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The influence of instructional leadership on learning motivation and student activity

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Article Info

ABSTRACT

In the context of acquiring foreign language competence, motivation plays an important role in determining the outcome of the learning process. This study explores the influence of instructional leadership on the motivation and learning activity of students in language learning at the Tanjung Berulak Islamic Madrasah Tarbiyah Pondok Pesantren (PPMTI). The study uses a quantitative correlational approach, with a population of as many as 620 students from PPMTI Tg. Berulak. The sample size of 71 respondents was determined using proportionate stratified random sampling. Data analysis includes validity testing of research instruments and regression analysis to measure the impact of instructional leadership on student motivation. The regression analysis resulted in a coefficient of 0.870, which indicates that the improvement in instructional leadership by one unit was linked to the increase in student motivation by 0.870. In addition, the study also found that motivation significantly affects student learning activity, with a significance rate counted below 0.05. The findings highlight the important role of instructional leadership in enhancing the motivation and active participation of students in language learning environments.

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Introduction

In the context of acquiring foreign language competence, motivation plays a significant role in determining the outcome of the learning process(Erwin 2022; Nasruddin 2019; Pradja and Chania 2019; Sulaeman and Dwihudhana 2019). Motivation becomes a crucial element that supports the effectiveness and efficiency of the learning process. When students are intrinsically urged to deepen their understanding of the language, the enthusiasm they have can be the key in facilitating a deeper understanding (Fransiska et al. 2023; Moybeka et al. 2023; Muhammad, Gumiandari, and Huriyah 2020; Sariakin and Faizah 2023). In the context of education in the school environment, learning motivation is crucial as an internal driver that affects the student's success rate (Anissyahmai 2023; Lai'Mandi et al. 2023; Rohman 2019). The motivation in learning a foreign language is a need impulse, the desire of the student to know something in terms of language (Anissyahmai 2023; Bulkini and Nurachadijat 2023; Handayani, Marlina, and Desyandri 2022). Therefore, the duty of a teacher is to know ways that can increase the motivation of students to learn.

In addition to motivation, an educator is also expected to encourage the active participation of students in the learning process. This active participation has crucial significance in the context of education, given its positive impact on the quality of learning and achievement of student learning outcomes(Lembong,

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Lumapow, and Rotty 2023; Muktamar and Pinto 2023; Sariakin and Faizah 2023; Sholeh 2023). When an educator teaches, efforts to enhance the physical and mental involvement of students become essential (Zatrahadi et al. 2023). The level of motivation experienced by students will play a major role in determining their level of participation and involvement in the learning process. Learning motivation has a positive and significant influence on student learning activity (Darmayanti 2022; Maghfur 2022; Sudaningsih 2020). It shows that the higher a person's learning motivation, the more active they are in the learning process.

A teacher can apply a variety of leadership models, but since the school is involved in the learning process and seeks to improve it, the teacher must be able to select a model that aligns with that process (Ariyanti 2020; Tanggulungan and Sihotang 2023; Wati, Kabariah, and Adiyono 2022; Yokoyama, Nadeak, and Sihotang 2023). A teacher is a guide for the pupils and a promoter of school culture; the actions he takes reflect his leadership style.In language learning, schools need to work extra to improve school performance. School principals and teachers must collaborate with each other to produce a learning process that can improve student learning achievement. Complementing each other, teachers and school principals understand each other's main tasks and functions, especially in carrying out instructional leadership (Juwardin, Fauza, and Marpaung 2022; Yasyakur 2019; Yokoyama et al. 2023). Instructional leadership that is well managed will produce good things for teachers, school principals, and more importantly students. Teachers as one of the people who carry out instructional leadership must increase their role in guiding and providing direction, motivating students in various learning situations and collaborating with various school elements (Nasikhah, Maunah, and Patoni 2022; Sulastri, Fitria, and Martha 2020; Sutisna, Rozak, and Saputra 2023).

The role of learning leadership in increasing teacher professionalism has long been recognized as an important factor in school organizations, especially regarding its responsibility in improving the quality of learning in schools(Hartati 2022; Hidayat 2023; Mauliyah 2023). The important role of learning leadership in developing teacher professionalism should give rise to the implication that school leadership must shift its focus from simply managing administration to professional development with an emphasis on improving learning performance in the school environment.

In the context of developing student potential, increasing student motivation and active learning requires the implementation of instructional leadership by teachers. Teachers act as the main agents in the education and learning process, being at the forefront of direct interaction with students to carry out the educational process (Kuanine and Harefa 2022; Monika, Agung, and Dantes 2019; Wiryanto and Anggraini 2022). A person's ability to influence and direct people or groups to achieve certain goals. If students are less motivated to learn, this could indicate that teachers need to improve the way they teach, guide, and organize learning (Kuanine and Harefa 2022; Monika et al. 2019; Wiryanto and Anggraini 2022). Teachers have an important role in increasing student learning motivation by guiding and influencing student behavior to be more active in learning in class. Teachers' instructional leadership greatly influences students' learning behavior in the classroom, which in turn will influence students' levels of learning achievement.

Teachers carry out the main task, namely educating and teaching. This main task includes designing, executing, and evaluating. The design task is carried out before carrying out activities in the classroom, namely, planning all activities carried out so that the learning process occurs for students. After designing the activities, the teacher carries out all activities according to the design, starting with the initial activities (preliminary), the core or main activities (also called development activities), and ending with activities to close the lesson. And, as a final task, the teacher is to assess the learning activities—both the process and the results.

The role of teachers in fostering student learning motivation is considered very important. This is in accordance with Sardiman's opinion which states that the important point in relation to learning activities is how to create conditions or a process that directs students to carry out learning activities. In this case, the role of the teacher is very important regarding how the teacher makes efforts to grow and provide motivation so that his students carry out learning activities well. This research is also in line with Setyaningrum's research which states that teacher instructional leadership has a significant effect on student learning motivation. Meanwhile, Amaliyah and Setiyani also found that teacher leadership influences student learning motivation. Therefore, it is the teacher's responsibility to carry out instructional leadership so that learning objectives can be achieved. Students can learn well if the motivation to learn is adequate. Based on the background and limitations of the problem, the problem can be formulated in the Instructional Leadership research which influences the learning motivation and active learning of students together at the Madrasah Tarbiyah Islamiah Islamic Boarding School (PPPMTI) Tanjung (tg) Berulak.

Method

This study employed a correlational quantitative research method (Santoso and Madiistriyatno 2021). The research population consisted of 620 students from PPMTI Tg. Berulak. All PPMTI Tg students were included in this study. Berulak numbers 620 people. In the meantime, we collected samples through probability sampling, utilizing the proportionate stratified random sampling technique with proportional allocation. The Slovin formula, specifically, is used to determine the number of samples in this study (Kusumastuti, Khoiron, and Achmadi 2020). The sample size was 71 people.

Initially, researchers test the validity of research instrument items before conducting research to determine their suitability for use. We distributed the research instrument to 30 samples at MA Al Mujtahadah, where we declared the validity of each questionnaire item. This allowed us to use each validated research instrument item during the research process. Once we declare these items valid, we can use the previously created research instrument to generate normal data during the research process. Based on research insWe obtain information about respondents based on processed research instruments, which we use as a reference when examining the characteristics of research samples. e variables in instructional leadership research, learning motivation, and student learning activeness, a descriptive statistical table can be used, which shows the theoretical range or actual range.

Results and Discussions

In this study, a partial test (t-test) was conducted to assess the impact of the Instructional Leadership variable on student motivation:

Table 1. Instructional Leadership Partial Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,245	3,250		5,922	,000
	Instrucional Leadership	,766	,052	,870	14,655	,000

a. DependentVariable:Motivation

The calculated t-value of 14.655 is significant at p = 0.000, as indicated in the table above. A two-sided test with a 5% alpha level corresponds to a t-table value of 1.995 (based on a degree of freedom of 69 at a significance level of 0.025). This is derived from the equation where n = k – 1; alpha/2 = 71 – 1 – 1; 0.05/2 = 69; 0.025 = 0.025; and 1 is a constant. Comparing the calculated t-value (14.655) to the t-table value (1.995) or the significance level (0.000) to 0.05, we find that the calculated t-value is greater than the t-table value, indicating significance. This implies that instructional leadership significantly influences motivation.

From the table, we can construct Structural Equation 1 as follows: $Y1 = \rho y1XX + \rho y1\varepsilon1Y1 = 0.870$, where a 1-unit increase in instructional leadership leads to a 0.870 increase in student motivation, and vice versa. The standard error ($\varepsilon1$) is 0.493, representing the error coefficient for other variables outside the structural model influencing student motivation.

Table 2. Student motivation influenced by Instrucional

Mo del	R	R Square	AdjustedR Square	Std. Error of the Estimate	Durbin-Watson
1	,870[a]	,757	,753	4,32985	1,895

b. Predictors:(Constant),InstrucionalLeadership
c. DependentVariable:Motivation

From the data presented in the table, we derive an adjusted R2 score of 0.757 or 75.7%. This indicates that 75.7% of student motivation can be attributed to instructional leadership. The results of the test show that the calculated t-value of 14.655 exceeds the critical t-table value of 1.995, and the significance level of 0.000 is less than 0.05, confirming that instructional leadership significantly impacts motivation. Additionally, the t-value

of 8.694 with a significance level of 0.000 also exceeds the critical t-table value, further supporting the significant influence of instructional leadership on motivation.

The adjusted R2 value, calculated t value, and significance provide a clear picture of the data analysis results. There is also a good explanation regarding the significance of the t test results, with a comparison between the calculated t values that exceed the critical t-table values. This strengthens the conclusion that instructional leadership has a significant influence on student motivation(Marks and Printy 2003).These findings align with prior research, which also demonstrated a positive and significant relationship between instructional leadership and student learning motivation (Rahino, Noor, and Andayani 2022).

Conclusions

Instructional leadership significantly influences student motivation, evident from the t value surpassing the t table value with a significance level of (<0.05). This underscores the crucial understanding of how effective instructional leadership drives student motivation. Additionally, instructional leadership also notably impacts student engagement, highlighted by its significant t value and low significance, emphasizing its role in fostering active student participation. However, student motivation equally plays a vital role, significantly influencing their activity levels as indicated by a significant t value and significance level reflecting notable changes in activity. Moreover, the combined effect of instructional leadership and motivation is pivotal in enhancing student activity, supported by the F test's low significance level, showcasing that a harmonious blend of effective instructional leadership and high motivation cultivates a dynamic and productive learning atmosphere for students.

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