



A Correlation Study Between Leadership Style and Work Spirit on the Quality of Madrasah Tsanawiyah Teachers

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ABSTRACT

The quality of teachers is one of the important factors in achieving national education goals. However, there are still various problems related to the professionalism and quality of teacher performance in the school environment. This study aims to determine the relationship between the principal's leadership style and the teacher's work spirit on the quality of teachers at Madrasah Tsanawiyah in Batang Toru District, Tapanuli. This study uses a survey method with a correlational approach. Data was collected through the distribution of questionnaires to Madrasah Tsanawiyah teachers as research respondents. Data analysis was carried out using statistical correlation and regression techniques to determine the influence of each variable and its influence together. The results of the study show that the leadership style of school principals has a positive effect on teachers' work morale. Leadership style also affects the quality of teachers. In addition, the work spirit of teachers has a positive influence on the quality of teachers. Simultaneously, leadership style and work spirit contribute to improving the quality of teachers. Effective leadership and high work morale of teachers are able to create a conducive educational environment and support the improvement of teacher professionalism. This study concludes that improving the quality of teachers can be done through strengthening the leadership Nstyle of school principals and increasing teachers' work morale at Madrasah Tsanawiyah.

INTRODUCTION

The quality of human resources is one of the main factors that determine the progress of a nation. Education has a strategic role in shaping quality human resources through a planned and continuous learning process. In Law Number 20 of 2003 concerning the National Education System, it is stated that national education aims to develop the potential of students to become human beings who have faith, piety, noble character, healthy, knowledgeable, capable, creative, independent, democratic, and responsible. To achieve this goal, it is necessary to implement quality education.

The development of science and technology and the demands of globalization require educational institutions to continue to improve the quality of educational services. In this context, schools are required to be able to produce graduates who have competence in accordance with the needs of society and the development of the times. Efforts to improve the quality of education do not only depend on the availability of facilities and infrastructure, but are also influenced by the quality of human resources involved in the education process, especially school principals and teachers.

Teachers are the spearhead in the implementation of education. The success of the learning process is largely determined by the teacher's ability to plan, implement, and evaluate learning. Therefore, the quality of teachers is one of the important indicators in determining the success of education. Qualified teachers are required to have mastery of the material, the ability to manage learning, the use of appropriate learning methods and media, and the ability to evaluate and guide students.

Improving the quality of teachers is inseparable from the role of school principals as leaders of educational institutions. The leadership of the principal has a great influence in directing, guiding, and motivating teachers to carry out their duties effectively. A leader who has a clear vision, good communication skills, and is able to create a conducive work environment will encourage improved teacher performance and professionalism. Conversely, less effective leadership can hinder the achievement of school organizational goals.

In addition to the leadership factor, the work spirit of teachers is also a factor that determines the quality of the implementation of educational tasks. Work spirit reflects the willingness, seriousness, and responsibility of teachers in carrying out their work. Teachers who have a high work ethic tend to show better discipline, creativity, and commitment in the learning process so that they can contribute to improving the quality of education.

Madrasah Tsanawiyah in Batang Toru District as one of the educational institutions has a responsibility in producing quality human resources. To realize these goals, effective leadership of the principal and high work spirit of teachers are needed. Therefore, it is necessary to study the relationship between the principal's leadership style and the teacher's work spirit on the quality of teachers.

Based on this description, this study aims to analyze the influence of the principal's leadership style and teachers' work spirit on the quality of teachers of Madrasah Tsanawiyah in Batang Toru District, Tapanuli. The results of the research are expected to contribute to the development of policies and strategies to improve the quality of teachers and the quality of education in general.

RESEARCH METHODS

This study uses a survey method with a correlational quantitative approach. The survey method was chosen because the study aims to obtain an empirical picture of the relationship between the principal's leadership style, teachers' work spirit, and teacher quality at Madrasah Tsanawiyah in Batang Toru District, Tapanuli.

The research population is all teachers of Madrasah Tsanawiyah in Batang Toru District, Tapanuli. The population consists of teachers with the status of Civil Servants (PNS) and honorary teachers who are in charge of the madrasah that is the location of the research. The study sample was determined from the population according to the sampling techniques used in the study.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Leadership Style

Leadership style is a pattern of behavior that a leader uses in influencing, directing, and motivating subordinates to achieve organizational goals. In the context of education, school principals play the role of leaders who determine policy direction, create a conducive work climate, and encourage the improvement of teacher performance. An effective leadership style is believed to be able to increase the morale and quality of teachers in carrying out their duties.

Work Spirit

Work morale is a psychological condition that shows a person's enthusiasm, seriousness, responsibility, and willingness to carry out their work. Teachers who have a high work ethic tend to show better discipline, commitment, and motivation in the learning process. Therefore, work spirit is one of the factors that can affect the quality of teachers in carrying out their professional duties.

Quality of Teachers

Teacher quality is the ability of teachers to carry out educational tasks effectively, including learning planning, implementation of the teaching and learning process, learning evaluation, and professional development. The quality of teachers is an important factor in the success of education because teachers are the spearhead who interact directly with students in the learning process.

Conceptual Framework

This research is based on the assumption that the principal's leadership style can affect teachers' morale. In addition, the teacher's leadership style and work spirit are suspected to have an influence on the quality of teachers. Thus, the more effective the principal's leadership style and the higher the teacher's work spirit, the quality of teachers will also increase.

The research hypothesis states that leadership style affects teacher morale, leadership style affects teacher quality, work morale affects teacher quality, and leadership style and work spirit together affect teacher quality.

RESULTS

Data Processing Results

1. Weighted Means Scored (WMS) Calculation

In this section, the results of research data processing using statistical techniques on three types of data will be presented, namely data on Leadership Style, work morale, and teacher quality with the technique used is *Weighted Means Scored* (WMS) which is made in four categories, namely:

Table: 4.6 Score Interpretation Criteria

Percentage Score	Interpretation Criteria
3,15 – 4,00	Excellent
2,15 – 3,00	Good
1,15 – 2,10	Medium
0,25 – 1,10	Low

Leadership Style Overview.

The overview of Leadership Style can be classified through the table of the results of processing the average tendencies of the respondents below.

Table: 4.7. Average Tendency Leadership Style Score.

Indicator	Average	Category
Charisma	2,88	Good
Motivation	2,64	Good
Quality	2,83	Good
Sympathy	2,83	Good
Average	2,80	Good

Based on the results of the WMS calculation carried out, it can be seen that the average score obtained for the X1 variable is 2.80. By looking at the consultation table of the WMS calculation results, this means that the principal's leadership is included in the good category.

Leadership style has indicators that include charisma, motivation, quality and sympathy. To clarify the state of the leadership style of the MTs principal in Batang Toru District, Tapanuli, it can be described as follows:

Charisma

The school score was 2.88 . This shows that the charismatic behavior of leadership in leading the education office of Batang Toru sub-district, Tapanuli is categorized as good.

Inspirational Motivation

Average score score of motivation motivation of MTs principals in Batang Toru District, Tapanuli is 2.64. This shows that the principal's leadership in motivating all teachers and staff to have a commitment to the vision of education is categorized as good.

Quality

Leadership Style in terms of quality is shown with a score of 2.83. This shows that the quality of teachers in the category is good.

Sympathy

The Leadership style in listening to and acting on complaints, ideas, hopes, and all inputs given by teachers and staff is categorized as good. This is shown by the average score of individual sensitivity or sympathy of the principal towards teachers and staff is 2.83.

To further clarify the comparison of the average score of each sub-indicator of Leadership Style using the *Weighted Means Score* (WMS) formula, the author presents the following bar chart

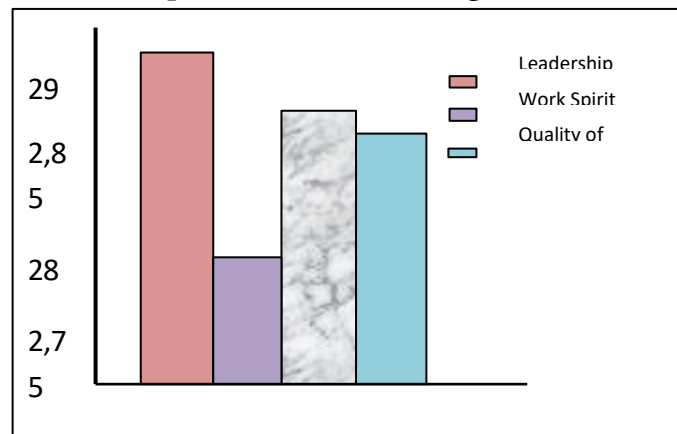


Image 4.1

Figure: 4.1 Bar Chart of WMS Calculation Results of Leadership Style Variables

An Overview of the Work Spirit of MTs Teachers in Batang Toru District, Tapanuli.

The results of calculating the average score of respondents on teacher morale using the *Weighted Means Score* (WMS) formula, are presented in the following table:

Table:4.8 General Trends of Variable Respondent Scores X2

Indicator	Average	Category
Characteristics of teachers	2,91	Good
Theories and principles	2,90	Good
Development progress	2,94	Good
PBM	2,92	Good
Teacher self-technology	2,79	Good
Communication	2,85	Good
Evaluation	2,88	Good
Evaluation results	2,97	Good
Reflection on work	2,97	Good
Average	2,91	Good

1. Based on the results of the WMS calculation carried out, it can be seen that the average score obtained for variable X2 is 2.91. By looking at the consultation table of WMS calculation results (table 3.6), this means that the work spirit of MTs teachers in Batang Toru District, Tapanuli is included in the good category.

That the work spirit of MTs teachers in Batang Toru District, Tapanuli has indicators, namely understanding the characteristics of the teacher, mastering the principles of the teacher, developing progress related to the work they are doing, conducting educational learning and so on. To clarify how the picture is portrayed, it can be described as follows:

Characteristics of Teachers

A leader is expected to be able to know the characteristics of teachers both from their physical, moral, social, cultural, emotional, and intellectual aspects. In understanding the characteristics of MTs teachers in Batang Toru District, Tapanuli is 2.91. This shows that the teacher's enthusiasm in understanding the characteristics of teachers is in the good category.

Theories and principles

The average score of teachers' work spirit in mastering theories and principles in high schools in Jakarta is 2.90. This figure shows that the work spirit of teachers in mastering theories and principles is in the good category.

- The average value of teachers' work ethic seen from the development of the curriculum related to the subjects/development fields taught is 2.94. This figure shows that teachers' morale is seen from development in the category.

Based on the results of the processing, an overview was obtained that in general the work spirit of MTs teachers in Batang Toru District, Tapanuli is good. This is based on the average value of this teacher's work morale variable for each indicator showing a good category.

To further clarify the comparison of the average score of each sub-indicator of teacher the *Weighted Means Score* (WMS) formula, the author presents the following bar chart:

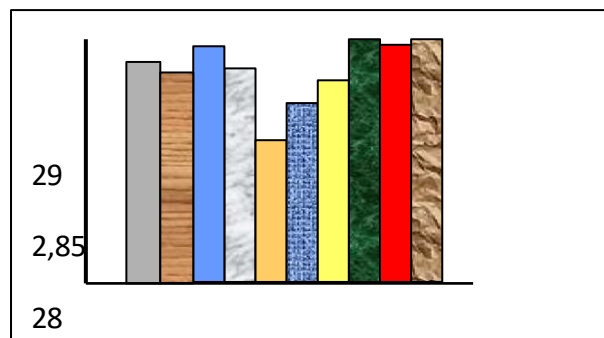


Figure: 4.2 Bar Chart of WMS Calculation Results of Work Morale Variable

Overview of the Quality of MTs Teachers in Batang Toru, Tapanuli.

The next step is to collect and process data related to the quality of MTs teachers in Batang Toru, Tapanuli. The data collected from respondents who work as teachers in this research process are then processed and calculated carefully. The results of the calculation of the average score of respondents about

the quality of MTs teachers in Batang Toru, Tapanuli using the *Weighted Means Score* (WMS) formula, are presented in the following table:

Table: 4.9. General Tendency of Variable Response Score Y

Indicator	Average	Category
Material mastery	3,12	Good
PBM Management	2,89	Good
PBM methods and techniques	2,98	Good
Media	2,78	Good
Educational foundation	2,79	Good
PBM Interaction	2,77	Good
Evaluation	2,79	Good
Guidance	2,93	Good
Learning Administration	2,99	Good
PTK	2,90	Good
Average	2,91	Good

Based on the results of the calculation of the *Weighted Means Score* (WMS) regarding the picture of teacher quality, it shows that the quality of MTs teachers in Batang Toru, Tapanuli is in the good category with an average score of 2.91. Teachers' teaching quality has indicators, namely mastery of materials, management, methods and techniques, media, educational foundations, interaction, evaluation, guidance. To clarify how the description of the teaching quality of MTs teachers in Batang Toru, Tapanuli.

The Result of Changing the Raw Score to the Default Score

For the purpose of processing correlational and regional statistical data, it is necessary to change the raw score to a standard score. Using the help of SPSS 12, the Research Hypothesis Testing score was obtained

Test of the normality of data distribution

The next step is to test the normality of data distribution. The calculation of the normality test of data distribution of the variables Leadership Style (X1), the work spirit variable (X2), and the quality of teachers was carried out with the help of the SPSS version 12 program, the following results of the data normality test are presented in the following table:

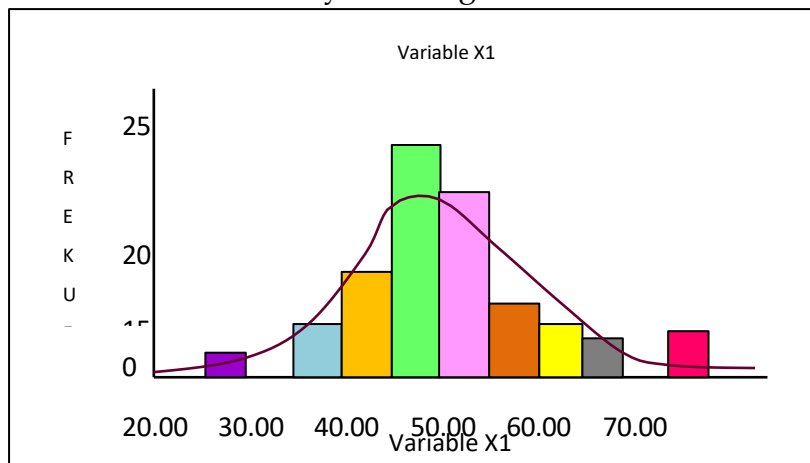
Variable Data Distribution X1 (Leadership Style)

By 9.83. Using the normality test, P-Plot shows that the variable X1 is normally distributed. So that the next calculation is carried out with parametric statistics.

For variable variable X1.....

Normal Distribution Parameters estimated:
location = 50.141026
And scale = 9.8293549

The results of the calculation of SPSS 12 test P - plot and normality description were obtained with the normality test image of the data of variable X1 as follows:



Red = 50,141

Std.Dev = 9.82935

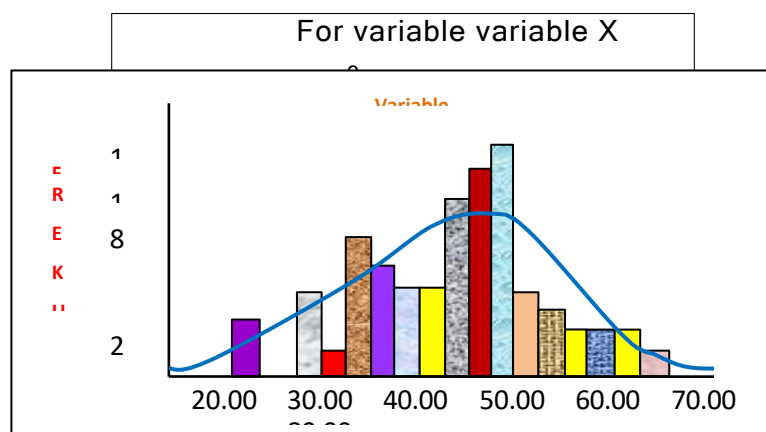
N = 78

Graphics: 4.1

Normalits Variable Distribution X1

Variable Data Distribution X2 (Morale)

by 10.24. Using the P-Plot normality test, it shows that the variable X2 is normally distributed. So that the next calculation is carried out with parametric statistics. The results of the calculation of SPSS 12 P-plot test and normality description were obtained from the normality test image of variable X2 data as follows:



Graph: 4.2 Normalits Variable Distribution X2

✚ Data Distribution of Variable Y (Teacher Quality)

Based on the results of the calculation of the data distribution for variable Y

The average score was obtained as a standard score of 49.9 and a standard deviation of 9.9. Using the P-Plot normality test, it is shown that the variable Y is normally distributed. So that the next calculation is carried out with parametric statistics. The results of the calculation of SPSS 12 P-plot test and normality description were obtained as follows:

For variable variable Y.....		
Normal	Distribution	Parameters
estimated: location = 49.9487		
And scale = 9.90985		

Based on SPSS 12 assistance, the following correlation figures were obtained:

Table: 4.13 Correlation Coefficients

Variable		Correlation	Category
Leadership Style	Work Spirit	0.49	Medium
Leadership Style	Quality of Teaching	0.37	Low
Work Spirit	Quality of Teaching	0.38	Low

In the output SPSS is depicted as follows:

Table: 4.14 SPSS Output Correlation Coefficient 12

		Variable Y	Variable X2	Variable X1
Variable Y	Pearson	1	.379(**)	.368(**)
	Correlation			
	Sig.(2-tailed)	.78	.001	.001
Variable X1	Pearson	.379(**)	1	.499(**)
	Correlation			
	Sig.(2-tailed)	.001	.78	.000
Variable X2	Pearson	.368(**)	.499(**)	
	Correlation			
	Sig.(2-tailed)	.001	.000	1
	N	78	78	.78

Based on the results of the SPSS, it can be seen that the correlation between Leadership Style and work ethic and teacher quality is in the low category (3.68). The variable of teacher morale on teacher quality is included in the medium category (4.99), in this SPSS calculation it is known that these numbers are significant for an error rate of 5% or 1%, this study is reliable in the range of 95-99%. Similarly, the results of the calculation can be found that leadership style has a low relationship with teacher quality. Meanwhile, the work spirit of the relationship teacher in the significance level of 95% is trustworthy. Thus, the

hypothesis that there is a significant influence between Leadership Style and teacher morale on teacher quality is accepted.

a) Determination Correlation Analysis

For view Level his detention/contribution It is carried out by regression calculation with the following summary:

Table:4.15 Determination Model Summary

Models	R	R Square	Adjusted R Square	Std. Error of the Estime
1	.431(a)	.186	.164	9.05918

Predictors: (Constant), Variable X2, Variable X1

And the calculation above concluded that the variable of teachers' teaching quality was influenced by the teacher's leadership style and work spirit by 18.6% and the remaining 81.4% was influenced by other variables such as personality competence, social, experience, commitment, motivation, compensation, policy, and others.

b) Regression Analysis

The regression value using the SPSS 12 program, for variables X1 and X2 for Y was obtained as follows: $Y = 25.414 + 0.24X_1 + 0.25X_2$.

Table: 4.16. Coefficients

Models		Unstandardized Coefficients		Standardized Coefficients	T	Sig
		B	Std. Error	Beta		
1	(Constant)	25. 414	6. 028		4. 216	. 000
	Variable X ₁	. 241	. 121	. 239	1. 985	. 051
	Variable X ₂	. 251	. 116	. 259	2. 158	. 034

Dependent Variable: Variable Y

This equation can be interpreted if the teacher's leadership style and work spirit are carried out effectively, then the quality of teachers is 25,414 units of teacher quality. The regression coefficient is 0 . 24 with a positive sign states that each addition of one Leadership Style results in an improvement in teacher quality by 0.24 and every increase in teacher work morale then the teacher's teaching quality is 0.25.

Based on the calculation of regression between the variables of the principal's leadership style (X1) and the teacher's work ethic (X2) on the quality of teachers (Y) using SPSS 12. The R number of 0.431 indicates a moderate relationship. The R square number or determination coefficient at the confidence level of 0.005 is 18.6 or rounded to 19%, meaning that the contribution made by the variables of Leadership Style and teacher work spirit to teacher quality is 19% while the remaining 81% is influenced by other factors such as teacher motivation, commitment, policies, climate, compensation, training attended, education, experience, and others.

Thus, the hypothesis (Ha) put forward by the author in this study is that "there is a significant contribution between the leadership of the principal and the work spirit of the teacher to the quality of teachers "accepted".

DISCUSSION OF RESEARCH RESULTS

The discussion of research results is a study of findings that are related to the answers to research questions. The findings of various data processing and analysis findings are the answers to research questions. The discussion of the results of the research will be described as follows:

Leadership Style Overview.

Based on the results of the calculation of the *Weighted Means Score* (WMS) regarding the general tendency of respondents' answers to the principal's leadership variable, it shows that the leadership style of the MTs principal in Batang Toru District, Tapanuli is in the good category with an average score of 2.80. This indicates that the Leadership Style carried out by the principal to improve the quality of teachers, is marked by charisma, motivation, and the quality of sympathy. The leadership variable of the principal in the motivation indicator is what still needs to be improved because by providing motivation, the leader behaves in a way that always provides challenges for the work done by the staff and pays attention to the meaning of the work for the staff, shows commitment to the organization's goals, and provides motivation to arouse the enthusiasm and optimism of the staff.

The score obtained for the leadership style variable on the motivation indicator is in the category under other indicators.

Meanwhile, motivation in the leadership dimension of the principal is a very crucial factor in influencing the quality of staff. With good motivation will be able to encourage people to do something voluntarily and without being forced. It is said by Aan Komariah (2009:120) that:

Motivation is given as an effort to maintain the work spirit of teachers so that work can be carried out optimally. Motivation is intended as an effort to encourage and stimulate teachers to carry out their activities or duties with a sense of awareness. As a motivational effort, leaders can carry out activities to increase enthusiasm, discipline, welfare, achievements, work morale, responsibility for tasks, productivity and efficiency of teachers.

To further improve the quality of teachers, school principals should provide intensive, extrinsic motivation that can be pursued from the behavior of the principal which is expected to foster the intrinsic motivation of teachers in the quality of their teachers. In addition, the indicators of teaching quality of teachers and the sympathy of the head of the service still need to be improved because among the existing indicators, this indicator obtained the second lowest score after motivation. School principals should be able to review the principal's competency standards and implement them in quality with a more sympathetic approach.

An overview of the work spirit of MTs teachers in Batang Toru District, Tapanuli. Based on the results of the *calculation of the Weighted Means Score* (WMS)

Regarding the general tendency of respondents' answers to the teacher morale variable, it shows that the work morale of MTs teachers in Batang Toru District, Tapanuli is in the good category. This is shown by the average score that reaches a figure of 2.91.

Teacher morale is a person's assessment of organizational values that control the behavior of organizational members in acting, thinking in the organization, which is assessed from indicators of discipline, order, hard work, manners, mutual respect, honesty, loyalty, socialization, and responsibility.

Thus the work spirit of the teachers that occurs is the glue of unity that binds teachers together, with clear standard norms of what can and cannot be done by its members. The values of togetherness support the opinion that the work spirit of teachers as a general perception held by the members of the organization, is a system of shared *meaning*. Teacher morale is a set of values that help all teachers know acceptable actions. Work culture is informal values and norms that control individuals and groups within the organization to interact with each other and with organizations outside the organization.

Efforts to build a work culture and teacher job satisfaction can be improved by increasing teachers' understanding of work culture. This provides a clue that values that are understood and agreed upon and socialized to all members/teachers before entering into their responsibilities are very important. By knowing what a teacher can and cannot do, he will have signs/references/norms in behaving in the organization. Teachers who in entering the world of work have known the values and norms that apply in their organization will make it easier for them to understand and direct themselves in carrying out their duties. Efforts to improve understanding and application of work culture can be pursued in various ways.

- ❖ *First*, carry out the affirmation of discipline in all fields. Discipline enforcement is the key to the success of the organization to produce teachers to become professional teachers, which is characterized by 3T (Responsive, Skilled, and Resilient) behavior. Responsive in recognizing and utilizing potential as an opportunity for organizational development, skilled in handling problems faced by the organization, and resilient or without easily giving up in solving organizational problems before achieving their goals.
- ❖ *Second*, implementing a culture of order to the rules or provisions of the organization in a consistent manner to teachers and implementing them fairly and transparently. Control over the implementation of an orderly culture needs to be carried out by giving verbal and written reprimands to every teacher who does not comply with it and providing an example in behavior. By carrying out an orderly culture, every leader can control the behavior of his subordinates, so that if he makes decisions in the form of awards or sanctions, he gets a strong foundation based on facts based on opinions.
- ❖ *Third*, encourage hard work which is preceded by an explanation of the roles and responsibilities that must be done to each teacher in the career development that can be taken by teachers that can be taken by teachers. It is important to explain the role to each teacher by every leader, before the teacher performs his duties and functions. This will make it easier for teachers to know their positions, roles,

duties, and responsibilities in the organization, as well as provide direction to each teacher. The role explanation will motivate every teacher to work hard by utilizing his or her potential and organizational means to develop a career while being a public teacher.

Thus, every teacher will know his duties, responsibilities, rights and obligations and the hard work done can be directed to achieve long-term and short-term plans in the career of civil servants.

- ❖ *Fourth*, carry out adequate *rewards* to every teacher who has good work performance, as well as the imposition of *punishment* for every violation committed by the teacher. Deviations from organizational values and norms, both positive in the form of work performance and negative in the form of violations, must obtain consequences from these actions. Rewards are given on the basis of potential, so it is the right of teachers to receive them even if they do not have achievements. The rights of teachers as civil servants are only to receive salaries, leave and pensions, while honorariums and other incentives are only given to teachers if they have achievements for the interests of the organization. Providing *adequate rewards* will motivate other teachers to do the same and at the same time become a means of healthy competition among teachers, without being influenced by feelings and attitudes as long as you are happy. Meanwhile, *punishment* is given to give a warning to every teacher who deviates from the values and norms of the organization so that they become aware and remember the values and norms that have been mutually agreed.
- ❖ *Fifth*, developing the values of honesty to all teachers in carrying out their duties. The values of honesty in the organization are very important to develop, because dishonest behavior will sooner or later result in the destruction of an organization. Honesty in carrying out the task encourages the potential resources of the organization to be used effectively and efficiently for the achievement of organizational goals. Dishonest behavior, encouraging the potential of organizational resources to be misappropriated for personal and group interests and not easily leading to corruption, collusion, and nepotism (KKN) behavior.
- ❖ *Sixth*, fostering teacher loyalty at all levels. The culture of loyalty to the organization needs to be improved to encourage the emergence of individual values in harmony with the values of the organization, so that the individual goals and the organizational goals are the same. If there has been similarity between individual values and organizational values, then without coercion, individual behavior in the organization will reflect the behavior desired by the organization. Fostering teacher loyalty can be done by providing training, both pre-service training, in the form of task recognition training, internships and so on or through *on-the-job training* to provide knowledge, skills and attitudes, both technical and training as long as the person concerned is still a teacher.
- ❖ *Seventh*, socializing organizational values in the form of written legal products/provisions/regulations and unwritten organizational values to

every teacher, both those who will enter the world of work and to all teachers who have been involved in the scope of their organization for a long time. It is the duty of the leadership of the institution to always convey the values of the organization, both old and new organizational values that develop as a result of changes in the environment, so that whenever there is a change in organizational values can be followed and carefully observed by all members of the organization. Socialization of organizational values can be carried out formally through regular meetings and delivery through announcements or by means of informal delivery through interpersonal communication between teachers, between teachers and superiors, or using other means of communication.

Teacher Quality Overview

Quality in this case is a series of activities that show a harmonious integration between behavior that is carried out contextually, competently, efficiently and completeness of work which has an impact on obtaining productivity/work results in the implementation of their duties and responsibilities. Aspects or indicators of quality are related to interpersonal communication. A person who has good interpersonal communication will easily choose the information received. The selector of the information received is related to his ability to understand the work and the information received. This means that interpersonal communication is related to efficiency, work completeness, and productivity.

The level of efficiency, completeness and productivity of work will be easier to achieve if there is a harmonious relationship between the boss and his subordinates, with his colleagues and with his superiors. This harmonious relationship can be fostered through effective information delivery, so that each individual who receives information about tasks and work orders can understand it correctly. This means that a good level of interpersonal communication can lead to good quality.

Quality as a result of individual work is obtained through efforts made in planning, executing, and supervising various organizational tasks, requiring interpersonal communication in conveying various information in the implementation of tasks. In the implementation of this activity, interpersonal communication plays a very important role so that work can be carried out effectively, efficiently and productively. Effectiveness, efficiency and productivity of work can only be obtained if supervisors are informed or convey the right information. Proper information can only be conveyed or received well, if the supervisor has high interpersonal communication skills.

Overview of the influence of leadership style on morale

From the results of the calculation, it can be seen that there is a significant influence between leadership styles on teachers' work morale. The effect caused was 0.499, indicating that the variable of teachers' work morale was positively and significantly influenced by the principal's leadership behavior of 0.499. The level of connectivity caused is in the medium category. While the rest are influenced by other factors that are not discussed in this study.

This kind of influence is possible because the head of the service has not properly understood the leadership behavior of the school principal, considering that this is still a new thing. In addition, it is also possible because the education level of the head of the service has not all reached the S1 qualification, only reaching 32% or only two 12 people out of 37 teachers. The others have just received a D2 diploma, and there are even two heads who have just received a high school diploma.

Based on the results of these calculations, it can be seen that the leadership style of the school principal makes a positive and significant contribution to the work spirit of MTs teachers in Batang Toru District, Tapanuli. Thus, the research submitted by the author can be accepted and proven to be true.

Overview of the Influence of Leadership Style on the Quality of MTs Teachers in Batang Toru District, Tapanuli.

And the results of the calculation can be found that there is a significant influence between leadership styles on the quality of teachers. The effect caused was 0.368. This shows that the variable of teacher quality is positively and significantly influenced by leadership style of 0.368. The level of connectivity caused is in the low category. While the rest are influenced by other factors that are not discussed in this study. This is possible because of the condition of the head of the service as expressed above. Such a situation greatly determines the competence of the teacher himself in quality as a leader who is the principal in developing a leadership style.

Based on the results of the calculation, it can be seen that the leadership behavior of school principals can make a positive and significant contribution to the quality of MTs teachers in Batang Toru District, Tapanuli. Thus, the research submitted by the author can be accepted and proven to be true.

CONCLUSION

Based on the results of the research and discussion that has been presented in chapter IV, it can be concluded as follows:

Leadership style and work spirit together have a significant effect on the quality of MTs teachers in Batang Toru District, Tapanuli. In detail, the results of the research can be concluded as follows:

1. The leadership style of the principal of MTs in Batang Toru District, Tapanuli in terms of charisma, individual sympathy performance and inspirational motivation is included in the category of sufficient and good. This can be seen from the results of the calculation of the Weighted Means Score (WMS) with a good average.
2. The work spirit of MTs teachers in Batang Toru District, Tapanuli in terms of knowing the characteristics of teachers from physical, moral, socio-cultural, emotional, and intellectual aspects, mastering learning theories and principles of educational learning, developing curriculum related to the subjects/fields of development that are in charge, organizing educational learning, utilizing technologists, information and communication for the benefit of learning, facilitating. The development of teachers' potential to actualize their various potentials, communicate effectively, empathic, and

- politely with students, conduct assessments and evaluations of learning processes and outcomes, utilize assessment and evaluation results for learning purposes, and reflective actions to improve the quality of learning are included in the category of good enough. This can be seen from the results of the calculation of the Weighted Means Score (WMS) with a good average.
3. Quality of MTs teachers in Batang Toru District, Tapanuli In terms of mastering teaching materials, managing teaching and learning programs, managing, using learning media/resources, mastering the foundations of education, managing interactions in PBM, carrying out teaching evaluations, getting to know the functions of guidance and counseling services, getting to know and implementing teaching administration, understanding the principles of classroom action research is included in the category of quite good as well. This can be seen from the results of the calculation of the Weighted Means Score (WMS) with a good average. The results showed that the correlation between the variables of leadership style and work morale on teacher quality was in the medium category.
 4. The value of the determination coefficient that can describe how much influence the variables of leadership style and work spirit give to the quality of teachers is 19%, the remaining 81% is influenced by other factors such as teacher motivation, commitment, policy, climate, compensation and others.
 5. The influence of leadership style and work spirit on teacher quality can be illustrated through the following regression equation: $Y = 25.1 - 1.0.24X_1 + 0.25X_2$. This equation means that every time there is a change in one unit of the variable of leadership style and work morale, it will affect the change in the variable of teacher quality.
 6. The conclusion of the results of this study is that the research hypothesis which reads "The influence of leadership style and work spirit together has a significant effect on the quality of MTs teachers in Batang Toru District, Tapanuli".

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