



Research Paper

Efforts to Improve Educator Performance Through Women's Leadership and Work Motivation

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ABSTRACT

Currently, leadership in business, government, and education is increasingly diverse, with many women assuming leadership roles, including in education. Despite this progress, societal perceptions still question women's leadership abilities, often stereotyping them as weak and emotional, contrasting with the perceived rationality and assertiveness of men. This study investigates the impact of female leadership and work motivation on the performance of teaching staff at MTs N Samarinda, using quantitative methods. Data was collected through a questionnaire completed by 63 educators. The analysis included Descriptive Statistical Tests, Instrument Validity Tests using r count and r table, and Reliability Tests using Cronbach's Alpha. Analytical techniques such as Classic Assumption Tests, Multiple Linear Regression Analysis, Partial Tests, Simultaneous Tests, and Determination Tests were applied. Findings indicate that Women's Leadership does not significantly affect Educator Performance, contrary to the hypothesis, whereas Work Motivation significantly enhances it, aligning with expectations. Additionally, the combined influence of Women's Leadership and Work Motivation significantly improves Educator Performance. Conclusions drawn from this study are: 1) Women's Leadership has an insignificant negative effect on Educator Performance. 2) Work Motivation has a significant positive effect on Educator Performance. 3) Women's Leadership combined with Work Motivation has a significant positive effect on Educator Performance.

1. INTRODUCTION

Leadership in business, government, and education is increasingly diverse, with many women emerging as leaders in these fields, including education. Despite progress, societal doubts persist about women's leadership, often stereotyping women as weak, delicate, emotional, and feeling-oriented, while men are seen as rational and assertive. This perception has historically positioned women as needing protection and dependent on men. Additionally, women in leadership roles are sometimes viewed as lacking essential skills and characteristics such as decision-making, discretion, and responsibility. As the years progress, the number of women in leadership and academic positions continues to rise, significantly changing societal dynamics (Djermani et al., 2023). This shift has led to growing recognition of women's contributions in leadership roles. According to Asep (2020), the role of women in educational institutions is like a dilemmatic coin. On one side, women strive to maximize their potential, gaining rights and recognition. On the other, some continue to challenge and debate their position. Generally, two types of women's leadership are identified: transformational leadership and feminist leadership. Thus, to achieve organizational goals, leaders must effectively carry out their leadership and communication roles, mobilizing subordinates through directed approaches and coaching tailored to their desires and abilities. A leader should foster an organizational environment that enhances the work enthusiasm of subordinates, both individually and in groups.

Education is a deliberate and planned effort aimed at creating an ideal learning environment where students actively develop their potential, religious and spiritual strength, self-control, personality, intelligence, noble morals, and other necessary skills for themselves, society, and the nation (Hamzah & Faruq, 2020). Moreover, educational institutions continually evolve to bring about positive changes in school culture, communication, performance, and regulations (Tashliyev & Tirtoprojo, 2023). Such developments should foster a happy and supportive environment for educators, ensuring they receive consistent support from school principals in all activities related to enhancing learning quality. Furthermore, the school principal serves as a key driver of school development and progress,

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holding responsibility for enhancing accountability and achieving student success through meticulously planned programs (Purwanti et al., 2014). Effective school leadership is crucial for realizing the school's vision, mission, goals, and objectives. As noted by Djafar & Nurhafizah N (2018), the success of educational outcomes is significantly influenced by the principal's ability to manage educators within the school system, thereby improving their performance.

According to Surahman & Munadi (2022), women's leadership from a feminist perspective promotes gender equality, emphasizing collaboration and mutual support between men and women to achieve common goals. Motivation is crucial in encouraging educators to perform effectively. Principals who provide strong motivation play a pivotal role in enhancing educators' performance. Given the demanding nature of their roles, educators require robust motivation to maintain enthusiasm for their work. Besides, Simarmata (2014) asserts that motivation is paramount for achieving goals in educational settings. It fosters diligence, precision, and patience among educators, ensuring the smooth execution of the learning process and attainment of educational objectives. Without adequate motivation, both school and classroom environments may lack the conducive atmosphere necessary for effective learning activities.

Positively, when teachers possess high work motivation, they perform their tasks with skill and align them with educational goals. Discipline serves as a cornerstone for teachers to succeed, fostering a productive and competitive environment. Competence and motivation are crucial for educators to achieve optimal performance, facilitated by the principal's role as a motivator. Principals not only influence but also inspire educators to enhance their enthusiasm and continually improve their performance. According to Bentar et al. (2017), performance reflects the quality and quantity of work done by an individual, crucial for institutional success. Performance appraisals assess and enhance teacher performance, thereby boosting learning quality in schools. Improved teacher performance correlates with increased engagement in the learning process, including planning, executing activities, and evaluating outcomes (Wiraatmadja, 2008; Musriyah, 2019). Data from the Ministry of Religion's Education Management Information System (EMIS) indicates a relatively low proportion of female school principals at Madrasah Tsanawiyah in Samarinda City. Of the approximately 165 madrasahs in East Kalimantan, Samarinda City hosts around 34 MTs, with few led by female principals. MTs Negeri Samarinda is among the institutions in Samarinda City with a female principal.

Madrasah principals play a critical role in fostering human resource development through training and seminars. They must cultivate a conducive and innovative learning environment by promoting cultural programs and maintaining a comfortable atmosphere. Consistently upholding academic and non-academic goals is essential, including enhancing teaching staff competence. Principals are also responsible for motivating all madrasah members towards achieving institutional objectives. Creativity is vital, encouraging educators to generate new ideas for madrasah advancement, while inspirational leadership instills values like honesty and discipline among residents, especially educators. Performance standards at MTs Negeri Samarinda require educators to master classroom management, facilitating quick student comprehension. Proficiency in learning theories and educational principles enables educators not only to impart knowledge but also to nurture and guide students. Additionally, educators are expected to adapt the curriculum to meet evolving needs and conditions.

In learning activities, educators play a crucial role not only in delivering effective educational content but also in fostering student development. They must maintain clear communication with students to avoid misunderstandings, collaborate effectively with fellow teachers, engage parents, and interact positively with local communities. Assessing and evaluating student progress in compliance with regulations is also paramount. Educators are expected to uphold ethical standards and impart good manners as role models for their students. They should demonstrate high work ethics, responsibility, and pride in their profession while mastering the foundational concepts and methodologies relevant to their subjects. Educators are foundational to the educational process, and tasked with developing students' affective, cognitive, and psychomotor competencies. Beyond imparting knowledge, they are responsible for ensuring students grasp the subjects being taught. Despite their critical role, women in education often face disadvantages in bureaucratic cultures, particularly in policymaking (Hunawa, 2018).

According to Wahjousumidjo (1994) and Suratminah (2017), leadership entails the ability to influence others to formulate and achieve organizational goals under specific circumstances. Wahjousumidjo further describes leadership in organizational practice as involving movement, direction, guidance, nurturing, protection, setting an example, providing encouragement, and offering support. Adawiyah et al. (2018) highlight characteristics of female leadership as described in QS. an-Naml, including faith, democratic decision-making, diplomacy, and intelligence. Generally, leadership indicators include fairness, providing guidance, supporting goals, catalyzing actions, fostering security, representing the organization, inspiring others, and showing respect (Wahjousumidjo, 1994; Suratminah, 2017).

In their research findings, Hasan and Othman (2013) and Wulandari et al. (2018) propose four specific statements on the quality of women's leadership: 1) Women's leadership is often more persuasive than men's. 2) Women leaders tend to learn from rejection and the challenges they face. 3) Female leadership demonstrates

inclusive team-building styles, emphasizing problem-solving and decision-making. 4) Women leaders are more inclined to challenge rules and take risks. However, the success of leadership should not be solely attributed to gender-specific elements but rather to the collaborative efforts of both men and women in achieving common goals (Alvado et al., 2021).

According to George & Jones (2005) and Ningsih (2021), work motivation is defined as the psychological drive that determines the direction, effort level, and persistence of behavior within an organization. Saripuddin & Handayani (2017) further elaborate that motivation stems from personal needs and desires directed toward achieving satisfaction. Orocenna et al. (2018) add that motivation, whether intrinsic or extrinsic, serves as a force influencing individuals' actions, shaped significantly by effective leadership.

Effective motivation catalyzes encouraging and inspiring subordinates to enhance their performance. It channels their potential toward productive collaboration, fostering success in achieving organizational goals (Mangkunegara, 2017). Performance, as defined by Bernardi (2001), reflects the quality and quantity of outcomes achieved by educators in fulfilling their responsibilities. Bernardin (2001) outlines four dimensions for measuring performance: Quality, Quantity, Timeliness, and Cost-effectiveness, emphasizing results over traits or behaviors.

2. METHOD

This study employs a quantitative approach within the realm of associative research, focusing on establishing relationships among multiple variables (Bahri, 2018). Specifically, it aims to investigate the correlation between Female Leadership and Educator Performance at MTs Negeri Samarinda. The study population comprises approximately 70 teaching staff members at MTs Negeri Samarinda. Purposive sampling will be employed, a technique chosen for its specific considerations in selecting participants (Sugiyono, 2017).

3. RESULTS

Table 1 presents descriptive statistics for the variables under study. The analysis of the Female Leadership variable revealed a minimum value of 14, a maximum of 45, a mean of 37.29, and a standard deviation of 5.675. Similarly, the descriptive statistics for the Work Motivation variable indicated a minimum of 13, a maximum of 50, a mean of 41.25, and a standard deviation of 6.867. For the Educator Performance variable, the analysis showed a minimum value of 22, a maximum of 65, a mean of 48.43, and a standard deviation of 7.513.

Table 1. Descriptive Statistics

Descriptive Statistics				
	Minimum	Maximum	Mean	Std. Deviation
Women's Leadership	14	45	37.29	5,675
Work motivation	13	50	41.25	6,867
Educator Performance	22	65	48.43	7,513
Valid N (listwise)				

(Source: Processed Research Data, 2023)

Table 2 displays the results of the validity test for Female Leadership. Based on the conclusion from the validity test, all 9 question items were validated. Each item demonstrated a significant r count value greater than r table (0.240), with a significance level of <0.05. Specifically, item 1 yielded an r count of 0.736, item 2 had an r count of 0.847, item 3 showed an r count of 0.753, item 4 recorded an r count of 0.739, item 5 had an r count of 0.825, item 6 showed an r count of 0.816, item 7 yielded an r count of 0.880, item 8 recorded an r count of 0.796, and item 9 had an r count of 0.834. Each item's significance value was 0.000, confirming their validity for the study.

Table 2. Conclusions on the Validity Test of Female Leadership Variables

Variable Name	Sig. Valueon data	Calculated r value	R table value	Information
Leadership	0.000	0.736	0.240	Valid
Woman	0.000	0.847	0.240	Valid
	0.000	0.753	0.240	Valid
	0.000	0.739	0.240	Valid
	0.000	0.825	0.240	Valid
	0.000	0.816	0.240	Valid
	0.000	0.880	0.240	Valid
	0.000	0.796	0.240	Valid
	0.000	0.834	0.240	Valid

(Source: Processed Research Data, 2023)

Table 3 show the validity test results of Work Motivation, based on the results of the conclusion table for the validity test of the work motivation variable (X2), the results of the 10 question items were all declared valid, with the calculated $r > r$ table and a significance value < 0.05 , the items were declared valid. In item1 the calculated r value (0.745) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item2 the calculated r value (0.809) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item3 the calculated r value (0.850) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item4 calculated r value (0.855) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item5 calculated r value (0.764) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item6 calculated r value (0.882) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item7 calculated r value (0.852) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item8 calculated r value (0.795) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item9 calculated r value (0.860) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item10 calculated r value (0.713) $> r$ table (0.240) with a significance value of $0.000 < 0.05$

Table 3. Conclusions on the Validity Test of Work Motivation Variables

Variable Name	Sig. Valueon data	Calculated r value	Value r table	Information
Work motivation	0.000	0.745	0.240	Valid
	0.000	0.809	0.240	Valid
	0.000	0.850	0.240	Valid
	0.000	0.855	0.240	Valid
	0.000	0.764	0.240	Valid
	0.000	0.882	0.240	Valid
	0.000	0.852	0.240	Valid
	0.000	0.795	0.240	Valid
	0.000	0.860	0.240	Valid
	0.000	0.713	0.240	Valid

(Source: Processed Research Data, 2023)

Table 3 show the validity test results of Educator Performance, based on the results of the conclusion table for the validity test of the educator performance variable (Y), the results of the 13 question items were all declared valid, with the calculated $r > r$ table and a significance value < 0.05 , the items were declared valid. In item1 the calculated r value (0.750) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item2 the calculated r value (0.790) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item3 the calculated r value (0.792) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item4 calculated r value (0.338) $> r$ table (0.240) with a significance value of $0.007 < 0.05$, item5 calculated r value (0.269) $> r$ table (0.240) with a significance value of $0.033 < 0.05$, item6 calculated r value (0.633) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item7 calculated r value (0.819) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item8 calculated r value (0.809) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item9 calculated r value (0.723) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item10 calculated r value (0.736) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item11 calculated r value (0.680) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item12 calculated r value (0.735) $> r$ table (0.240) with a significance value of $0.000 < 0.05$, item13 calculated r value (0.741) $> r$ table (0.240) with a significance value of $0.000 < 0.05$.

Table 4. Conclusions on the Validity Test of Variables

Variable Name	Sig. Valueon data	Calculated r value	Value r table	Information
Educator Performance	0.000	0.750	0.240	Valid
	0.000	0.790	0.240	Valid
	0.000	0.792	0.240	Valid
	0.007	0.338	0.240	Valid
	0.033	0.269	0.240	Valid
	0.000	0.633	0.240	Valid
	0.000	0.819	0.240	Valid
	0.000	0.809	0.240	Valid
	0.000	0.723	0.240	Valid
	0.000	0.736	0.240	Valid
	0.000	0.680	0.240	Valid
	0.000	0.735	0.240	Valid

Variable Name	Sig. Value on data	Calculated r value	Value r table	Information
	0.000	0.741	0.240	Valid

(Source: Processed Research Data, 2023)

Table 5 presents the results of the reliability test for the variables of Female Leadership, Work Motivation, and Educator Performance. The reliability of these variables was assessed using Cronbach's Alpha coefficient, a measure of internal consistency. According to the reliability test results, all variables demonstrated a Cronbach's Alpha value greater than 0.6, indicating that the items within each variable are consistently measuring the same underlying construct.

Table 5. Reliability Test

No.	Variable	Cronbach's Alpha	Standard Value	Information
1	Women's Leadership	0.931	0.6	Reliable
2	Work motivation	0.937	0.6	Reliable
3	Educator Performance	0.885	0.6	Reliable

(Source: Processed Research Data, 2023)

Table 6 presents the results of the normality test, which assesses whether the residuals of the data are normally distributed—a key assumption in many statistical analyses. The normality of the residuals was tested using the Kolmogorov-Smirnov test, a widely used non-parametric test that compares the sample distribution to a normal distribution. Based on Table 6, the results of the Kolmogorov-Smirnov test yielded a test statistic value of 0.083. The corresponding Asymptotic Significance (Asymp. Sig.) value was 0.779. Since this significance value is greater than the conventional threshold of 0.05 (Asymp. Sig. = 0.779 > 0.05), we can conclude that the residuals of the data are normally distributed.

Table 6. Normality Test

One-Sample Kolmogorov-Smirnov Test		UnstandardizedResidual
N		63
Normal Parameters a, b	Mean	.0000000
	Std. Deviation	4.87317040
Most Extreme Differences	absolute	083
	Positive	083
	Negative	-.049
Kolmogorov-Smirnov Z		,658
Asymp. Sig. (2-tailed)		,779
a. Test distribution is Normal.		
b. Calculated from data.		

(Source: Processed Research Data, 2023)

Table 7 presents the results of the multicollinearity test, which is critical for assessing whether the independent variables in the regression model are highly correlated with each other. High multicollinearity can undermine the statistical significance of an independent variable and inflate the standard errors, making it challenging to determine the precise effect of each predictor on the dependent variable. Based on the table of multicollinearity test results, the results obtained are $r^2 = 0.531$ and $R^2 = 0.579$. Thus, it can be concluded that there is no multicollinearity between independent variables.

Table 7. Multicollinearity Test

R^2	r^2	Conclusion
0.579	0.531	$R^2 > r^2$

(Source: Processed Research Data, 2023)

Table 8, demonstrates the Heteroscedasticity Test results, based on the results of the heteroscedasticity test in the table, it shows a correlation between the variables of female leadership and work motivation with an unstandardized residual value having a significance value of 0.541, which means that it can be concluded that there is no heteroscedasticity because the significance value (Sig 2 tailed) is more than 0.05. Therefore, we can conclude that the data does not exhibit heteroscedasticity, ensuring that the regression model's assumptions hold true and that the standard errors of the coefficients are reliable.

Table 8. Heteroscedasticity Test

		Correlations		
		LeadershipWo man	Work motivation	UnstandardizedResidua l
LeadershipWo man	Correlation Coefficient	1	.604	-.079
	Sig. (2-tailed)		.000	,541
	N	63	63	63
Work motivation	Correlation Coefficient	.604	1	-.116
	Sig. (2-tailed)	.000		,365
	N	63	63	63
UnstandardizedResid ual	Correlation Coefficient	-.079	-.116	1
	Sig. (2-tailed)	,541	,365	
	N	63	63	63

(Source: Processed Research Data, 2023)

Table 9, demonstrates the Multiple Linear Regression Analysis Test results, based on the results of the multiple linear regression analysis table, the equation can be obtained, namely $Y = 15.242 - 0.088 X_1 + 0.884 X_2 + e$. Based on this equation, it can be interpreted as follows: The constant value is 15.242, meaning that if the female leadership and work motivation variables have a value of 0, the teacher's performance will be 15.242. $B_1 = -0.088$ means that women's leadership has no significant negative effect on educator performance. $B_2 = 0.884$, meaning that work motivation has a significant positive effect on educator performance. It was concluded that the results obtained from the multiple linear analysis test were that the female leadership variable hurt the performance of educators and the work motivation variable had a positive effect on the performance of educators.

Table 9: Multiple Linear Regression Analysis

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Betas		
(Constant)	15,242	4,328		3,522	.001
LeadershipWo man	-.088	.162	-.067	-.546	.587
Work motivation	,884	.134	.808	6,612	.000
a. Dependent Variable: Educator Performance					

(Source: Processed Research Data, 2023)

Table 10 presents the results of the Partial Test (t-test), displaying the t-value (t) and p-value (p) for each variable. The t-test is used to determine whether each independent variable significantly affects the dependent variable.

Table 10: Partial Test Conclusion Table (t Test)

Variable	t	p	Conclusion
Women's Leadership	-0.546	0.587	Negatives are not significant
Work motivation	6,612	0.000	Significant positive

(Source: Processed Research Data, 2023)

Based on the table above, the female leadership variable has no significant negative effect on educator performance, meaning the first hypothesis is rejected. This is evident from the significant value, which is 0.587 (greater than 0.05), and the t-count value of -0.546, which is less than the t-table value of 1.999. Conversely, the second hypothesis, that work motivation has a significant positive effect on educator performance, is accepted. This is shown by a significant value of 0.000 (less than 0.05) and a t-count value of 6.612, which is greater than the t-table value of 1.999.

Table 11 describes the Simultaneous Test (F Test) results. The calculated F value is 41.302 with a significance level of 0.000. The F table value for the numerator (degrees of freedom for the regression) is 2 and for the denominator (degrees of freedom for the residual) is 60, resulting in an F table value of 3.150. Thus, since the calculated F value (41.302) is greater than the F table value (3.150), it can be concluded that the independent variables (female leadership and work motivation) collectively influence the dependent variable (educator performance).

Table 11: Simultaneous Test Conclusion Table (F Test)

Variable		F value	Sig. Value	F table values	Conclusion
leadership	Women's	41.302	0.000	3,150	Significant Positive
Work Motivation					

(Source: Processed Research Data, 2023)

4. DISCUSSION

The results indicate that women's leadership has a negative effect on the performance of educators. Multiple linear regression analysis shows that the female leadership variable has a coefficient of -0.546 with a significance level of 0.587. These results suggest that female leadership does not significantly impact educator performance. Specifically, a higher level of female leadership does not improve educator performance, and a lower level does not decrease it. This finding aligns with the research conducted by Ginting et al. (2021), which also found a negative influence of female leadership on educator performance.

According to Musoli (2021), the reason for this lack of impact is due to the varying work styles among educators. This study's respondents were a mix of men and women, with a dominance of female respondents. Additionally, the tenure of the educators played a role in the findings. Most respondents had worked for over 10 years, allowing them to observe and experience differences between male and female leadership styles. Since the establishment of MTs Negeri Samarinda, there have been 12 leadership periods, with only three led by women (1990-1993, 2010-2016, and 2022 to present). This long tenure gave the educators a broad perspective on the different leadership impacts.

The findings reveal that work motivation significantly enhances educator performance. Multiple linear regression analysis indicates that the work motivation variable has a regression coefficient of 6.612 with a significance level of 0.000. This suggests a robust positive relationship between work motivation and educator performance. Essentially, higher levels of motivation correlate with improved educator performance, while lower motivation levels correspond to decreased performance. These results are consistent with prior research (Bentar et al., 2017), which similarly demonstrated a significant positive impact of work motivation on educator performance.

Theoretical perspectives support these findings, emphasizing the importance of aligning motivation with individual needs. As argued by Nugroho and Marzuki (2019), work motivation is grounded in a belief in personal potential. It involves an intrinsic drive to exert effort and achieve outcomes, often spurred by the anticipation of rewards such as recognition or satisfaction. This intrinsic motivation framework underscores the necessity for educators to cultivate a sense of purpose and fulfillment in their professional endeavors, thereby enhancing their overall performance.

The findings indicate that both women's leadership and work motivation positively impact the performance of educators. The F test yielded a calculated F value of 41.302 with a significance level of 0.000, surpassing the F table value of 3.150. This statistical outcome supports the conclusion that women's leadership and work motivation collectively contribute to enhancing educator performance. Specifically, an increase in women's leadership and work motivation correlates with improved performance among educators.

These findings align with previous research. For instance, Wijayanti (2012) demonstrated a significant positive effect of women's leadership and work motivation on educator performance. Similarly, research by Ambarwati et al. (2023) underscored the significant impact of leadership style and work motivation on performance outcomes. Thus, to foster enhanced performance in madrasas, it is crucial to maximize leadership effectiveness and motivation among educators.

5. CONCLUSION

Based on the results of the analysis conducted in this study, the following conclusions can be drawn: Women's leadership has a negligible effect on the performance of educators. The findings indicate that varying levels of female leadership do not significantly influence educator performance—whether leadership is strong or weak, it does not notably impact the performance outcomes among educators. Conversely, work motivation positively correlates with educator performance. The study demonstrates that higher levels of motivation among educators lead to enhanced performance, whereas decreased motivation is associated with lower performance levels.

Therefore, the motivation provided by leaders, particularly school principals in this research, is crucial for educators to synergize and fulfill their duties with a strong sense of responsibility, thereby achieving optimal performance. Additionally, the combined presence of women's leadership and work motivation yields a positive effect on educator performance. This suggests that an increase in both factors results in improved performance outcomes among educators. For future research, it is recommended to strive for enhanced research outcomes with several suggestions: Practitioners and academics should utilize these findings to optimize human resource management practices and derive personal benefits. Researchers should consider expanding the scope of variables related to this study in future investigations. Moreover, future researchers are encouraged to conduct broader studies beyond MTs Negeri Samarinda and explore additional independent research variables.

By addressing these recommendations, future studies can build upon these findings to deepen our understanding and implementation of effective leadership and motivation strategies in educational settings.

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