



THE INFLUENCE OF LEADERSHIP AND INCENTIVES ON TEACHER PERFORMANCE WITH MOTIVATION AS A MODERATING VARIABLE AT PUBLIC MADRASAH ALIYAH IN PONTIANAK CITY

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INFO ARTICLE

ABSTRACT**Keywords:**

leadership, incentives,
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This study aims to determine how leadership and incentives affect teacher performance with motivation as a moderating variable. The research was conducted using quantitative methods. Data were obtained using a sample of 128 teachers from three State Aliyah Madrasah in Pontianak City. The data were analyzed using linear regression techniques with the help of SPSS statistical software. The results showed that both leadership and incentives had a positive and significant effect on teacher performance mediated by motivation. Partially, leadership and incentives also have a positive and significant effect on both teacher motivation and performance.

INTRODUCTION

Teachers are the most decisive component in the education system as a whole, which must receive first and foremost attention. Teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted madrasah and teachers in fostering students. (Kusnadi et al., 2025) explains that performance is the achievement of work result or work performance of targets that must be achieved by an employee within a certain period of time in accordance with their respective duties and functions.

The head of Madrasah has a big role, function and duty in advancing his madrasah, effective leadership is a leader who can bring his madrasah to a better situation, achieve the desired results, can improve the performance of his teachers so that it will have an impact on the quality of education. (Umar Sidiq, 2021) argues that leadership is a way or technique used by leaders in influencing followers or subordinates in carrying out cooperation that has been determined.

One of the other elements that effect teacher performance is by providing incentives. (Waloyo, 2020) explains incentives as additional rewards for outstanding employees, incentives for employees to carry out their work better, so that their performance can increase. Teachers are an important factor in the world of education such as madrasah, therefore the factor of educators or teachers needs serious attention, such as by providing incentives that are balanced with the results of their work, because providing incentives is an incentives given by madrasah to teachers with the aim of encouraging teachers to work more actively and efficiently.

Another component that is no less important is the provision of motivation. (Aryati, 2025) states that motivation is an energy to generate encouragement within employees who influence, arouse, direct, and maintain a person's behaviour related to the work environment. The madrasah principal as a motivator should be able related to motivate teachers, so that their work is more enthusiastic and disciplined. For this reason, the madrasah head must apply the right strategy that can be emulated by teachers. In addition, the madrasah principal is expected to be able to motivate each teacher to work well, be disciplined and enthusiastic, so that teachers can foster a sense of pleasure and love in teaching which in turn can improve the performance of teachers.

The research by (Joel et al., 2022), (Junaris, 2023), and (Khaeruman & Farradia, 2021) showed that leadership has a positive and significant impact on motivation, with effective leadership leading to increased teacher motivation. This is supported by (Adnan, 2020), (Hatta, 2018), and (Handayani & Arrosid, 2021), who found that incentives also positively influence motivation. Higher incentives result in increased employee motivation. Furthermore, (Nuzleha, 2022), (Pandiangan, 2019), and (Yosli et al., 2020) discovered that leadership positively affects teacher performance, with better leadership leading to improved performance. Similarly, (Indrastuti, 2020), (Usman, 2021), and (Thalib & Sabidullah, 2017) found that incentives enhance teacher performance, demonstrating that higher incentives lead to better performance. Motivation also plays a significant role, as evidenced by (Hidayat et al., 2021), (Qomariah et al., 2022), and Agustina (2020), who concluded that increased motivation results in improved teacher performance.

The study further explored the moderating role of motivation. (Nasution, 2018) showed that motivation moderates the relationship between leadership and teacher performance, with motivation amplifying the positive effects of leadership on performance. Similarly, (Andriani et al., 2018), (Astuti et al., 2020), and (Malebe et al., 2023) found that motivation moderates the impact of incentives on teacher performance. When motivation is high, the effectiveness of both leadership and incentives in improving teacher performance is significantly enhanced. These findings lead to the hypothesis that leadership and incentives, when coupled with motivation, have a positive and significant influence on teacher performance.

METHODS

In this research the author uses a quantitative approach. Quantitative methods are research methods that can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative data analysis with the aim of testing predetermined hypotheses (Sugiyono, 2013:8).

Asmara (2012:32) argues "quantitative research is research to solve problems using quantitative data analyzed with statistics". For research data with the ex post facto method, namely a systematic search for empirical data where the independent variable (X) the event has occurred. So in this study the researcher does not provide treatment for the independent variable but examines the facts that have occurred or have been experienced by the research subjects.

Table 1. Characteristic Based on Madrasah Origin

No	Origin of Madrasah	Number of Respondents
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		Frequency	Percentage
1	MAN 1 Pontianak	55	43
2	MAN 2 Pontianak	51	40
3	MAN 3 Pontianak	22	17
	Total	128	100

Data source: Primary data through Google Form

Table 2. Characteristics Based on Gender

No	Gender	Number of Respondents	
		Frequency	Percentage
1	Male	73	57
2	Female	55	43
	Total	128	100

Data source: Primary data through Google Form

Table 3. Characteristics Based on Length of Service

No	Working Time	Number of Respondents	
		Frequency	Percentage
1	> 10 Years	85	66,4
2	6 – 10 Years	15	11,7
3	2 – 5 Years	23	18
4	1 – 2 Years	5	3,9
	Total	128	100

Data source: Primary data through Google Form

RESULTS AND DISCUSSION

Reliability Test Results, Classical Assumption Tests, and Hypothesis Test

Table 4. Reliability Test Results

No	Variables	Cronbach's Alpha Value	Sig.	Description
1	Leadership (X ₁)	0,846	> 0,5	Very high
2	Incentives (X ₂)	0,947	> 0,5	Very high
3	Teacher Performance (Y)	0,914	> 0,5	Very high
4	Motivation (Z)	0,939	> 0,5	Very high

Based on table 4 above, it can be concluded that all variables of the reliability coefficient are obtained with very high information, so it can be stated that in this study the questionnaire used has reliability as a measuring tool.

Table 5. Normality Test Results

Regression Model	Z Count Value	Sig. (2-tailed)	Description
Normality Test 1	0,821	0,510	Normal
Normality Test 2	0,555	0,918	Normal

The normality test results were completed using the Kolmogorov-Smirnov approach. If the sig value > 0.05 then the data is normally distributed. From the table above, it can be seen that the sig is $0,918 > 0,05$. It can be concluded that the data is normal.

Table 6. Heteroscedasticity Test Results 1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
		<i>B</i>	Std. Error	Beta		
1	(Constant)	-.088	.054		-1.650	.101
	Performance (Y)	.001	.001	.208	1.542	.125
	Motivation (Z)	.000	.000	.052	.382	.703
a. Dependent Variable: Leader						

Source: Primary data processed, 2024

In table 6 above, the heteroscedasticity test has been carried out using the Gleijser test. Where in the table that the sig value is more than 0.05. therefore, it can be said that there is no disturbance in the heteroscedasticity test.

Table 7. Multicollinearity Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.	Collinearity Statistics	
		<i>B</i>	Std. Error	Beta			Tolerance	VIF
1	(Constant)	11.871	7.376		1.609	.110		
	Leader	.192	.056	.212	3.417	.001	.650	1.538
	Incentives	.391	.079	.315	4.917	.000	.611	1.638
	Motivation	.337	.053	.450	6.359	.000	.500	2.001

Source: Primary data processed, 2024

Based on table 7, it can be seen that the VIF value for the leader, incentive, and motivation variables has a value of 1,538; 1,638; 2,001 $< 10,00$ and *tolerance* 0,650; 611; 0,500 $> 0,10$, so it can be concluded that there is no multicollinearity so that the regression analysis can be continued.

Table 8. Recapitulation of Classical Assumption Test Results

No	Variables	Classical Assumption Test Results		
		Normality Test	Multicollinearity Test	Heteroscedasticity Test
1	Leadership	Normal	.650 < 10	No heteroscedasticity
2	Incentives	Normal	.611 < 10	No heteroscedasticity
3	Teacher Performance	Normal	-	No heteroscedasticity
4	Motivation	Normal	.500 < 10	No heteroscedasticity

Source: Primary data processed, 2024

Table 9. Recapitulation of Hypothesis Test Recap Results

Hypothesis	Hypothesis	Description
H1	There is a significant positive influence between Leadership and Motivation	Proven
H2	There is a significant positive influence between Incentives and Motivation	Proven
H3	There is a significant positive influence between Leadership and Teacher Performance	Proven
H4	There is a significant positive influence between Incentives and Teacher Performance	Proven
H5	There is a significant positive influence between Motivation and Teacher Performance	Proven
H6	There is a significant positive influence between Leadership and Teacher Performance with Motivation as a moderating variable	Proven
H7	There is a significant positive influence between Incentives and Teacher Performance with Motivation as a moderating variable	Proven

Based on the test results in table 9, it can be seen that all hypotheses tested have been proven.

Discussion

Effect of Leadership on Motivation

Based on the data that has been done before, getting the results of research that there is a significant influence between leadership on motivation with a value of $r = 0,221$ and significant value of $0,013 < 0,05$. So there is a significant positive influence between leadership and motivation. The higher leadership, the higher motivation.

Effect on Incentives on Motivation

Based on the data that has been done previously, the results show that there is a significant influence between incentives on motivation with a value of $r = 0,192$ and a significant value of $0,031 < 0,05$. So that there is a significant positive influence between incentives on motivation. The higher incentive, the higher motivation.

The Effect of Leadership on Teacher Performance

Based on the data that has been done before, getting the results of the study that there is a significant influence between leadership on teacher performance with a value of $r = 0,293$ and a significant value of $0,001 < 0,05$. So there is a significant positive influence between leadership on teacher performance. The higher leadership, the higher teacher's performance.

The Effect of Incentives on Teacher Performance

Based on the data that has been done previously, the results show that there is a significant influence between incentives on teacher performance with a value of $r = 0,404$ and a significant value of $0,000 < 0,05$. So that there is a significant positive influence between incentives on teacher performance. The higher incentive, the higher teacher's performance.

Effect of Motivation on Teacher Performance

Based on the data that has been done previously, the results show that there is a significant influence between motivation on teacher performance with a value of $r = 0,496$ and a significant value of $0,000 < 0,05$. So that there is a significant positive influence between motivation on teacher performance. The higher motivation, the higher teacher's performance.

The Effect of Leadership on Teacher Performance with Motivation as a moderating variable

Based on the data that has been tested previously, the results show that there is a significant positive influence between Leadership on Teacher Performance with Motivation as a moderating variable. With a calculated t value of 2,436 and a sig value. 0000 it can be concluded that H_0 is rejected and H_a is accepted. With a *Standardized Coefficients Regression* value of 23,235. So it can be concluded that if the leadership is good, the teacher's performance will improve, especially by getting motivation from the madrasah head, other teachers and from the teacher himself.

The Effect of Incentives on Teacher Performance with Motivation as a moderating variable

Based on previously tested data, there is a significant positive influence between Incentives on Teacher Performance with Motivation as a moderating variable. With a calculated t value of 6,694 and a sig value. 0000 it can be concluded that H_0 is rejected and H_a is accepted. With a *Standardized Coefficients Regression* value of 43,268. So it can be concluded that if the teacher's performance is rewarded by providing incentives, the teacher's performance will improve, especially by getting motivation from the madrasah head, other teachers and the teacher himself.

Limitations of The Study

Research using a quantitative approach may not be able to explore in depth the factors that influence teacher motivation, incentives and performance qualitatively. Factors such as personal preceptions, interpersonal relationships or emotional issues cannot be fully measured by surveys alone. In addition, in research involving surveys or questionnaires, there is a possibility that respondents may not answer honestly, either due to social pressure or fear of negative repercussions if they give true answers. This can

affect the accuracy of the data, especially regarding the assessment of their own motivation and performance. In addition, the author uses commonly researched variables such as leadership, incentives, performance, and motivation. So that this can be a consideration for the author for further research will use unique variables or those that are rarely researched by other authors.

Managerial Implications

Based on the results of the discussion and analysis above, there are several implications for the State Aliyah Madrasah in Pontiana City, including: The results of this study prove that leadership, incentives, and motivation are proven to have an effect on teacher performance. So that the author's suggestion for the head of the madrasah is to set an example in leading this madrasah, to be a democratic and favored madrasah head for teachers, besides providing adequate incentives to teachers who have succeeded in making their madrasah proud, but in addition to material incentives, of course, non-material incentives also need to be given to teachers both in official and unofficial forums. In addition to the above, the head of the madrasah also needs to motivate teachers to work well so as to create good teacher performance.

CONCLUSIONS

Based on the results of the analysis and discussion in chapter IV, the results of this study can be concluded that there is a significant influence between leadership on teacher performance with motivation as a moderating variable and between incentives on teacher performance with motivation as a moderating variable. So it can be concluded as follows: Leadership has a positive and significant influence on motivation, Leadership has a positive and significant influence on teacher performance, Incentives have a positive and significant influence on teacher performance, Motivation has a positive and significant influence on teacher performance, Leadership has a positive effect on teacher performance through motivation as a moderating variable, Incentives have a positive effect on teacher performance with motivation as a moderating variable.

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