

THE ROLE OF MADRASAH PRINCIPAL AS A MOTIVATOR IN IMPROVING TEACHER PERFORMANCE

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Abstract

This research on motivation (self-transcendence) of MA Hamalatul Qur'an Yogyakarta teachers aims to determine the role of institutions or principal as motivators to optimize teacher performance at MA Hamalatul Qur'an Yogyakarta. This research employed a descriptive qualitative approach. The subjects of this study included the teachers who teach at the MA Hamalatul Qur'an Yogyakarta. The data collection techniques used were interviews and observations. The theory used is Maslow's Hierarchy of Needs theory where there are several levels of needs needed to increase work motivation. In this study, this theory was used to determine the achievement of the spiritual needs of teachers who teach at MA Hamalatul Qur'an Yogyakarta School. Also, this research studied whether all the needs contained in Maslow's theory can be met by institutions to increase the motivation of teachers. The results showed that the role of school principal in increasing motivation, facilities, and appreciation of teachers' performance is needed. However, there are shortcomings or limitations in terms of the allocation of funds and others that make several things at the level of these needs could not be met. Despite these shortcomings, the enthusiasm of teachers to continue teaching and sincerity in conveying knowledge is an important thing that embodies self-transcendence.

Keywords: Motivation, Self-transcendence, Educator Performance.

INTRODUCTION

Educational institutions are the spearhead in the journey of education process aiming for a betterment. Education is an effort to pass on the values and knowledge that become one's capital in living a future life. For some people, education also become a means to change and improve the fate so that it can change human civilization into better condition. Educational institutions such as schools or madrasahs are currently experiencing various conditions. The development of educational institutions at this time is advanced quickly, but in reality, there will be numerous problems to its development if it is not accompanied by good management (Bafadhol, 2017).

Some schools or madrasahs have progressed to be superior institutions. In contrasts, some have regressed because they are unable to compete through the challenges of the times. Some schools or madrasahs are almost "out of business" because they experience serious problems in their institutions (Na'im Zaedun, 2021). Educational institutions must focus on digital processes, especially for the improvement of curriculum to be designed based on the skills needed and competencies of the graduates. The digital process starts from the preparation, implementation, and evaluation of the digital curriculum. The whole process is taken to ensure the suitability between school expectation and the needs to bring mutually sustainable outcome between educational institutions and the challenges of the industrial revolution 4.0 (Wijaya et al., 2021).

In facing the era of 4.0, there are many things that must be prepared. First, learning activities needs to involve digital learning, implementation of e-learning, and most importantly the human learning interface (HLI). HLI is a set of interaction mechanisms exposed to people

outside the learning process, that can be used to control, stimulate, and facilitate the teaching and learning process (Kade et al., 2022). Then, the financing of educational institutions in the era 4.0 needs to emphasize the use of a systemized financial system, such as digital budgeting and e-money system, which is a system designed for all forms of payment activities and digital version purchases without any physical form of money. The effectiveness of this has been proven globally where people have been using sophisticated systems, without having to be manual and conventional (Khoeriah, 2022).

Leadership or leading activities is an effort made by a person with all his/her abilities to influence, encourage, guide, direct, and move others to work with passion and confidence in achieving common goals. In education, leadership can be interpreted as the principal's efforts to influence, encourage, guide, direct, and mobilize school members to work effectively to achieve the educational and teaching goals that have been set (Mahmudah & Putra, 2021). Prophetic leadership is a style of leadership which is a manifestation or implementation of apostolic values into the leadership process in an institution. This prophetic leadership is based on humanization, liberation, and transcendence. The purpose of this prophetic leadership concept is the leader can bring safety and happiness in the world until the hereafter. In Islam, leadership is only limited to meet horizontal-formal needs but what is very essential is to fulfill vertical-moral responsibility (Artanto et al., 2022). A religious leader has special abilities given by God, that are not possessed by ordinary people. These traits are described by Horikoshi as "ideal values upheld by society, and such high abilities are seen by a cultural group as something difficult to achieve or maintain". Besides, charismatic leadership refers to a central figure who is considered a supporter of society to have God's power and excellence in various scientific fields (Karim et al., 2022).

The leadership style adopted by a leader depends on the level of maturity among the members of organization and the goals to be achieved. Teachers and employees as the subordinate elements in the school organization are important elements in achieving school goals. They have different abilities, needs, and personalities, so that the principal as the leader must take certain approaches which are adjusted to their level of maturity. Effective leadership styles between principals will differ according to the maturity of teachers and employees in their respective schools (Raza et al., 2018). Maturity is not defined based on age or emotional stability, but it emphasizes more on the desire to achieve, the willingness to accept responsibility, and the ability or experiences related to the task.

In general, there are three leadership styles of principals based, namely leadership style based on its nature (trait), leadership style based on the behavior theory and leadership style based on contingency theory (Arifin, 2017). Trait theory leadership examines the temperaments and abilities that characterize the characteristics of the principal. Behavioral leadership focuses on the actions of the principal in carrying out managerial work. On the other hand, contingency approach examines the suitability of the principal's behavior with situational characteristics, particularly the maturity level of teachers and employees (Purwanto et al., 2020).

RESEARCH METHODS

This study used a qualitative descriptive method; it was done by describing the data and analyzing the achievement of standards of educators and education personnel (Hamidah et al., 2022). The number of respondents in this study consisted of 3 people, namely 2 teachers and 1 staff. Questionnaire was used as an instrument to obtain information related how to increase teacher motivation based on the the standard of educators and education personnel. In addition, interview was also used as an instrument for triangulation for the in-depth data.

RESULTS AND DISCUSSION

Motivation is an energy change that comes within a person caused by the drive to achieve goals. Encouragement and business reactions are caused by the need to excel in life. It makes a person to have the effort, desire, and drive to achieve high learning outcomes (Muhammad, 2017). Motivation is also defined as a series of processes that drive, direct, and maintain individual behavior to achieve several goals. Mathis and Jackson stated that motivation is a drive governed by goals and rarely appears in a vacuum. The terms need, desire or drive is considered as a motive, which is the origin of the word motivation. Understanding motivation is important because reactions to compensation and other human resource issues are related to motivation (Nuraeni et al., 2022).

Motivation talks about how to encourage one's morale to be willing to work by optimally supporting their abilities and expertise to achieve goals. This environment will encourage someone to do something. Motivation is a conscious effort to influence one's behavior to achieve organizational goals (Taufan, 2017). Motivation is individual's desire that stimulates them to perform actions. It can be concluded that motivation is stimulation that comes from an individual's desire to carry out actions. Without motivation, there will be no actions, because without motivation people will be passive. To grow to be a better person, people also need motivation (Mauliya et al., 2020). Therefore, the motivation is needed in every situation. Understanding motivation is not easy. It is something that exists within a person and is not visible from the outside. It is only visible through the reflection of one's behavior. Its role is very large to support work performance (M. Wulandari et al., 2021). Motivation is an energy change in a person, that is characterized by the emergence of "feeling" and preceded by a response to the existence of a goal.

1. Motivation initiates energy changes in each human being. Although the motivation arises from within a person, its appearance will be reflected on the physical activities;
2. Motivation is characterized by the emergence of feelings. In this case, motivation is relevant to psychological, affection, and emotional problems that can affect human behavior;
3. Motivation will be stimulated by goals. Thus, motivation, in this case, is a response to an action i.e. a goal (Oktiani, 2017).

Realizing the importance of teachers' role in improving the quality of education, the government has made various efforts to support and improve the quality of national education. The government has formulated eight National Education Standards, allocates the education funds of at least 20% of national and regional budgeting, gives certification for educators and their professional allowances, implements national examinations, increases public participation in education, and some other breakthroughs based on Law Number 20 2003 on the National Education System (Handayani & Rasyid, 2015). Based on some of the explanations above, researchers can conclude that motivation is the drive to move forward and carry out activities because a motivated process will tend to be more successful in achieving the goals.

Self-Transcendence on Abraham Maslow's Theory of Motivation

This hierarchy is based on the assumption that once people reach satisfaction in a certain needs level, they want proceed to a higher level. Maslow defined five levels of needs; they are physiological needs, a sense of security, love, appreciation, and self-actualization. However, in 1969 Malow revised his work by adding self-transcendence, which is the highest level of motivation of the Hierarchy of Needs theory (Sari & Dwiarti, 2018). According to Abraham Maslow, a person needs motivation to develop their full potential, which is known as

“Abraham Maslow's Theory of Motivation”. Maslow’s discovery of the concept of self-transcendence not only changed the humanistic frame of mind but also preceded the birth of new disciplines, one of which was transpersonal psychology (Milla, 2022). The position of the need for self-transcendence at the top of the hierarchy of needs beyond self-actualization implies that self-actualization is not the end of human development, but rather part of a continuous process of development of human potential, with self-transcendence as the highest potential achievable by man (Runquist & Reed, 2016).

In his theory of motivation, Maslow mentioned that there are five levels of basic human needs. These five levels then become the key understanding in understanding human motivation. Maslow identified basic human needs in a hierarchy of biological to the highest level that leads to individual progress and satisfaction. These levels are commonly referred to as “Maslow’s Hierarchy of Needs Theory”. Self-actualization is the culmination of Maslow’s hierarchy of needs, starting from the lowest level, namely physiological needs, security, love (social), self-esteem, and finally to the need for self-actualization (Iqbal, 2023).

Table 1. Maslow's Hierarchy of Needs Hierarchy Theory (McLeod, 2018)

Motivation Level	Description
Self-transcendence	Striving to reach beyond human beings
Self-actualization	Looking for your potential
Esteem	Seeking self-esteem through achievement
Belongingness and Love	Find affiliates with groups
Safety	Seeking security through order and law
Physiological/ Survival	Trying to gain basic divinity

The highest level of Maslow’s hierarchy of needs begins with the lowest level of being physiological, secure, social (love), self-esteem, and finally the desire for self-fulfillment.

a. **Physiological Need**

It is related to the basic human needs, such as oxygen, drink, food, and rest. This is because the most basic and most urgent physiological needs are prioritized for the satisfaction of each individual.

b. **Security Need**

After the physiological needs are fulfilled, there will be other needs, namely safety needs (such as law, protection, fear-free, and others). In the context of Maslow’s education, educators learn a sense of security in the family.

c. **Love and Belonging (Social) Need**

After the physiological and security needs are fulfilled, there will be higher needs. Love and affection are related to the dependency to others, and that is a human nature. The need for affection plays a very important role in encouraging people to engage in effective activities and build emotional connections with their families and surrounding communities. Without love and the need for love, growth and development will not be effective. Students who have no affection, or lonely and experience social exclusion, can lead to a psychological state that makes them unable to learn efficiently and productively.

d. **Self-Esteem Need**

After the basic needs are fulfilled, new needs emerge that is self-esteem is needed. Self-esteem means to be more confident, competent, and optimistic. The lack of self-esteem will make people feel pessimistic, weak, and useless.

e. **Self-Actualization Need**

Self-actualization need is one of the key concepts in Abraham Maslow's hierarchy of needs theory. This concept refers to the need for individuals to reach their full potential, develop talents and skills, and seek meaningful life goals. In Chaplin's complete dictionary of Psychology, self-actualization tends to develop one's talents and abilities. Humanism in the concept of education is an educational process that pays attention to human potential as social and religious beings that provide opportunities for each individual to further develop the potential given by God. People who try to actualize themselves will have only few motivational problems, recognizes spontaneity, and tackles problems.

f. Self-Transcendence Need

The need for self-transcendence is the highest need of Abraham Maslow's needs hierarchy, and it is the need to "move" man out of man. Maslow said that the people who are in the state of self-transcendence will feel "peak experiences". The condition is mystical and aesthetic, because they feel joy, happiness, and peace. This level of need is more concerned with the needs of others, such as helping others without expecting anything in return and being sincere in helping others. The highest level of self-transcendence theory can be integrated with other theories such as psychology to understand Maslow's level of self-transcendence (J. K. Wulandari & Nugrahani, 2021). Understanding self-transcendence as part of Maslow's hierarchy is a very important basis if a researcher wants to develop an understanding of:

1. The meaning of life.
2. Motivational roots of altruism, social progress, and human wisdom.
3. Knowledge of religious violence.
4. The integration of the psychology of religion and spirituality became the main avenue of psychology.

There are various multicultural integrated approaches to psychological theory. From the explanation above, researchers can conclude that a re-amendment to the theory of self-transcendence by Maslow is very necessary, such as multidisciplinary sciences that build on each other. Similarly, Maslow's theory of self-transcendence can be the basis for various knowledge or understanding of oneself, social society, and even one's view of the world (Hopper, 2020).

The improved version of Maslow's hierarchy of needs has several important implications for theory and research in personality and social psychology. These implications include many more comprehensive approaches to (a) personal and cultural conceptions of the purpose of life; (b) the motivational foundations of altruistic behavior, social progress, and wisdom; and (c) suicide terrorism and religious violence; in addition, the improved theory provides the basis for: (d) a closer integration of the psychology of religion and spirituality into personality and social psychology, and (e) a more multiculturally integrated approach to psychological theory (Mustofa, 2022). Within some areas, Maslow's theory of improvement allows for a deeper understanding of a construct. In others, the theory allows us to make connections across theories. Making such a connection is, of course, highly desirable. It has long been recognized that building bridges between previously unrelated theories is essential to the development of psychology as a science (Koltko-Rivera, 2006).

The Practice of *Self-Transcendence* at MA Hamalatul Qur'an Yogyakarta

Madrasah Aliyah (MA) Hamalatul Quran is one of the educational institutions that is supervised by the Hamalatul Quran Foundation and led by Ustaz Zusuf Affandi, Lc. MA Hamalatul Quran is established in 2009 and located at Wonoroto, Gadingsari, Sanden, Bantul, Special Region of Yogyakarta. The institution is at high school level which implements the integration between the government curriculum and Islamic boarding schools. Based on the results of observational research and interviews, motivational practice based on Maslow's Hierarchy that takes place among teachers and staff at MA Hamalatul Quran can be seen as follows:

1. Physiological Need

Physiological needs are the most basic hierarchy of human needs, namely the need to be able to live with clothing, food, and shelter (Mustofa, 2022). In MA Hamalatul Quran, it was found that the motivation of teachers and employees in doing their work was based on their physiological needs. It was proven by the fact that several teachers worked as the breadwinners and had no other source of income, so this was where they depended their lives. The teachers and staff felt that by working at MA Hamalatul Quran, their physiological needs were guaranteed. The amount of salary given by the institution was differentiated based on the types of employees, that was honorary and permanent employees. The salary for permanent employees was also differentiated according to their level of formal education. The amount of salary was considered sufficient to meet the physiological needs of teachers and staff, which included the need for food, drink, and health. There were also facilities provided by the institution such as decent housing for permanent employees who were married and shared dormitories for employees who were single, also drinking water and rice were provided for free. In addition, transportation allowances for honorary teachers were given periodically.

2. Safety Need

Safety needs are all the needs that help humans to feel secure and protected in their lives. The examples of safety needs include physical safety, fair trial, job security, protection from bullying, and strong armed forces (Chatlani et al., 2023). In MA Hamalatul Quran, it was found that the motivation of teachers and employees to work at the institution was because of the sense of security. From the results of the study, it was found that MA Hamalatul Quran was located in a safe environment that was relatively free from social problems such as theft, robbery, and so on. Environmental security was strengthened by the installation of surveillance cameras at several spots and security officers from the village who patrolled regularly. In addition, the housing provided for teachers and staff at MA Hamalatul Quran was surrounded by the community of the similar interests. With this homogeneity, physical security will be more guaranteed and the tendency to hurt each other can be suppressed.

In the institution where the research was conducted, the environment was healthy without any serious health risks. Teachers and employees were working safely in a job that did not threaten their health. In the workplace environment, the workload was not forced too much to the teachers and staff so that there were minimum negative health impacts due to fatigue and too much burden. The classrooms, workspaces, and teacher's rooms had good ventilation for air circulation, as well as the seating that paid attention to ergonomic functions.

MA Hamalatul Quran had a fairly good track record in terms of the payment of salary to staff and teacher. In addition, MA Hamalatul Quran have not had any record of dismissing the teachers and employees for any mistake of institution, even when the Covid 19 pandemic hit. In the last 10 years, only three teachers have been expelled from MA Hamalatul Quran due to

internal problems. All three of them were not permanent teachers. Meanwhile, there has been no history of dismissal of teachers and permanent employees at the institution.

3. Love and Belonging Need

There is a human need for the social aspects, such as the need to feel love and affection, and have ownership to something. At this level, Abraham Maslow explained that reason of someone for seeking love is based on feelings of loneliness, solitude, depression, stress, and excessive anxiety (Faizi & Yusanto, 2022). All employees had good social relations with each other, and had close friends at the institution where they worked. Moreover, there were no conflict among them that involved vulgar statements and physical attack. Relationships between colleagues and superiors were well established even though they sometimes were assigned in a random pairing to work together. It happens due to the homogeneity that occurs in the work environment, where the majority of the people come from the same educational background as the graduates of the Hamalatul Quran boarding school. The homogeneity makes them to have shared principles, values, and morals.

MA Hamalatul Quran had a fairly good organizational culture based on the characteristics and attitudes reflected by the Quran and Hadith, including being compassionate, kind, helpful, and so on. With the existence of Islamis values, each member of the institution had a great opportunity to give and get affection from each other. Each of them was fairly accepted and appreciated because of the fraternal relationship that has been established for a long time since they studied at boarding school. Meanwhile, the teachers and staff who were not alumni of the institution also received high respect and acceptance because of the professionalism to handle tasks that could not be done by the alumni teachers and staffs. Thus, there were the sense of belonging on the organization. Other non-working tasks were also given attention by the institution, such as for the events for couples and families of the employees. The institution held family gatherings and other periodical events which were attended by the whole family.

4. Self-Esteem Need

There is a need to be appreciated. The meaning of appreciation here refers to self-esteem. At this level of need, the reward of the need fulfillment is not always in the form of a trophy or prize. Indeed, every individual is entitled to their dignity (Yuliasih, 2023). In Maslow's Hierarchical Theory, the need for self-esteem occurs in two-way directions that are the appreciation from ourselves and from other people. Both are equally important in shaping one's perception toward him/herself. In MA Hamalatul Quran, the need for self-esteem was found as follows.

Predominantly, each member of MA Hamalatul Quran felt competent and effective to work in their positions, because the authority and responsibility were divided based on each specialization. Each member was also given the flexibility to determine the task based on the abilities and talents, so that they could carry out their roles optimally. The limited number of staffs and teachers also caused each individual to play an important role in their position. The giving of to handle the responsibility inevitably improved the skills of each member, so that they became proficient and confident in their fields. Here, the sense of comfort was dominant since each person was assigned to the appropriate workload. Everybody was aware of their own shortcomings and strengths, so that they could maximize their potential and if they met any shortcomings, they did not hesitate to ask for assistance from others who were more experienced. This phenomenon can create a positive impact on employment. On the other hand, it also can lead to negative impact on the professionalism of the institution because everybody chooses to stay in their comfort zone with little innovations and new developments for the benefit of the institution.

5. Self-Actualization Need

Self-actualization can be generally defined as the full realization of one's creative, intellectual, and social potential through internal drive (versus external rewards like money, status, or power) (GOPINATH, 2020). Self-actualization need is one of the key concepts in Abraham Maslow's hierarchy of needs theory. This concept refers to the need for individuals to reach their full potential, develop talents and skills, and seek meaningful life goals. In the place where the research was conducted, the self-actualization need was found on various development programs carried out for employees such as weekly and monthly study activities, as well as management training. In addition, a self-development program was also held in the form of sending teachers regularly to attend workshops by the institution.

MA Hamalatul Quran is an Islamic-based educational institution that certainly had a higher proportion of religious teaching than in public schools. With this high spiritual input, each individual had a dominant *ukhrawi* mindset, which is the belief that the world is only temporary and eternal life is in the hereafter. The world is place to do good deeds and positive activities for the provision in the afterlife, so that the worldly activities must not be done too much. Life must focus on the things that can be brought to the afterlife. This principle was highly respected and run by all the people in MA Hamalatul Quran.

6. Self-Transcendence Need

Self-transcendence need is the human need to "move out" from themselves and start to connect with something bigger than themselves (Bulut, 2021). Self-transcendence is something that not everyone can achieve, since it is a very deep meaning of life regarding one's connection to the world and to the living beings around them, as well as the awareness of their responsibility and existence in the universe. In the place where the research was conducted, the phenomenon of self-transcendence was encountered as follows.

In MA Hamalatul Quran, it was found that sincere act of giving and helping each other happened at a reasonable level. The members of the institution willingly help each other. The employees of MA Hamalatul Quran also participated in religious social programs organized by the Hamalatul Quran Foundation such as free-giving events, boarding school programs for elderly, and so on.

At this level of need, it can be inferred that the people are not only think about themselves, but do something for the benefit of the society. In MA Hamalatul Quran, this indicator was not dominating, since members of organizations mostly still concerned about the personal and family needs. This was due to physiological needs where each organization member still needed to work and their basic needs could not be fulfilled just by doing charity activities. Considering from the case of a teacher in MA Hamalatul Quran who has taught for more than 10 years, his current wage was still below the minimum regional standard of wage (UMR) despite of his dedication. In addition, it was often found that there were extra works outside working hours which were done by staff and teachers without demanding overtime payment.

CONCLUSION

Maslow proposed six levels of motivational hierarchy: physiological need, security need, love and belonging need, self-esteem need, self-actualization need, and self-transcendence need. All six levels can be found in MA Hamalatul Quran as one of the Islamic based educational institutions in Yogyakarta. Physiological needs are derived from the wages and the facilities provided by the institution. Security need is fulfilled by a safe environment, while the need for love and belonging is fulfilled by colleagues, superiors, and family of each individual. The need for self-esteem is fulfilled by job portion based on their skills, expertise and experience. The self-actualization need is generally obtained from the existence of an *ukhrawi* mindset of

the afterlife. Meanwhile, the phenomenon of self-transcendence need can be found in some people who truly dedicate themselves to the society without calculating considering their benefits or losses.

In the educational institution MA Hamalatul Quran, it was found that the motivation of teachers and employees to do their work was due to physiological needs. This is proven by several teachers who work here as breadwinners and as the only source of income, so that the institution was where they depend their lives. Therefore, the teachers and staff felt that by working at MA Hamalatul Quran, their physiological needs would be guaranteed. The amount of salary was considered sufficient to meet the physiological needs of teachers and staff which include the need for food, drink, and health. The amount of salary given by the institution was differentiated based on the type of employees, that were honorary and permanent employees. The nominal salary for permanent employees were also differentiated according to the level of education.

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