

Participatory Leadership and Teacher Motivation in Improving School Quality

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Abstract: *This study describes the effect of participatory leadership and teacher work motivation on school quality. This study uses a quantitative paradigm of survey methods. This research was conducted on teachers at MIN 26 Aceh Utara. The population is 30 with a total sampling technique. Data was collected through a questionnaire with a Likert scale. Data analysis using regression analysis started with descriptive analysis, calculation of the prerequisites of analysis (normality, linearity, and homogeneity), and continued with hypothesis testing. The results of the analysis show that there are: (1) The direct effect of participatory leadership on school quality is significant, based on the level of significance (Sig = 0.000) and the correlation coefficient of 85.3%; (2) teachers' work motivation on school quality with a correlation coefficient of 64.2%; (3) participatory leadership and teacher work motivation simultaneously affect school quality by 86%. This study concludes that participatory leadership and teacher work motivation affect school quality. The implication is that more effective participatory leadership and high work motivation of teachers will affect the increasing quality of schools.*

Keywords: *Participatory Leadership, Teacher Work Motivation, School Quality.*

Introduction

The demand for improving the quality of education is a major factor in shaping educational institutions as a field for producing human resources (Arianto, 2017);(Parasii-Verhunen et al., 2020). In achieving competitive education, superior human resources should majorly influence educational development. Survey results state that the effectiveness of education determines productivity through human resource development strategies and enhances the quality of labour (Ayub et al., 2017);(Freidus & Ewing, 2022).

Low quality in schools is caused by several factors, including a lack of effective work ethic, quality, quantity, curriculum, and infrastructure provided to support the education process (Figueiró & Raufflet, 2015). Low school quality can also arise due to several problems, including budget problems, lack of facilities, minimal quality, lack of enthusiasm and motivation, below-standard innovation, and a lack of enthusiasm (Liljenberg & Blossing, 2021);(Potterton et al., 2020).

Some madrasah teachers do not teach by their educational background or field of knowledge. The indicator is that there are still many madrasah teachers who have the status of non-permanent teachers (honorary), which often causes problems with the lack of availability of teachers in school; this greatly affects the quality of the school (Prasetyo & Fadhillah, 2022);(Rifma et al., 2022).

Simply understanding the concept of quality in education focuses on the availability of input factors and process factors that occur in it (Rasyad et al., 2019). As stated in the context of education, the definition of quality includes input, process, and educational output (Ubogu, 2020). In education, quality is generally defined as a measure of the effectiveness and efficiency of educational programs, which includes three main components: input, process, and output (Culley, 2019). Input refers to the resources and materials used to support the educational program, such as qualified teachers, appropriate facilities, and adequate learning materials (Silva et al., 2021). Process refers to the methods and strategies used to deliver instruction and facilitate learning, such as active learning techniques, student-centered approaches, and collaborative learning (Salabi et al., 2023). Output refers to the outcomes and results of the educational program, such as the knowledge, skills, and competencies that students acquire as a result of their participation in the program (Mahmud, 2019).

Overall, the quality of education can be measured by evaluating how these three components are aligned and effective in achieving educational goals and objectives (Flum & Kaplan, 2006). For the process to run until the creation of superior output, there needs to be an effective driver, one of which is a participatory principal. Participative leadership is a way for a leader to involve subordinates in the decision-making process (Prasetyo, 2022); teachers also play a role in improving school quality. Teachers must be motivated to make the school superior. Therefore, teacher work motivation is important in maximizing school quality improvement (Amtu et al., 2020);(Muadin et al., 2022).

This study was conducted to determine the effect of participative leadership and teacher work motivation on school quality at MIN 26 in North Aceh. This article will present the concept of leadership with a participatory leadership style and teacher work motivation on school quality (Wentzel & Miele, 2016). Therefore, participative leadership and teacher work motivation are limited to aspects of school quality (Campos-García & Zúñiga-Vicente, 2019b);(Vasilescu, 2019).

Systematically constructing school quality through education system component synergy. The majority of research on school quality focuses on leadership factors (Juharyanto et al., 2023);(Lumban Gaol, 2021). However, additional research on the various leadership styles is required to determine the most effective leadership style for constructing high-quality schools (Kurniady et al., 2022);(Northouse, 2021). The hypothesis in this study is that participatory leadership significantly impacts the formation of high-quality schools. Rahmah, Berkovich, and their colleagues discovered that school quality is influenced by work motivation (Berkovich & Bogler, 2020);(Rahmah & Prasetyo, 2022);(Susetyo et al., 2022). Rahmah, Berkovich, and their colleagues discovered that school quality is influenced by work motivation (Støre-Valen & Buser, 2019);(Uline, 2022). However, research on participatory leadership and teacher work motivation on school quality still lacks research.

School quality can be improved if the human resources in the school environment are able to move or manage the school to be superior. The rise of constructivism and its associated theories signified a paradigm shift for educators and instructional designers towards a view of learning that is necessarily more social, conversational, and constructive than traditional views of learning as transmission (Land & Jonassen, 2012). The role of principals and teachers is expected to improve school quality (Murniati & Siregar, 2022). This article will examine in more detail the concept of principal leadership, which focuses on leadership with a participatory style and teacher work motivation in schools. The practical implications of the results of this research can be used as relevant further study materials and study materials for school development.

Method

This study uses a quantitative research design with a descriptive survey method. The research location is MIN 26 North Aceh on Jln. Tugu Pahlawan Beunot Village, Syamtalira Bayu District, North Aceh Regency. The population in this study includes all teachers at MIN 26 North Aceh (30 respondents). Data collection is done through a Likert scale questionnaire. Data analysis techniques used in this study are regression techniques, starting with descriptive analysis, followed by the calculation of prerequisite analysis (normality, linearity, and homogeneity), and continued with hypothesis testing.

Result and Discussion

Table 1. Descriptive analysis

	Descriptive Statistic												
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
School quality	30	30	45	75	1892	63.07	1.503	8.233	67.789	-.713	.427	.183	.833
Participatory leadership	30	30	45	75	1900	63.33	1.694	9.279	86.092	-.636	.427	.010	.833
Teacher work motivation	30	34	51	85	2096	69.87	1.979	10.840	117.499	-.251	.427	.671	.833
Valid N (listwise)	30												

Following are the steps for calculating percentages to describe the level of school quality:

$$P = \frac{1900}{2250} = 0,8444 \qquad \times 100 \% \\ = 84,44\%$$

Based on the questionnaire distributed and assisted by the SPSS program, the percentage of data from the quality of schools in MIN 26 North Aceh is 84.44%. Referring to the descriptive criteria, the quality of schools in MIN 26 North Aceh is considered good because it is in the interval 84% - 100%. The participative leadership variable at MIN 26 Aceh is 84.44%, indicating that the participative leadership at MIN 26 North is good. The teacher work motivation variable at MIN 26 North Aceh is 93.15%, which is very good, as it is in the interval 93% - 100%.

The Effect of Participative Leadership (X1) on School Quality (Y)

Based on the formulated hypothesis that aims to test whether participative leadership influences school quality, the research analysis found that participative leadership significantly affects school quality. With the Sig value $0.000 < 0.05$ (probability value), H_0 is rejected, and

Ha is accepted, indicating that the coefficient of determination is significant.

Table 2. Correlation coefficient (X1) to (Y)

Model	Coefficients		Standardized Coefficients Beta	T	Sig.
	Unstandardized Coefficients B	Std. Error			
1 (Constant)	11.157	4.112		2.714	.011
Participatory Leadership	.820	.064	.924	12.756	.000

a. Dependent Variable: School Quality

The study's results prove that participative leadership (X1) contributes significantly to school quality (Y). In this case, the principal acts as a decision-maker, facilitator, and active listener in the decision-making process. Participative leadership helps to increase transparency and accountability by ensuring that all team members have the necessary information to make the right decisions.

The results of this study are in line with research from Chan and Fanani, whose research also shows the influence of the principal's participative leadership style on quality improvement (Chan, 2019);(Fanani, 2022). Participative leadership is a leadership style in which the leader promotes cooperation and active participation of all team members to achieve common goals. It increases motivation and engagement among teachers, staff, and students in achieving school goals.

Quality improvement is also carried out by creating an inclusive and collaborative work culture, which helps to create a positive work environment and motivates teachers and staff to work better together. The implication is that participative leadership must be enhanced to improve school quality. Efforts that can be made in this context include the application of participative leadership by school principals according to the indicators of participative leadership, which will certainly impact school progress. This means that the principal, through participative leadership, has an individual sensitivity dimension with the characteristics of observing subordinates in expressing ideas, increasing the sense of optimism of subordinates, and giving awards.

Implementing participatory leadership in school is influenced by communication from the principal, teachers, and other staff. Effective communication is needed to achieve the vision and mission of the school (Higham, 2016). To achieve this goal, coordination between employees who handle various parts of the school, such as principals, teachers, and all school staff, must establish a good relationship.

Leadership in education has several functions, including being responsible for subordinates to realize the educational institution's purpose, understanding each educator's motivation as a source of inspiration underneath, maintaining a balance between educators, and providing guidance and coaching.

However, based on research and studies, participative leadership has been shown to have a positive effect on school quality. Participative leadership encourages collaboration and shared decision-making among school leaders, teachers, and other stakeholders. This approach can lead to improved communication, trust, and teamwork, contributing to a better school environment and student academic outcomes. Participative leadership also allows for greater teacher autonomy and input in decision-making, increasing teacher satisfaction and motivation and, consequently, better student outcomes.

The Effect of Teacher Work Motivation (X2) on School Quality (Y)

The purpose of this study was to test the hypothesis that there is an effect of teacher work motivation on school quality. The research analysis found that participative leadership significantly affected school quality, as evidenced by a Sig value of 0.000 <0.05 (probability value). Therefore, Ho was rejected, and Ha was accepted, indicating that the coefficient of determination was significant. The evidence is shown in the table below:

Tabel 3. Coefesien Correlation (X2) to (Y)

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	T	Sig.
1	(Constant)	20.536	6.067		3.385	.002
	Work motivation	.609	.086	.801	7.091	.000

a. Dependent Variable: School Quality

In the study, the researchers found a significant positive influence of Teacher Work Motivation (X2) on School Quality (Y). This means that when teachers are motivated, it improves the overall quality of the school. The result is supported by the statistical analysis, where the significance value (sig) of 0.000 is less than the probability value of 0.05, which indicates that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

The coefficient of determination is also significant, indicating that Teacher Work Motivation (X2) contributes significantly to School Quality (Y). This finding suggests that highly motivated teachers tend to

be more engaged in their work, which can lead to higher levels of commitment, job satisfaction, and better performance. In turn, and according to Patterson and Hopkins, this correlation can contribute to better academic outcomes, a positive school climate, and an overall improvement in the quality of the school (Abas, 2019);(Hopkins, 2015);(van Dierendonck & Dijkstra, 2012).

Therefore, schools must prioritize teacher motivation and find ways to increase it. This can be done through various means, such as providing opportunities for professional development, offering rewards and recognition for excellent performance, and creating a positive work environment that fosters a sense of community and belonging among teachers. By doing so, schools can improve education quality and positively impact students' learning and overall academic achievement.

The results of this study align with Susanti's research and are supported by Bloch's research, which also found a significant influence of teacher work motivation on school quality (Bloch et al., 2021);(Susanti et al., 2022). To increase work motivation and achieve school quality, schools can provide tasks and responsibilities that match individuals' abilities and interests. A positive work environment, including inclusivity and collaboration, can motivate teachers and staff to perform better and achieve their goals. Creating open and transparent communication can help build trust and motivate teachers and staff to work better. Implementing these tips can increase work motivation and achieve better school quality.

The Effect of Participative Leadership (X1) and Teacher Work Motivation (X2) on School Quality (Y)

This study aimed to test the hypothesis that participatory leadership and teacher work motivation influence school quality. The research analysis found that the Fcount value was 83.071 > 3.32 (Ftable), indicating that Ho was rejected and Ha was accepted.

Tabel 4. Annava Table

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1691.052	2	845.526	83.071	.000 ^b
	Residual	2	27	10.178		
		74.815				
	Total	1965.867	29			

a. Dependent Variable: School Quality

b. Predictors: (Constant), Work Motivation, Participatory Leadership

The study analyzed the effect of two independent variables, Participative Leadership (X1) and Teacher Work Motivation (X2), on the dependent variable, School Quality (Y). The study found that both Participative Leadership and Teacher Work Motivation had a significant positive influence on School Quality. The coefficient of determination for both variables was significant, indicating that they contributed significantly to the variation in School Quality.

According to Saleem and Malik et al. in developing nations, the principal leadership roles and practices differ from those in developed countries (Malik et al., 2016). On all levels of the job, teachers require immediate work clarity and motivation. Non-participative directive leadership provides teachers with immediate work clarity and motivation (Saleem et al., 2020).

These results align with Zheng's research and are supported by Ross and Gray's research, which also found a significant influence of participatory leadership and teacher work motivation on school quality (Ross, 2017);(Zheng et al., 2017). Participative leadership and work motivation have a significant and simultaneous influence on school quality. Participative leadership focuses on empowering and involving all parties, including teachers, staff, and learners, in fostering an inclusive and collaborative work environment, motivating teachers and staff to perform better, and building a higher sense of responsibility for education quality (Santisi et al., 2014). Work motivation is an internal stimulus for individuals to work and achieve, and high motivation can help improve school quality.

To shape work motivation, schools can provide positive and constructive feedback, rewards, and incentives to motivate individuals to work better and achieve their goals. Creating an inclusive and collaborative work culture can also motivate teachers and staff to work better together. Providing training and professional development opportunities can help individuals improve their work skills and motivation.

In the context of participative leadership, there are multiple ways to improve school quality and Encourage collaboration and teamwork. This can be accomplished through regular team meetings, group projects, and opportunities for professional development. Although leadership styles were found to be effective in the given context, it was found that participative leadership was either problematic or destructive for all teacher job performance constructs. And hence, training for principals on the practical implementation of participative leadership functions could be productive.

Participative leadership relies on open dialogue and communication between school leaders and staff. Promoting open communication can aid in building trust and fostering a culture of openness and accountability. Provide opportunities for professional development: Providing opportunities for professional development can aid in enhancing the knowledge and skills of teachers and staff, thereby enhancing school quality. This may include training programs, symposia, and workshops. Facilitate innovation and creativity: Participatory leadership can foster an environment conducive to innovation and creativity. It can improve teaching practices, curriculum development, and student outcomes by encouraging teachers and staff to think creatively and try new ideas.

Participative leadership can facilitate the transition from traditional teacher-centred instruction to student-centred learning. This may include personalized learning plans, project-based learning, and other student-centred approaches that improve learning outcomes and student engagement. This duty must be accepted and implemented by the education administrator to manage the school effectively. The contribution of an administration school can enhance an individual's disposition.

Improving school quality within participative leadership requires a commitment to collaboration, communication, professional development, innovation, and student-centred instruction. This highlights how student development is highly dependent on the effectiveness of school leaders and the overall school system. Leadership, client focus, stakeholders, change commitment, and continuous improvement are all examples of school quality practices (Girdler et al., 2016). Data-driven decision-making, professional development, and a systems-based perspective all have a relationship and engagement with school leadership and school enhancement.

Furthermore, the study also examined the joint effect of Participative Leadership and Teacher Work Motivation on School Quality. The study found a significant joint effect between the two variables on School Quality. This suggests that the combination of Participative Leadership and Teacher Work Motivation is more effective in improving School Quality than either variable alone.

The study suggests that school administrators and leaders should foster participative leadership styles and promote teacher work motivation to improve the quality of education in their schools. By combining these two approaches, school leaders can create a positive school culture that promotes collaboration, teamwork, and a shared

sense of purpose among teachers and staff, leading to better student outcomes and overall school quality.

The description of participatory leadership, teacher work motivation, and school quality was carried out at MIN 26 North Aceh. The novelty of this study is that participatory leadership at MIN 26 North Aceh not only applies usual leadership styles but also involves a participatory leadership style that brings about changes in improving school quality. The novelty of this study is also found in the participatory leadership variable, which includes decentralization between the principal and teachers and democratic management (Bandur, 2012). Furthermore, there are changes in indicators for school quality, such as the existence of climate and culture and an evaluation system (Driskill, 2018).

This investigation focuses primarily on schools in a developing regency in North Aceh. Therefore, there is an urgent need for a multifaceted conceptualization of the influence of contextual and cultural factors in order to validate the possible causes for the surprising result of the present study regarding participative leadership. The current research is restricted to the school development styles outlined in the TQM theory and the five teacher motivation constructs. Future studies could yield insightful results by incorporating additional variables, leadership styles, and work environment of teacher job performance, specifically reward system mediating variables of task characteristics and follower (teacher) characteristics (Campos-García & Zúñiga-Vicente, 2019a).

Conclusion

Participatory leadership and work motivation have a partial influence on the quality of schools. Moreover, both participatory leadership and work motivation have a significant influence on the school quality variable. Participatory leadership entails involving teachers, parents, students, and other stakeholders in decision-making processes, allowing them to have a say in the future of the school. This leadership style can result in better student outcomes by improving communication, trust, and ownership of the school's success. Furthermore, teacher motivation is critical for ensuring positive learning and teaching experiences for students. Teachers who are motivated are more likely to participate in professional development opportunities, use effective teaching strategies, and provide students with individualized support. Student engagement, academic

achievement, and well-being may improve as a result. Participatory leadership and teacher motivation can aid in the improvement of post-pandemic Indonesian schools by cultivating a positive and collaborative school culture, improving communication and trust, and promoting high-quality teaching and learning experiences for all students.

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