning, organizing, directing, and controlling educational resources to achieve educational goals effectively, efficiently, independently, and accountable.

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Education management is a series of activities ranging from planning to evaluation and systematic reporting of educational activities to achieve quality education goals. The process of planning, organizing, leading, and controlling educational personnel and educational resources to achieve educational goals and all school activities, which include large businesses, such as regarding policy formulation, directing large businesses, coordination, consultation, correspondence, equipment control, and so on down to small and simple businesses, such as looking after schools and so on (Engkoswara 2018, p.10).

In educational management, it is important to evaluate teacher performance. Teacher performance assessment is very useful for evaluating the work results obtained. The results of this assessment can be used as a reference for determining further actions to achieve the predetermined goals that are carried out for all teachers in an educational organization at the final stage after going through the research, planning, and activation stages.

Teacher performance is the result obtained by an organization, whether the organization is profit-oriented or non-profit-oriented, which is produced over a period of time and is a condition that shows a teacher's ability to carry out his duties at school and describes the actions displayed by the teacher during learning activities. Real work results in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him, which include compiling learning programs, implementing learning, carrying out evaluations, and evaluation analysis (Fahmi 2018, p.2).

Sedarmayanti (2001, p.89). Performance is the teacher's ability and success in carrying out learning tasks. Various factors influence teacher performance. Factors that influence teacher performance include Mental attitude (work motivation, work discipline, and work ethics), education, skills, leadership, income level, salary and health, social security, work climate, facilities, technology, and opportunities for achievement.

2. Literature Review

The influence of principal leadership, discipline and motivation on the performance of private MTs teachers in Banyuasin Regency. Sedarmayanti (2017, p.89) says that leadership is one of the factors that influences teacher performance. According to Mulyasa in Nurrochmah and Sontani (2020, p.22), mental attitude (Motivation and Discipline) influences teacher performance.

This is supported by research by Riyadi (2011), showing that leadership, discipline, and motivation significantly affect teacher performance. Arsyenda (2013) stated that leadership, discipline, and motivation greatly influence teacher performance. This research also supports Mangkunegara (2015), who stated that leadership, discipline, and motivation positively and significantly affect performance. Rachmawati (2006), Riyadi (2011), Jaya (2012), and Saputra (2012) stated that leadership, discipline, and motivation have a significant influence on teacher performance.

The quality of teacher work is seen from internal factors, namely quarrels between teachers, incompatibility of income with the workload received by teachers, inadequate facilities, and minimal appreciation. External factors include family problems, minimal motivation, and basic characteristics. Teachers' work abilities sometimes do not complete the work well and do not complete the work according to the leadership's directions. Lack of initiative, such as teachers not doing anything helpful unless waiting for orders from superiors first, not carrying out their

role unless there is supervision from superiors, not taking initiative to help solve problems, no initiative to reduce conflict in the team, not wanting to try new things.

The influence of school principal leadership on the performance of private MTs teachers in Banyuasin Regency. Sedarmayanti (2017, p.89) says that leadership is one of the factors that influences teacher performance. This is supported by research by Riyadi (2011) which states that leadership has a significant influence on teacher performance. Yuria Rahmawati (2013) stated that leadership has a significant influence on teacher performance.

However, based on the results of pre-research conducted by researchers, there are still many school principals who do not tell the truth in carrying out their school duties and the principal cannot be a role model for teachers, employees and students. Communication School principals rarely share information about organizational goals, teaching schedules, applicable rules and procedures. Lack of ability to build good relationships in a personal context and in the work environment. Decision-Making Ability: The principal does not listen to the opinions of his subordinates, and the principal does not involve subordinates (teachers & staff) in decision-making.

The influence of discipline on the performance of private MTs teachers in Banyuasin Regency. According to Mulyasa in Nurrochmah and Sontani (2020, p.22), mental attitude (Discipline) is one of the factors that influences teacher performance. This is supported by research by Arsyenda (2013), which states that work discipline influences teacher performance. This research also supports Mangkunegara (2015), who stated that work discipline has a positive and significant effect on teacher performance.

Pre-research results show that several teachers have not carried out their duties well, such as teachers are rarely present when there is a teaching schedule, teachers are not disciplined when they come to school, there are still some teachers who are late for school, and they don't get permission if they don't come to school. When providing learning to students, teachers do not make Learning Implementation Plans (RPP). Teachers do not make use of the teaching aids that have been provided, so learning looks very monotonous, and students feel bored.

Teachers' ethical work regarding behavior and actions that do not comply with professional, ethical standards in carrying out their duties and responsibilities as educators, such as not maintaining academic integrity, not being professional in teacher-student relationships, not maintaining the confidentiality of information, not complying with the professional code of ethics. Obedience to regulations, namely where the attitudes and behavior of teachers who are not obedient in following the rules and regulations set by the madrasah causes them to be ineffective and inefficient; teachers who do not obey the regulations tend not to manage the class well and their learning time becomes not optimal.

The influence of discipline on the performance of private MTs teachers in Banyuasin Regency. According to Mulyasa in Nurrochmah and Sontani (2020, p.22), mental attitude (Discipline) is one of the factors that influences teacher performance. This is supported by research by Arsyenda (2013), which states that work discipline influences teacher performance. This research also supports Mangkunegara (2015), who stated that work discipline positively and significantly affects teacher performance.

Pre-research results show that several teachers have not carried out their duties well, such as: teachers are rarely present when there is a teaching schedule, teachers are not disciplined when they come to school, there are still some teachers who are late for school, and they don't get

permission if they don't come to school. When providing learning to students, teachers do not make Learning Implementation Plans (RPP). Teachers do not make use of the teaching aids that have been provided, so that learning looks very monotonous and students feel bored.

Teachers' ethical work regarding behavior and actions that do not comply with professional ethical standards in carrying out their duties and responsibilities as educators, such as not maintaining academic integrity, not being professional in teacher-student relationships, not maintaining the confidentiality of information, not complying with the professional code of ethics.

Obedience to regulations, namely where the attitudes and behavior of teachers who are not obedient in following the rules and regulations set by the madrasah, this causes them to be ineffective and inefficient, teachers who do not obey the regulations tend not to manage the class well and their learning time becomes not optimal.

The influence of motivation on the performance of private MTs teachers in Banyuasin Regency. According to Mulyasa in Nurrochmah and Sontani (2020, p.22) mental attitude: (Motivation) is one of the factors that influences teacher performance. This is supported by research by Rachmawati (2006), Riyadi (2011), Jaya (2012), Saputra (2012) stating that motivation has a significant influence on teacher performance.

The results of pre-research at Banyuasin Regency Private MTs show that there are several teachers with decreased work motivation, such as: Responsibility in carrying out work seen from teachers not carrying out assignments if not supervised by the principal, not completing and submitting assignments on time, there are several teachers who not responsible for the tasks given by superiors. The achievements achieved can be seen from the teacher not being able to do the assignment without asking other teachers for help, the teacher not being able to solve problems in the assignment well. Self-development, teachers do not take part in training provided by the madrasah to develop themselves to be better. Madrasahs do not carry out activities to improve the quality of teachers.

3. Research Methods

The research object is private MTs in Banyuasin Regency, South Sumatra. Private MTs in Banyuasin Regency. Performance is the dependent variable; The principal's leadership, discipline and motivation are independent variables. The population used in this research were all private MTs teachers in Banyuasin District, Banyuasin Regency, totaling 20 schools & 250 teachers. The sample used in the research was 154 private MTs teachers in Banyuasin District, Banyuasin Regency. The sampling technique above uses a probability sampling technique with a cluster sampling technique, sampling using a cluster method (Cluster Random Sampling).

Data Collection Method The data used in this research are interviews & questionnaires, namely respondents' answers to a series of questions related to The influence of principal leadership, discipline and motivation on the performance of private MTs teachers in Banyuasin district.

Operational Variables The variables in this research discuss four variables, namely consisting of the independent variable Leadership (X1), Discipline (X2), Motivation (X3) and the dependent variable Performance (Y). It can be explained in the explanation below: Table III.1

Operational Definition of Variables Research Variables Definition of Operational Indicators
Teacher Performance (Y) Teacher performance is a description of the results of work carried out by educators related to the tasks carried out by teachers and is the responsibility of Private MTs teachers in Banyuasin Regency a) Quality of work b) Work ability c) Initiative Principal

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Leadership (X1) Principal leadership is a process of directing and influencing activities related to the duties of private MTs teachers in Banyuasin Regency. a) Personality b) Communication c) Ability to make decisions Discipline (X2) Work discipline is a shift policy for individuals to become self-responsible for complying with environmental regulations (organizations) of Private MTs in Banyuasin Regency. a) Presence b) Work ethically c) Comply with regulations Motivation (X3) Motivation is a factor that encourages teachers to carry out certain activities, therefore motivation is often also interpreted as a factor driving the behavior of a private MTs teacher in Banyuasin Regency. a) Responsibility in carrying out work b) Achievements achieved c) Self-development

The data collection tool used was a questionnaire. So in this study, in order to avoid passive respondents, hesitant or neutral answer choices were not included as one of the answer choices. On the Likert scale, if the statement is positive then the score is given for SS (Strongly agree) = 5, S (Agree) = 4, N (neutral) = 3, TS (Disagree) = 2, and STS (Strongly disagree) = 1 If the statement is negative, give a score for SS (Strongly agree) = 1, S (Agree) = 2, N (Neutral) = 3, TS (Disagree) = 3, STS (Strongly disagree) = 4. Each score is obtained and then multiplied by the number of respondents who expressed a certain attitude.

The analytical method used is multiple linear regression analysis. According to Sekaran (2017: 314), generally, multiple linear regression analysis is similar to multiple regression analysis, except that this analysis is carried out to measure the magnitude of the influence between two or more independent variables on one dependent variable and to predict the dependent variable using the independent variables.

4. Result and Discussion

4.1. Normality test

Normality testing is carried out with the aim of finding out whether the data is normally or not normally distributed. The results of normality testing using the QQ Plots graph can be seen in the following image.

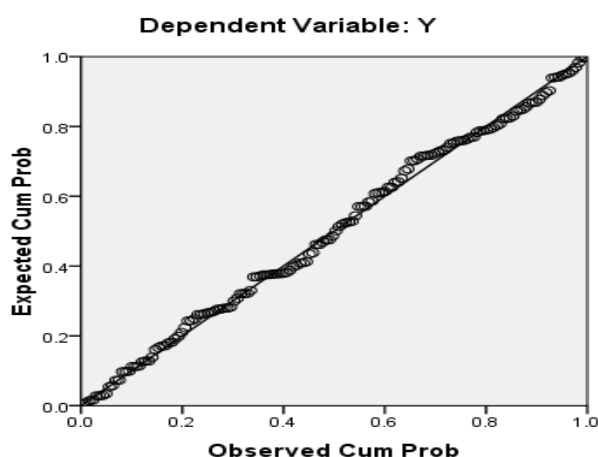


Figure 1. Normality test results

Based on the picture above, it can be seen that the statement items for all variables are along the diagonal line. So it can be concluded that all variables are normally distributed and can be continued for data analysis.

4.2. Linearity Test

Table 1. Linearity Test Results

Variable	Sig	Note.
Principal Leadership	,000	Linear
Discipline	,000	Linear
Motivation	,000	Linear

Source: data analysis results, 2023

Based on the table above, the linearity value 0.000 is smaller than the alpha value 0.05. So, it can be concluded that the principal's leadership, discipline, and motivation are linearly related to performance.

4.3. Multicollinearity Test

Table 2. Multicollinearity test results

Model	Collinearity Statistics	
	Tolerance	VIF
Leadership	,888	1,126
Discipline	,830	1,205
Motivation	,782	1,279

Source: data analysis results, 2023

Based on the test results in the table above, it can be seen that the variable tolerance value for each variable, namely the leadership variable, is 0.888; discipline variable of 0.830; and the motivation variable is 0.782. Meanwhile, the VIF value of each variable, namely the leadership variable, is 1.126; discipline variable of 1.205; and the motivation variable is 1.279. The tolerance value above is greater than zero and the VIF value is smaller than 10. So it can be concluded that there is no multicollinearity in the distribution of all variables.

4.4. Heteroscedasticity Test

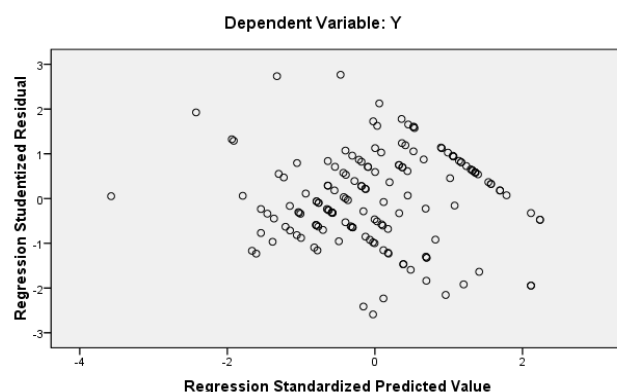


Figure 2. Heteroscedasticity test results

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To determine whether there is heteroscedasticity, a test is carried out using a scatterplot. The test results show that there is no heteroscedasticity, which can be seen from these points not forming a particular pattern.

4.5. Multiple linear regression analysis test

Table 3. Results of multiple linear regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	-1,550	1,923	
Leadership	,337	,061	,307
Discipline	,469	,058	,462
Motivation	,274	,062	,263

Source: data analysis results, 2023

The following equation model is obtained based on the analysis results in Table 3.

$$Y = -1,550 + 0,337X_1 + 0,469X_2 + 0,274X_3$$

The model can be explained as follows:

The constant value (a) is - 1.550. This means that if the value of leadership, discipline and motivation is 0, then the value of MTs teacher performance is negative, namely - 1.550. The leadership regression coefficient (b1) is 0.337, meaning that if leadership (X1) increases by 1% it will increase employee performance of 0.337. The greater the influence of leadership, the greater the performance of MTs teachers. The regression coefficient for the discipline variable (b2) is 0.469, meaning that if work discipline (X2) increases by 1% it will result in an increase in the performance of MTs teachers by 0.469. The motivation regression coefficient (b3) is 0.274, meaning that if motivation (X3) increases by 1% it will result in an increase in employee performance of 0.274.

4.6. F test

The results of the F test were carried out to test the hypothesis of the influence of leadership, discipline and motivation on the performance of Banyuasin Regency Private MTs teachers together. The test results can be seen in the following table.

Table 4. Simultaneous test results (F test)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	761,975	3	253,992	71,356	,000a
Residual	533,921	150	3,559		
Total	1295,896	153			

Source: data analysis results, 2023

Based on the above analysis, the data shows that the calculated F value is 71.356 and the F table value is 2.67. The calculated F value is greater than the table F value. The significance value is 0.000, which is smaller than the alpha value (α) = 0.05. From these results, it can be said that simultaneously the influence of leadership, discipline, and motivation on the performance of Banyuasin Regency Private MTs teachers.

4.7. *t* test

The results of the *t* test were carried out to partially test the hypothesis of the influence of leadership, discipline and motivation on the performance of Banyuasin Regency Private MTs teachers. The test results can be seen in the following table.

Table 5. partial test results (*t* test)

	Model	t	Sig.
1	(Constant)	-.806	,421
	Leadership	5,521	,000
	Discipline	8,033	,000
	Motivation	4,436	,000

Source: data analysis results, 2023

Based on the results of partial testing (*t*-test) it can be explained as follows:

4.7.1.1. The influence of leadership on the performance of Banyuasin Regency Private MTs teachers.

Based on the test results, the calculated *t* value for the leadership variable was 5.521, while the *t* table with a 95% confidence level (α = 5%) was 1.645. It can be seen that the calculated *t* value is greater than the *t* table. Apart from that, the significance value of 0.000 is smaller than the value α = 0.05, so H_0 is rejected, and H_a is accepted, which means that there is an influence leadership on the performance of Banyuasin Regency Private MTs teachers. The magnitude of the influence of leadership on the performance of Banyuasin Regency Private MTs teachers is 0.337 (33.7 percent).

4.7.2. The influence of discipline on the performance of Banyuasin Regency Private MTs teachers.

Based on the test results, the calculated *t* value for the discipline variable was 8.033, while the *t* table with a 95% confidence level (α = 5%) was 1.645. It can be seen that the calculated *t* value is greater than the *t* table. Apart from that, the significance value of 0.000 is smaller than the value α = 0.05, so H_0 is rejected, and H_a is accepted, which means that there is an influence discipline on the performance of Banyuasin Regency Private MTs teachers. The magnitude of the influence of discipline on the performance of Banyuasin Regency Private MTs teachers is 0.469 (46.9 percent).

4.7.3. The influence of motivation on the performance of Banyuasin Regency Private MTs teachers.

Based on the test results, the calculated *t* value for the motivation variable was 4.436, while the *t* table with a 95% confidence level (α = 5%) was 1.645. It can be seen that the calculated *t* value is greater than the *t* table. Apart from that, the significance value of 0.029 is smaller than the value α = 0.05, so H_0 is rejected, and H_a is accepted, which means that there is an influence

motivation on the performance of Banyuasin Regency Private MTs teachers. The magnitude of the influence of motivation on the performance of Banyuasin Regency Private MTs teachers is 0.274 (27.4 percent).

4.8. Coefficient of Determination

Table 6. coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767a	.588	.580	1.88666

Source: data analysis results, 2023

From the analysis above, it can be seen that the magnitude of the influence of leadership, discipline, and motivation on the performance of Banyuasin Regency Private MTs teachers is 0.767. Meanwhile, the adjusted R square (r^2) figure is 0.580, which is used to see the contribution of leadership, discipline and motivation to the performance of private MTs teachers.

This figure means that the influence of leadership, discipline, and motivation on the performance of Banyuasin Regency Private MTs teachers is 58.0 percent simultaneously, while other factors influence the remaining 42.0 percent (100 percent – 58.0 percent). In other words, performance variability that can be explained using leadership, discipline and motivation variables is 58.0 percent. In comparison, the influence caused by other variables outside this model is 42.0 percent, including: Education, skills, income level, salary and health, social security, work climate, facilities, technology, opportunities for achievement.

4.9. Discussion

4.9.1. The Influence of Leadership, Discipline and Motivation on the Performance of Private MTs Teachers in Banyuasin Regency.

The results of the simultaneous analysis show that the confidence level is 95% which proves that the hypothesis is accepted, meaning that there is a significant influence of leadership, discipline and motivation on the performance of MTs teachers. This means that leadership, discipline and motivation are interrelated and can jointly influence the performance of MTs teachers. This is also proven by the results of the coefficient of determination which shows the contribution of the leadership, discipline and motivation variables is 0.580 or 58.0%.

This research is in line with Sedarmayanti's theory (2017:89) which states that leadership is one of the factors that influences performance. According to Mulyasa in Nurrochmah and Sontani (2020:22), Mental Attitude: (Motivation and Discipline) is one of the factors that influences teacher performance.

The results of this research are in line with research conducted by Riyadi (2011) showing the results that leadership, discipline and motivation have a significant effect on teacher performance. Arsyenda (2013) stated that leadership, discipline and motivation greatly influence teacher performance. This research is also in accordance with Mangkunegara (2015) who stated that leadership, discipline and motivation have a positive and significant effect on performance. Rachmawati (2006), Riyadi (2011), Jaya (2012), and Saputra (2012) stated that leadership, discipline and motivation have a significant influence on teacher performance.

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The research findings showed that as many as 2 respondents (1.229%) stated they disagreed and 24 respondents (16.23%) stated they were neutral regarding the statement that teachers' work results were in accordance with the quality of madrasah work standards, then 1 respondent (0.649%) stated they disagreed and 25 respondents (16.23%) stated they were neutral regarding the statement that teachers were able to complete their work very well.

The results of this analysis are in line with the distribution of respondents' answers who answered most of the statements agreeing and strongly agreeing. Although there are several teachers who have different answers, stating they disagree or even strongly disagree. Several other people did not agree or disagree by answering neutrally.

With the problems that occur at private MTs in Banyuasin Regency, it can be explained as follows:

Work quality

There are still many arguments between teachers, income does not match the workload received by teachers, inadequate facilities, minimal appreciation.

The solution: It is best for teachers to be professional with good quality of work, appropriate income and workload received by the teacher, adequate teacher facilities and high appreciation from the school principal.

Work ability

Sometimes teachers do not complete their work well and do not complete the work according to the leadership's directions.

The solution: Work skills require teachers who have knowledge about teaching and their duties as teachers in order to complete the work according to the leadership's directions.

Lack of initiative

Such as teachers not doing anything helpful unless waiting for orders from superiors first, not carrying out their role unless there is supervision from superiors, not taking the initiative to help solve problems, no initiative to reduce conflict in the team, not wanting to try new things.

The solution: A leader must pay attention to his subordinates and interact with each other to make teachers work with enthusiasm and have high initiative so that later the teacher's performance will improve in carrying out their duties.

4.9.2. The Influence of Leadership on the Performance of Private MTs Teachers in Banyuasin Regency.

From the results of hypothesis testing with a confidence level of 95%, it proves that the results of this research are that there is a positive and significant influence of leadership on the performance of private MTs teachers in Banyuasin Regency. So this proves that leadership has an impact in influencing employee performance.

This research is in line with Sedarmayanti's theory (2017:89) which states that leadership is one of the factors that influences teacher performance. The results of this research are in line with research conducted by Riyadi (2011) which states that leadership has a significant influence on teacher performance. Yuria Rahmawati (2013) stated that leadership has a significant influence on teacher performance. Suzanna and Fauzan (2022) in research found

that the leadership of school principals influences the performance of high school teachers in Sintang Regency.

The research findings showed that 2 respondents (1.229%) stated they disagreed and 19 respondents (12.34%) stated they were neutral regarding the statement that the principal always listened to the opinions of his subordinates, then 1 respondent (0.649%) stated they disagreed and 20 respondents (12.99%) stated they were neutral regarding the principal's statement involving subordinates (teachers & staff) in making decisions.

The results of this analysis are in line with the distribution of respondents' answers who answered most of the statements agreeing and strongly agreeing. Although there are several teachers who have different answers, stating they disagree or even strongly disagree. Several other people did not agree or disagree by answering neutrally.

With the problems that occur at private MTs in Banyuasin Regency, it can be explained as follows:

Personality

The principal does not tell the truth in carrying out his school duties nor can he be a role model for teachers, employees and students.

The solution: Leaders should tell the truth in order to be role models for teachers, employees and students.

Communication

School principals rarely share information about organizational goals, teaching schedules, applicable rules and procedures. Less able to build good relationships in a personal context and in the work environment.

The solution: Leaders should provide examples and direction to their teachers. So that teachers can understand and work can be completed on time.

Decision Making Ability

The principal does not listen to the opinions of his subordinates and the principal does not involve subordinates (teachers & staff) in decision making.

The solution: Leaders should be firm in making decisions, so that teachers do not appear relaxed when working and the target of completing assignments is quickly completed. Leaders must accept suggestions or input from other teachers so that there are no misunderstandings when working.

4.9.3. The Influence of Discipline on the Performance of Private MTs Teachers in Banyuasin Regency.

From the results of hypothesis testing with a confidence level of 95%, it proves that the research results show that there is a positive and significant influence of discipline on the performance of private MTs teachers in Banyuasin Regency. So this proves that work discipline has an impact in influencing the performance of MTs teachers.

This research is in line with Mulyasa's theory in Nurrochmah and Sontani (2020:22) that mental attitude: (Discipline) is one of the factors that influences teacher performance. The results of this research are in line with research conducted by Arsyenda (2013) which states that work discipline has an influence on teacher performance. This research is also in accordance with

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Mangkunegara (2015) who stated that work discipline has a positive and significant effect on teacher performance.

The research findings showed that as many as 4 respondents (2.597%) stated they disagreed and 31 respondents (20.13%) stated they were neutral regarding the statement that teachers are always present in teaching according to schedule, then 1 respondent (0.649%) stated they strongly disagreed, and 2 respondents (1.299%) stated they disagreed and 33 respondents (21.43%) stated they were neutral regarding the statement that teachers always arrive on time.

This analysis's results align with the distribution of respondents' answers who answered most of the statements agreeing and strongly agreeing. Although several teachers have different answers, stating they disagree or even strongly disagree. Several other people did not agree or disagree by answering neutrally.

With the problems that occur at private MTs in Banyuasin Regency, it can be explained as follows:

Presence

There are still employees who are late coming to work, where the work time is 08.30 WIB while employees often come later than that time.

The solution: Leaders must give a warning if employees often arrive late.

Working Ethically

Teacher behavior and actions are not in accordance with professional ethical standards in carrying out their duties and responsibilities as educators, such as not maintaining academic integrity, not being professional in teacher-student relationships, not maintaining the confidentiality of information, not complying with the professional code of ethics.

The solution: Teachers should be able to establish good relationships with other teachers so that interaction and communication can be created so that the teacher's work can be completed quickly, while senior teachers often order teachers who are more junior or younger than them to carry out their duties and immediately report them to the leader so that teachers can carry out their duties in accordance with his abilities.

Comply with Regulations

Where teachers' attitudes and behavior are not compliant in following the rules and regulations set by the madrasah, this causes them to be ineffective and inefficient, teachers who do not obey the rules tend not to manage the class well and their learning time is not optimal.

The solution: Leaders must supervise their teachers and impose sanctions on teachers who leave work without a reason, so that teachers are able to comply with all existing regulations in the madrasah.

4.9.4. The Influence of Motivation on the Performance of Private MTs Teachers in Banyuasin Regency.

From the results of hypothesis testing with a confidence level of 95%, it is proven that the results of the research are that there is a positive and significant influence of motivation on the performance of private MTs teachers in Banyuasin Regency. So this proves that motivation has an impact in influencing the performance of MTs teachers.

This research is in line with the theory according to Mulyasa in Nurrochmah and Sontani (2020:22) that mental attitude: (Motivation) is one of the factors that influences teacher performance. The results of this research are in line with research conducted by Rachmawati (2006), Riyadi (2011), Jaya (2012), Saputra (2012) stating that motivation has a significant influence on teacher performance.

The research findings showed that 1 respondent (0.649%) disagreed and 39 respondents (25.32%) stated they were neutral regarding the statement that teachers can do assignments without asking for help from other teachers, then 2 respondents (1.299%) stated they disagreed and 31 respondents (20.13%) stated they were neutral regarding the statement that teachers were able to solve problems in their assignments well and as many as 3 respondents (1.984%) stated they disagreed and 28 respondents (18.18%) stated neutral regarding the statement that teachers always take part in training. given by the madrasah to develop oneself to be better.

The results of this analysis are in line with the distribution of respondents' answers who answered most of the statements agreeing and strongly agreeing. Although there are several teachers who have different answers, stating they disagree or even strongly disagree. Several other people did not agree or disagree by answering neutrally.

With the problems that occur at private MTs in Banyuasin Regency, it can be explained as follows:

Responsibility in doing work

Responsibility in carrying out work is seen from teachers not carrying out assignments if they are not supervised by the principal, not completing and submitting assignments on time, there are some teachers who are not responsible for the assignments given by their superiors.

The solution: A leader can build good working relationships, can form a sense of caring and empathy for co-workers, can find the best way to complete many tasks, can build consistency in every action.

Achievements achieved

The achievements achieved can be seen from the teacher not being able to do the assignment without asking other teachers for help, the teacher not being able to solve problems in the assignment well.

The solution: By establishing a good communication process between the principal and teachers, as well as teachers and students in the learning process, students' understanding of the material presented by the teacher can be accelerated.

Self-development

Self-development teachers do not take part in training provided by madrasahs to develop themselves to be better. Madrasahs do not carry out activities to improve teacher quality.

The solution: A teacher never stops continuing to innovate in his learning. Because the industrial revolution requires teachers to constantly innovate.

5. Conclusion

Based on the results of the discussion, it can be concluded that:

1. There is a positive and significant influence of leadership, discipline and motivation on the performance of private MTs teachers in Banyuasin Regency.
2. Leadership has a positive and significant influence on the performance of private MTs teachers in Banyuasin Regency.
3. There is a positive and significant influence of discipline on the performance of private MTs teachers in Banyuasin Regency.
4. Motivation has a positive and significant influence on the performance of private MTs teachers in Banyuasin Regency.

To improve employee performance, teachers should be professional, the income and workload received by teachers should be appropriate, teacher facilities should be adequate and high appreciation from the school principal. Teachers who know teaching and their duties as teachers can complete their work according to the leadership's directions. Always pay attention to subordinates and interact with each other to make teachers work with enthusiasm and have high initiative.

Leaders should be firm in making decisions and accept suggestions or input from other teachers to avoid misunderstandings when working. Provide examples and directions so the teacher can understand and complete the work on time.

Leaders must give warnings if employees often arrive late. Teachers must establish good relationships with other teachers so that interaction and communication can be created and the teacher's work can be completed quickly. Leaders must supervise their teachers and impose sanctions on teachers who leave work without a reason so that teachers are able to comply with all existing regulations in the madrasa.

A leader must build good working relationships, form a sense of caring and empathy for co-workers, and build consistency in every action. A teacher never stops continuing to innovate in his learning.

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