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THE INFLUENCE OF MOTIVATION AND LEADERSHIP STYLE ON PRODUCTIVITY AND PERFORMANCE OF EDUCATION MANAGEMENT IN ALIYAH MADRASAH SWASTA (MAS) AS'AD JAMBI CITY A. Khalik<sup>1</sup>., A.A. Musyaffa<sup>2</sup>., Hapzi Ali<sup>3</sup> 1) Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri (UIN) Sulthan Thaha Saefuddin, Jambi Indonesi, e-mail: akhalik@uinjambi.ac.id 2) Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri (UIN) Sulthan Thaha Saefuddin, Jambi Indonesia, email: musyaffa@uinjambi.ac.id 3) Management Doctoral Program, Universitas Mercu Buana, Jakarta Indonesia. my.interpaper@gmail.com Abstract: This study is to analyze the effect of motivation and leadership style on the productivity and performance of educational staff, and also to analyze productivity on the performance of educational staff in Madrasah Aliyah Private (MAS) As'ad Jambi City. Where the population in this study is the teacher at MAS As'ad Jambi City as many as 38 teachers.

The approach in this study uses a quantitative approach to the survey method and uses path analysis with Statistical Package for Social Science (SPSS) 21.0 for windows. The results showed that motivation and leadership style had a positive and significant influence on the productivity and performance of the teaching staff, as well as productivity also had a positive and significant effect on the performance of the teaching workforce at MAS As'ad Jambi City. Keyword: Motivation, Leadership Style, Productivity and Performance.

Introduction Improving the quality of education is a development target in the field of National education and is an integral part of efforts to improve the quality of Indonesian people as a whole. In Law No. 20 of 2003 concerning the National Education System Article 3 states that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the life of the

nation, which aims to develop the potential of students to become human beings who believe in and devote to God Almighty, noble, healthy, knowledgeable, creative, independent, and become citizens of a democratic and responsible.

The National Education System will not be effective without the support of Human Resources (HR) that are performing well. Because HR is the basic capital of national development, the quality of HR must always be developed and directed in order to achieve the expected goals. Talking about HR can actually be seen from 2 (two) aspects, namely aspects of quantity and quality. The quantity aspect includes the number of available human resources, while the quality aspect includes the ability of both physical and non-physical (intelligence and mental) human resources in carrying out development.

Thus in the process of development of human resources development is very necessary because a large quantity of human resources without the support of good quality will be a burden on the development of a nation. Effective schools will be realized if supported by school human resources consisting of school principals, teachers and administrative staff who are high-performing in carrying out their duties, where teachers are the main component so that the education process can be carried out properly. Teachers are a key element in the education system, especially in schools.

Schools as an organization have a large role in efforts to improve the quality of education which will have an impact on overall human quality (Iskandar, S., 2018). Schools as educational institutions are in essence an effort to humanize humans. The success and failure of an educational process in general can be assessed from its output, namely people as educational products. All other components, starting from the curriculum, facilities, costs, and so on, will not mean much if the essence of learning is that the interaction of teachers and students is not quality.

All other components, especially the curriculum will "live" if implemented by the teacher (MONE, 2008). Therefore, the world of education needs to be improved continuously and continuously, not only students' subjects, curriculum teaching methods and other aspects that support the achievement of educational goals and objectives and even also concerning the ability of teachers in teaching. The success of the national education system can be seen from the performance of the teacher. Teacher performance is basically the performance or work done by teachers in carrying out their duties as educators.

Teacher human resources will largely determine the quality of educational outcomes, because teachers are the parties that have the most direct contact with students in the

process of education or learning in school education institutions (Iskandar, S., 2018). There is no exception to Madrasah Aliyah Swasta (MAS) Jambi City, so that the ongoing teaching and learning activities can run effectively and efficiently, teachers are expected to be able to manage performance in an effort to achieve goals effectively and efficiently.

The teacher is one of the educational staff who has a role as a determining factor for the success of organizational goals and the quality of education, because teachers who directly come in contact with students, to provide guidance that will produce the expected graduates (Suparman, N., 2016). Based on the background and problems, the objectives of this study are: Analyzing the effect of motivation on productivity. Analyze the influence of leadership style on productivity. Analyzing the effect of motivation on the performance of educational staff. Analyzing the influence of leadership style on the performance of the teaching staff. Analyzing the effect of productivity on the performance of the teaching workforce.

Literature Review Motivation Every person in carrying out a certain action must be driven by the existence of certain motives. Motivation usually arises because of the needs that have not been met the goals achieved, or because of the desired expectations. Work motivation is a combination of complex psychological forces within each person (Wibowo, 2014). Each individual has their own motivations that may be different. The following will find a number of definitions of motivation according to experts. Luthan 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 (Chauhan et al., 2019). In addition, Rivai and Sagala (2011) also provide a definition of motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. That attitude and value is an invisible that gives strength to encourage individuals to behave in achieving goals.

Robbin 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 (Robbin and Judge, 2015). Leadership Style Leadership is the ability to influence groups towards achieving goals. Kouze and Posner say leadership is the creation of ways for people to contribute in making something extraordinary happen. Boone and Kurtz, argued that leadership is the act of motivating others or causing others to do certain tasks with the aim of achieving specific goals.

Whereas Tzu and Cleary, opinion leadership is a matter of intelligence, trustworthiness, gentleness, courage and firmness (Elmi et al., 2016). According to Thoha (2015) leadership style is the norm of behavior used by someone when that person tries to influence the behavior of others as he sees it. In this case the attempt to harmonize perceptions among people that will influence behavior with people whose behavior will be influenced becomes very important. According to Stoner et.al (2016) it is stated that leadership styles are various behavioral patterns favored by leaders in the process of directing and influencing workers.

It was further explained that what was done by superiors affected the influence on subordinates, which could arouse the enthusiasm and excitement of work and vice versa. There are five types of leadership styles, namely: (a) Participatory style, (b) Caregiver style, (c) Authoritarian style, (d) Bureaucratic style and (e) Task-oriented style. Based on the Duignan scheme in Priansa and Somad (2014) states that the basic leadership of principals is constructed on five important dimensions to have.

The five dimensions of leadership are educational ability, personal ability, relational ability, intellectual ability and organizational ability. Productivity Every organization in the form of a company or others will always strive so that members or workers involved in the activities of the organization can provide achievements in the form of high work productivity to realize the goals set. Productivity according to Komarudin basically includes an attitude that always has the view that today's work methods must be better than yesterday's work methods and the results that can be achieved tomorrow must be more or more quality than the results achieved today. Meanwhile, according to Woekirno productivity is the awareness to produce something more than what has been or is currently in business. Basically, adding activities to produce more than what has been achieved (Komalia, 2013).

According to Sinungan (2012) work productivity is a comparison between output results and input or output: input. Input is often limited by labor input, while output is measured in physical unity of form and value. Productivity is the value of output in a

particular input relationship, productivity is usually expressed as a balance of the average work output in relation to the average hours of labor given in a particular process. So the results of work achieved (work productivity) is a target in getting through the quality of work of employees performing their duties in accordance with the specified time accuracy.

While productivity according to Hasibuan (2014) is a comparison between outputs and inputs. 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. According to Sedarmayanti productivity has two dimensions namely effectiveness and efficiency.

The first dimension relates to achieving targets related to quality, quantity and time. While the second dimension relates to efforts to compare inputs with the realization of their use or how the work is carried out (Purba et al., 2017). Performance Etymologically, performance comes from the word work performance. As stated by Mangkunegara (2014) that the term performance comes from the word job performance or actual performance, namely the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. This understanding gives an understanding that performance is an act or behavior of a person in carrying out their duties, which can be observed and assessed by others.

According to Hasibuan (2014) explains that performance is the result of work achieved by someone in carrying out the tasks assigned to him based on skill, experience, sincerity and time (Brata, Husani, Hapzi, 2017). Meanwhile, according to Prawirosentono (2012) performance is the work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities in an effort to achieve the objectives of the organization concerned legally, not violating the law and in accordance with morals and ethics. With regard to the importance of evaluating teacher performance.

The Georgia Department of Education has developed a teacher performance assessment instrument which was later modified by the Ministry of National Education to become a Teacher Ability Assessment / Indicator Tool. The Directorate of Education Personnel (2008) outlines a teacher's ability assessment tool, including: (1) teaching plants and materials or called Learning Implementation Plans, (2) classroom procedures, and (3) interpersonal skills. Furthermore, the Directorate of Education Personnel (2008) also established an assessment indicator of teacher performance conducted on three

learning activities in class, namely: (1) planning of learning activities programs, (2) implementing learning activities, and (3) evaluating / evaluating learning. **Conceptual Framework Based on** the problem formulation and literature review that has been described previously, the conceptual framework of the study refers to the relevant theories and previous research.

As a comprehensive description of the interrelationships between variables used in the research model, below is presented a conceptual framework of the study. Where the research framework can be described in (figure 1) as follows: / Figure 1. **Conceptual Framework Based on** the research objectives and theoretical review the research hypotheses are: There is a motivational effect on productivity. There is an **influence of leadership style on** productivity. There is a motivational effect on the performance of educational staff. There is an **influence of leadership style on** the performance of educational staff. There is an effect of productivity on the performance of educational staff.

Methods The population **of this study is** the teacher at the Madrasah Aliyah Swasta (MAS) As'ad Jambi City with a total of 38 teachers. **The sampling technique in this study uses the Census 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** was only 38 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 38 teachers. Based on the research objectives, **the type of research used is explanatory research. Explanatory research is research conducted to explain causal relationships between research variables through hypothesis testing (Singarimbun and Effendi, 2012).** The research approach used in this study is a quantitative approach.

The process of quantitative approach starts from the theory, which is revealed to be a research hypothesis using deductive logic **accompanied by measurement and operationalization of** variables. Furthermore, generalizations are made **based on the results of** statistical data so that conclusions can be drawn as research findings to answer the problems being faced. This research uses 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). 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, (Ali & Limakrisna, 2013). Result and Discussion Description of Research Variables Based on the respondent's answer can be given a description or description related to the variable that is the focus of the discussion. Where the picture is summarized in the following table.

Table 1. Description of Research Variables Variable \_Number of Statements \_Mean \_Range \_Information \_Motivation (X1) \_10 \_3,453 \_3,40 – 4,19 \_Tinggi \_Leadership Style (X2) \_12 \_3,491 \_3,40 – 4,19 \_Baik \_Productivity (Y1) \_10 \_3,429 \_3,40 – 4,19 \_Tinggi \_Performance (Y2) \_12 \_3,691 \_3,40 – 4,19 \_Baik \_Based on the respondent's answer can be given a description or description related to the variable that is the focus of the discussion. Where the picture can be described as follows.

From the results of the descriptive analysis conducted, the average score of motivation variable was 3.453, in the range of 3.40 - 4.19 with a high category. This explains that teachers at MAS As'ad Jambi City have high work motivation. From the results of the descriptive analysis carried out, the average score of leadership style variables is 3.491, which is in the range of 3.40 - 4.19 with either category. This explains that the leadership style found in MAS As'ad Jambi City has a good leadership style, which is in accordance with its followers, the teacher.

From the results of the descriptive analysis conducted, the average score of productivity variable is 3.429, in the range of 3.40 - 4.19 with a high category. This explains that the teachers at MAS As'ad Jambi City have high work productivity as educational staff. From the results of the descriptive analysis carried out, the average score of performance variables is 3.691, which is in the range of 3.40 - 4.19 with good category. This explains that the teacher at the MAS As'ad Jambi City had a good performance as an educational staff. Path Analysis To answer the objectives in this study, the main structure in the research model was broken up into three sub-structures.

Where to answer hypotheses 1 and 2 with the first sub-structure, to answer hypotheses 3 and 4 using the second sub-structure, to answer hypothesis 5 using the third sub-structure. The following is the SPSS output of the three structures summarized in the following table. Table 2. SPSS Output Three Sub-Structures. Model \_Unstandardized Coefficients \_Beta \_t \_Sig. \_ \_B \_Std.Error \_ \_ \_X1 – Y1 \_0,380 \_0,073 \_0,470 \_5,208 \_0,000 \_X2 – Y1 \_0,579 \_0,097 \_0,539 \_5,974 \_0,000 \_X1 – Y2 \_0,285 \_0,066 \_0,401 \_4,329 \_0,000 \_X2 – Y2 \_0,565 \_0,087 \_0,598 \_6,462 \_0,000 \_Y1 – Y2 \_0,782 \_0,067 \_0,889 \_11,678 \_0,000 \_Source: SPSS Output 21.0 for windows. The output results

above are entered into the structural equation image as follows: / Figure 2. Path Analysis Results Hypothesis Test Results **Effect of Motivation on** Productivity.

From **the results of the** analysis conducted **as shown in Table 2**, the calculated t value of motivation variables towards productivity is 5.208, due to the value of t count > t Table (5.208 > 2,028), **with a significance level of 0,000, due to the significance level over <0, 05 (0,000 <0.05)**, it can be concluded that **motivation has a significant effect on productivity.** **The Effect of Leadership Style on** Productivity. From **the results of the** analysis carried out **as shown in Table 2**, the calculated value of t leadership style variables towards productivity is 5.974, because the value of t > t Table (5.974 > 2.028), **with a significance level of 0.000, due to a significance level of over <0, 05 (0,000 <0.05)**, it can be concluded that **the leadership style has a significant effect on** productivity. **Effect of Motivation on** the Performance of Educational Personnel.

From **the results of the** analysis conducted **as shown in Table 2**, the calculated t value of motivational variables on the performance of teaching staff is 4.329, due to the value of t count > t Table (4.329 > 2.028), **with a significance level of 0.000, due to a significance level of over < 0.05 (0,000 <0.05)**, it can be concluded that **motivation has a significant effect on the** performance of educational staff. **The Effect of Leadership Style on** the Performance of Educational Personnel. From the SPSS output in Table 2, the calculated t value of leadership style variables on the performance of the teaching staff is 6.462, because the value of t count > t Table (6.462 > 2.028), **with a significance level of 0.000, due to a significance level of over <0.05 ( 0,000 <0.05)**, it can be concluded that **the leadership style has a significant effect on the** performance of the teaching staff. **Effect of Productivity on** Performance of Education Personnel.

From the SPSS output in Table 2, the calculated value of the productivity variable t on the performance of the teaching staff is 11,678, because the value of t count > t Table (11,678 > 2,028), **with a significance level of 0,000, due to a significance level of over <0.05 (0,000 <0.05)** it can be concluded that **productivity has a significant effect on the** performance of educational staff. Results Coefficient of Determination (R<sup>2</sup>) **The coefficient of determination** is between zero and one. If R = 0 means between the independent variable (Independent variable) with the dependent variable (dependent variable) there is no relationship, whereas if R = 1 means between the independent variable (Independent variable) with the dependent variable (Dependent variable) has a strong relationship. Then the results obtained from this study are in accordance with Table 3. Table 3. Test R and and R Square Model Summary \_ \_Model \_R \_R Square \_Adjusted R Square \_Std.

Error of the Estimate \_ \_1 \_ ,919a \_ ,844 \_ ,830 \_ ,13306 \_ \_a. Predictors: (Constant),

Y1\_Productivity, X1\_Motivation, X2\_Leadership\_Style \_\_ R value of 0.919 shows a double correlation (motivation, leadership style and productivity) with performance. By considering variations in the R Square Value of 0.844, it means that the percentage contribution of the influence of motivation, leadership style and productivity of the performance of educational staff is 84.4%, while the remaining 15.6% is influenced by other variables not revealed in this study. Discussion 1. **Effect of Motivation on 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. In addition 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), (Elmi & Ali, 2017), (Purba et al., 2017), and (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. 2. **The Effect of Leadership Style on** 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, Mukhtar, et al., 2016), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), (Chauhan et al., 2019), (Elmi et al., 2016), (Riyanto, Page, et al., 2017), (Elmi & Ali, 2017), (Purba et al., 2017), and (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** the Performance of Educational Personnel. From the hypothesis testing, it is known that **motivation has a positive and significant effect on the** performance of educational staff. **The results of this study are** in line with research conducted by Riyadi, S., and Mulyapradana, A (2017), Suarta, P., Suaedi., Nurdin (2019), and Riesminingsih (2013) who revealed that **motivation has a positive and significant** influence on performance.

Besides this research **is in line with** previous research including: (Riyanto, Sutrisno, et al., 2017a), (Bastari et al., 2020), (Prayetno & Ali, 2017), (Rivai et al., 2017), (Chauhan et al., 2019), (Ali, Limakrisna, et al., 2016), (Harini et al., 2020), (Brata, Husani, Hapzi, 2017), (Agussalim, Kristin, et al., 2016), (Desfiandi et al., 2017), (Sulaeman et al., 2019), (Djojo & Ali, 2012), (Riyanto, Sutrisno, et al., 2017a), (Prayetno & Ali, 2017), (Ridwan et al., 2020), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), and (Agussalim, Ayu Rezkiana Putri, et al., 2016). 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). **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 of 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. 4. **The Effect of Leadership Style on the Performance of Educational Personnel.** From the hypothesis testing, it is known that **the leadership style has a positive and significant effect on the performance of the teaching staff.** **The results of this study are** in line with research conducted by Gumilar, GG, and Munzir, T (2018), Candra, V., Silaban, P.,

and Sudirman, A (2019), and Gusman, HE (2014) who suggested that the force leadership **has a positive and significant effect on** performance. Besides this research **is in line with** previous research including: (Limakrisna et al., 2016), (Bastari et al., 2020), (Anwar et al., 2020), (Ali, Mukhtar, et al., 2016), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), (Chauhan et al., 2019), (Elmi et al., 2016), (Ali, Limakrisna, et al., 2016), (Harini et al., 2020), (Brata, Husani, Hapzi, 2017), (Agussalim, Kristin, et al., 2016), (Desfiandi et al., 2017), (Sulaeman et al., 2019), (Djojo & Ali, 2012), (Riyanto, Sutrisno, et al., 2017a), (Prayetno & Ali, 2017), (Ridwan et al., 2020), (Djoko Setyo Widodo, P.

Eddy Sanusi Silitonga, 2017)(Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), and (Agussalim, Ayu Rezkiana Putri, et al., 2016). In the world of education the principal has a considerable influence in developing the potential **of teachers and students** to have spiritual knowledge for self-control of personality, skill and intelligence. **Leadership style is the** rule or model of a leader that is used to coordinate someone by influencing the behavior of others. Indicators of success of a leader in actualizing performance on target are highly dependent on his leadership style.

A leader who is wise and who understands the conditions around him will use a leadership style in accordance with his abilities and personality in leading his subordinates. Leadership style factors have a great influence on the good or bad performance of his subordinates which also determines the good or bad performance of the organization, because in any organization both large and small forms definitely need a leader (Limakrisna et al., 2016). **This is consistent with** what was stated by Suharto Candra, V., Silaban, P.,

and Sudirman, A (2019) that to manage and control various subsystem functions in the organization to remain consistent with organizational goals requires a leader because the leader is a crucial element in development and improvement of workers' performance. 5. **Effect of Productivity on Performance of Education Personnel.** From the hypothesis testing, it is known that productivity **has a positive and significant effect on the** performance of the teaching staff. **The results of this research** are relevant to the results of previous studies which suggest that work productivity has a positive effect on

performance. Among them are research conducted by Bahri, S (2016), Adnan, A.,

and Saragih, R (2019), and Patmarina, H., and Erisna, N (2012). In addition, Jackson in Siagian (2015) also revealed that by increasing productivity, it would increase work results or performance influenced by the ability of employees (input) and produce an item or service (output). Besides this research **is in line with** previous research including: (Riyanto, Page, et al., 2017), (Elmi & Ali, 2017), (Purba et al., 2017), (Delmotte et al., 2006). And (Ali, Limakrisna, et al., 2016), (Harini et al.,

2020), (Brata, Husani, Hapzi, 2017), (Agussalim, Kristin, et al., 2016), (Desfiandi et al., 2017), (Sulaeman et al., 2019), (Djojo & Ali, 2012), (Riyanto, Sutrisno, et al., 2017a), (Prayetno & Ali, 2017), (Ridwan et al., 2020), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), and (Agussalim, Ayu Rezkiana Putri, et al., 2016). 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.

Based on the R square analysis, there are other factors that affect performance, apart from the variables of motivation, leadership style and productivity. Articles that discuss these other factors that affect performance 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), (Masydzulhak et al., 2016), Work Stress (Chauhan et al., 2019), Employee engagement (Riyanto, Pratomo, et al., 2017), and (Riyanto, B, et al., 2017), Work discipline (Elmi et al., 2016), (Agussalim, Ayu Rezkiana Putri, et al., 2016), Organizational Citizenship Behavior, and (Ridwan et al., 2020). **Conclusion And Suggestion** **Conclusion** **Based on the results** and discussion, the conclusions of this study are: There is a motivational effect on teacher work productivity in MAS As'ad Jambi City.

This indicates that if a teacher has a high work motivation **in carrying out his duties** as an educator, then this will be followed by an increase in teacher work productivity as an educator. There is an **influence of leadership style on teacher** work productivity in MAS As'ad Jambi City. 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. There is a motivational effect on the performance of teaching staff at MAS As'ad Jambi City. This indicates that if the teacher has a high motivation to achieve his goals, then this will also be followed by further improving the teacher's performance. There is an influence of leadership style on the performance of educators in MAS As'ad Jambi City.

This indicates that if the leadership style school principal is able to manage and control the various functions of the subsystem in the school properly, then the leader will be able to develop and improve the performance of teachers as educators as well. There is an effect of productivity on the performance of teaching staff in MAS As'ad Jambi City. This indicates that the more productive the teacher is at work, the more this will improve the work performance or performance of the teacher as an educator. Suggestion Based on the results of the conclusions and the previous discussion on how to improve the productivity and performance of the teaching staff at MAS As'ad of Jambi City, suggestions can be made as follows: In the future it is expected that the principal can harmonize his leadership style to be able to provide guidance to teachers, and help teachers to overcome difficulties and facilitate them in carrying out tasks according to predetermined and also work discipline must be made as best as possible in order the creation of a sense of responsibility for a job and can create a comfortable and conducive school atmosphere.

It is expected that with this study the MAS As'ad City of Jambi can utilize this research as a material consideration to pay more attention to the needs of teachers especially on the motivation and leadership given to increase productivity and better performance of the teaching staff. For academics, it is expected 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 author or with different dimensions and indicators supported by latest theories or research. Bibliography Adnan, A., dan Saragih, R. (2019).

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