



The Effect of Leadership and Incentives on Work Motivation and Organizational Commitments (Study on Teachers of Islamic Boarding School in West Lombok)

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<http://dx.doi.org/10.18415/ijmmu.v8i7.2730>

Abstract

The objectives of this study were (1) to analyze the significance of the influence of leadership on the organizational commitment of teachers at Islamic boarding schools in West Lombok. (2) To analyze the significance of the effect of incentives on organizational commitment. (3) To analyze the significance of the influence of leadership on work motivation. (4) To analyze the significance of the effect of incentives on teacher work motivation. (5) To analyze the significance of the influence of Work Motivation on Organizational Commitment. This type of research is associative quantitative research. The data collection method used by researchers is the census method. Respondents in this study were teachers as many as 83 peoples at Ishlahuddiny and Asshohwah Al Islamiah Islamic Boarding School. The data collected by questionnaire. The statistical test used SEM-PLS. The results showed that (1) Leadership has a positive and significant effect on Organizational Commitment. (2) Incentives have a positive and significant effect on Organizational Commitment. (3) Leadership has a positive and significant effect on Work Motivation. (4) Incentives have a positive and significant effect on Work Motivation.

Keywords: *Leadership; Incentives; Work Motivation; Organizational Commitment*

Introduction

Human resources (HR) play a very important role in organizational development. Sumarsono (2013: 4) states that human resources must be considered, maintained, maintained, and developed because they are a driving factor in an organization. So, in human resource management, aiming for the medium term is that HR has a commitment whose end goal is that they are high performers. Therefore, it is necessary to apply an organizational commitment to every employee. Commitment according to Gregory and Griffin (2013: 15) is an attitude that reflects the extent to which an individual knows and is tied to the organization. Employees who feel more committed to the organization have reliable habits, plan to stay longer in the organization, and put more effort into their work.

Commitment to the organization is very necessary to be able to compete with competitors. It is clear that commitment to the organization is an important force in an organization. Several research results indicate that one of the factors that are considered to influence organizational commitment is

leadership. This is because to be able to maintain organizational commitment requires the role of a leader and very effective leadership is the main requirement.

Leadership according to Thoha (2012: 9) is an activity to influence the behavior of others, or the art of influencing human behavior, both individually and in groups. Leadership is one of the most important factors in an organization because most of the success and failure of an organization are determined by the leadership in the organization. A leader in applying his leadership style must first understand who his employees are and must understand the strengths and weaknesses of his employees and understand how to use the strengths of his employees to compensate for his weaknesses.

Apart from leadership, organizational commitment can be influenced by incentives. According to Hariandja (2005), incentives are defined as a form of direct payment based on or directly linked to work morale and gain sharing, which are also linked to performance and interpreted as profit sharing for employees due to increased productivity or cost savings. This system is another form of direct wages apart from salaries and wages which is fixed compensation, which is called a performance-based compensation system (pay for performance plan).

Apart from leadership, and incentives, individual commitment within the organization can be influenced by work motivation. Here, motivation plays a role as an incentive for the willingness and willingness to work according to the desired dimensions and limitations. With high motivation, a high commitment will be created so that the employee's performance is high as well. So that the goals and targets set by the Institution will be achieved.

Robbins (2008) defines motivation as a process that helps determine the intensity, direction, and persistence of individuals in achieving goals. Motivation is a process that starts from strength in physiological and psychological terms or needs that result in behavior or encouragement aimed at a goal (Moekijat, 2001 in Hakim, 2006). According to (Hakim, 2006) motivation is encouragement, effort, and desire that exist within humans that activate, empower and direct behavior to carry out tasks well within the scope of their work. Rivai (2005) states, there are three elements of motivation, namely (1) the possibility to develop, (2) the type of work, (3) whether they will feel proud to be part of the company they work for.

Motivation in a person at work can also be influenced by leadership and incentives. Next, Nanda Research and Wikansari (2017), found that Leadership has a significant effect on Employee Work Motivation. In addition, research from Marthanti (2020) found that Leadership significant effect on Work Motivation. While the results of Wasisto's research (2014) found that incentives can have a significant effect on work motivation.

The description above shows that leadership implementation, incentive functions, and work motivation can be linked to organizational commitment. Every organization or institution always expects that the human resources in it have a high commitment to work, such as Islamic boarding schools.

Pesantren is an educational institution that contains Islamic meaning and the uniqueness or authenticity of Indonesia. Pesantren is a place of learning for students. The establishment of an Islamic boarding school was driven by the community's need for an educational institution. Since its inception, the location of a boarding school is usually located in rural or rural areas and is mixed with traditional values of the local community. The culture in the pesantren characterizes mutual cooperation, sincerity, obedience, mutual help, studying, and brotherhood. There are five components in a pesantren, namely Kyai, Mosque, Santri, Boarding school, and The Book (Suparman et al, 2015).

The existence of a boarding school cannot be separated from the teacher's role in it. Teachers at the Islamic Boarding School are required to be labeled people who are loyal to the organization. They work with full commitment in dedication and are always enthusiastic at work. Although there are still many incentives for teachers that are still relatively small.

Teachers who still receive small incentives are usually teachers who have not passed the due diligence to receive certification. So that the income they receive is an incentive provided by the Islamic Boarding School based on the obligation of teaching hours. Even though it is still relatively small, the incentives received are still felt in accordance with their responsibilities and workload.

The commitment and enthusiasm of teachers to Islamic boarding schools can be shaped by the role of the leaders in it. The role of the Kyai as the founder and head of the school is the most essential element in a pesantren. A Kyai is a central figure in a pesantren, the success of a pesantren is strongly influenced by the expertise, depth of knowledge, charismatics, dignity, and skills of a Kyai. Meanwhile, the principal is a manager who manages an educational institution that is entrusted and appointed by the head of the foundation based on the consideration and results of joint deliberations.

As a private (non-government) institution, of course in managing human resources and financial resources, it must be difficult and relatively difficult. Financial sources come from community donations (students), school operational assistance funds (BOS funds), and external donors (domestic and foreign) which are uncertain in nature. The amount of funds required is relatively large, to finance and pay teachers as well as the cost of procuring and maintaining learning facilities and facilities (Suparman et al, 2015). Uncertain financial sources and the condition of the provision of learning facilities and facilities due to the growing number of Santri have resulted in Islamic boarding schools providing compensation to teachers far below the standards set by the government.

Based on the formulation of the problem above, the objectives of this study can be determined as follows:

- 1) To analyze the significance of the influence of leadership on the organizational commitment of teachers at Islamic boarding schools in West Lombok.
- 2) To analyze the significance of the effect of incentives on teacher organizational commitment to Islamic boarding schools in West Lombok
- 3) To analyze the significance of the influence of leadership on teacher work motivation at Islamic boarding schools in West Lombok
- 4) To analyze the significance of the effect of incentives on teacher work motivation at Islamic boarding schools in West Lombok
- 5) To analyze the significance of the influence of Work Motivation on Organizational Commitment at Islamic Boarding Schools in West Lombok.

Theoretical

Organizational Commitment

Organizational commitment is defined as a condition in which employee sides with a particular organization and its goals and desires to maintain membership in the organization. So, high job

involvement means taking sides with an individual's particular job, while high organizational commitment means siding with the organization that recruits the individual (Robbins and Judge, 2008: 101).

According to Gibson et al (2008), commitment to an organization involves three attitudes: (1) identification with organizational goals, (2) a feeling of involvement in organizational tasks, and (3) a feeling of loyalty to the organization. So that it means that organizational commitment is a form of identification, loyalty, and involvement expressed by employees towards the organization. An employee who has a good commitment means that the employee has loyalty to the organization where he is currently and will try to optimally achieve the goals of the organization where he works.

Organizational commitment according to Ivancevich (2008: 234) is a feeling of identification, involvement, and loyalty that is expressed by employees towards the organization. Based on this understanding, it can be identified that commitment to the organization involves three attitudes, namely, a sense of identification with the goals of the organization, a feeling of being involved in organizational tasks, and a feeling of loyalty to the organization. Research evidence suggests that the absence of organizational commitment can reduce organizational effectiveness.

Organizational commitment can be translated into three individual characteristics, namely, strong belief and acceptance of the values and goals of the organization, wanting to give the best results for the benefit of the organization, and trying to maintain membership in the organization, therefore one's commitment to the organization. will greatly affect their activities at work which is shown through their performance (Meyer and Allen in Luthans, 2005).

There are 3 dimensions of the organizational commitment model proposed by Allen and Mayer (Luthan 2005), namely:

- 1) Affective Commitment, namely: employee emotional attachment, identification, and involvement in the organization.
- 2) Continuance Commitment is a commitment based on losses associated with leaving the employee from the organization. This may be due to loss of seniority over promotion or benefits.
- 3) Normative Commitment is a feeling of obligation to remain in the organization because it has to be and that action is the right thing to do.

Work Motivation

Robbins (2003: 107) defines "motivation as a willingness to spend a high level of effort for organizational goals, which is conditioned by the ability of that effort to meet an individual need. Motivation arises as a result of individual interactions with situations in their environment. Sofyandi and Garniwa (2007: 38) explain that this level of motivation differs between one individual and another and between individuals at different times.

Maslow in Gitosudarmo (1997:104) states that human needs contain stratified elements or have hierarchies from low to high priority needs.

The most basic human needs are physical needs such as food, drink, and clothing. If these basic needs are not sufficiently fulfilled, then these needs will occupy the highest hierarchy and other needs will occupy the lowest hierarchy. Human needs consist of several levels in the following order:

- 1) physiological needs are the most basic needs, namely needs related to biologies such as food, drink, clothing, and shelter.
- 2) Safety and Security Needs is the need for protection from interference from other parties, both from other humans and from other creatures such as wild animals and so on. Fulfilling this need can be in the form of possession of protective equipment, self-defense tools, weapons, danger signs, and so on. The need for security will arise after physical needs are met. After the second-order needs, namely the need for security, are met, then the third-order needs will emerge, namely social needs.
- 3) Affiliation or Acceptance Needs Orbelongingness is a need to get along with other humans or other members of society. This need can be giving and receiving a sense of love, a sense of acceptance in a group, a sense of need and need, a sense of friendship or cooperation.
- 4) Esteemor Status Needs. This need can be a demand or desire to be considered a good leader, a good secretary, diligent lecturers, outstanding employees, exemplary students, and so on.
- 5) Self.Actualization is a need to show someone's special personality, can develop all of their potentials. This need can be in the form of someone's desire to produce something that can be acknowledged by the public that the work is very good and useful for society or other people.

Leadership

Leadership can be defined as the ability to influence a group to achieve a vision or set of goals (Robbins and Judge, 2008: 49). According to Rivai (2005: 2), in his book entitled "Leadership and Organizational Behavior" states that the broad definition of leadership includes influencing processes in determining organizational goals, motivating follower behavior to achieve goals, influencing interpretations of the events of his followers, organizing and activities to achieve goals, maintaining cooperative relationships and group work, obtaining support and cooperation from people outside the group or organization.

According to Hasibuan (2003: 170) "Leadership is a way for a leader to influence the behavior of subordinates to cooperate and work effectively and efficiently to achieve organizational goals".

The leadership function relates to social situations in a group or organizational life where the leadership function must be manifested in interactions between individuals. According to Rivai (2005: 53) operationally the main functions of leadership can be distinguished as follows:

1) Instructive Function

This function is one-way communication. The leader as a communicator is the party who determines what, how, when, and where the order is carried out so that decisions can be carried out effectively. Effective leadership requires the ability to mobilize and motivate others to be willing to carry out orders.

2) Consultative Function

This function is two-way communication. In the first stage in making decisions, leaders often need material considerations that require them to consult with people they lead who are considered to have various information materials needed to make decisions. The next stage of consultation from the leadership to the people being led can take place after the decisions are made and are in implementation.

Consultation is intended to obtain input in the form of feedback (feedback) to improve and perfect decisions that have been determined and implemented. By carrying out a consultative function, it is hoped that leadership decisions will receive support and will be easier to instruct so that leadership takes place effectively.

3) *Participation Function*

In carrying out this function the leader tries to activate the people he leads, both in taking part in making decisions and in implementing them. Participation does not mean being free to do whatever they want, but it is carried out in a controlled and directed manner in the form of cooperation by not interfering with or taking on other people's main tasks. The participation of the leader must remain in the function of the leader and not the executor.

4) *Delegate Functions*

This function is carried out by giving the delegation of authority to make or determine decisions, either through approval or without the approval of the leadership. The function of delegation basically means trust. The people who receive the delegation must be believed to be assistant leaders who have the same principles, perceptions, and aspirations.

5) *Control Function*

The control function means that successful/effective leadership can organize the activities of its members in a directed manner and ineffective coordination, thus enabling the maximum achievement of common goals. This control function can be realized through activities of guidance, direction, coordination, and supervision.

Incentive

Incentives are a system of remuneration that is linked to performance, both material and non-material in nature that can provide motivation or impetus for employees to work better and more enthusiastically, so that employee performance or work results can increase which in the end the company's goals can be achieved (Rochmatetal, 2013). According to Nafrizal, (2012) Incentives are stimuli provided to employees to encourage employees to act and do something for company goals.

The purpose of incentives is to increase employee motivation so that employees are passionate about working to achieve company goals. Incentives also aim to increase employee commitment in carrying out their duties, therefore incentives must be implemented on time, to encourage each employee to work better than before (Nafrizal, 2012).

According to Moehariono (2012: 59) Incentives are one of the rewards that companies give to employees as a form of appreciation for their achievement. Incentives can make employees work better in the company, where employees get various gifts, commissions, or certificates, while companies don't need to increase regular salaries to reward their employees' performance. A well-designed incentive program will be very useful because it will increase motivation to improve performance and identify the main motivation factors.

The main function of incentives is to give responsibility and encouragement to employees. Incentives ensure that employees will direct their efforts to achieve organizational goals. Meanwhile, the

main purpose of providing incentives is to increase individual and group work productivity (Panggabean, 2002).

Relations between Variables

Relations between Leadership with Organizational Commitment

Employee commitment to the organization is needed to be able to compete with competitors in winning the existing market. Employees' commitment to the organization is an important force in an organization. Several research results indicate that one of the factors that are considered to influence organizational commitment is leadership. This is because to be able to maintain organizational commitment requires the role of a leader and very effective leadership is the main requirement.

Research conducted by Suseno and Sugiyanto, (2010), found that leadership has a significant effect on organizational commitment. In addition, research by Amin (2017), Sukasih, and Astiti (2019) found that leadership significant effect on Organizational Commitment.

H1: Leadership affects the Organizational Commitment of Teachers at Islamic Boarding Schools in West Lombok.

Relations between Incentive with Organizational Commitment

Incentives According to Prensia (2014: 335) is one of the ways or efforts of an organization to improve the quality of work of its employees. The provision of incentives by the organization is an effort to meet the needs of employees. Employees will work more actively and enthusiastically following the expectations of the organization if the organization pays attention to and meets the needs of its employees, both material needs and non-material needs. To maintain performance, giving incentives is very attractive to continue to make performance in good standing. According to Ranupanujdo, (in Agung Yulianto Saputro, 2014) incentives are a driving force that can stimulate the creation of employee maintenance, by giving employees incentives to feel attention and recognition of their achievements.

Research results from Adisaksana, Astuti, and Musadieq, (2015), have found that incentives can have a significant effect on organizational commitment. Likewise, the research results from Wardiana, Riana, and Sudibya, (2017), which found that incentives have a significant effect on organizational commitment.

H2: Incentives affect organizational commitment at Islamic boarding schools in West Lombok.

Relations between Leadership with Work Motivation

Motivation is a model in mobilizing and directing employees so that they can carry out their respective duties in achieving their goals with full awareness, enthusiasm, and responsibility. Therefore, work motivation is something that creates enthusiasm or work motivation. In psychology, work motivation is often referred to as a morale booster. The strength and weakness of an employee's work motivation also determine the size of the achievement (Anoraga, 2001). The motivator for employees to work with enthusiasm is usually leadership. Leaders with their leadership play a very important role in motivating their subordinates or employees.

Research by Nanda and Wikansari (2017), found that Leadership Style has a significant effect on Employee Work Motivation. In addition, research from Marthanti (2020) found that Leadership significant effect on Work Motivation.

H3: Leadership affects work motivation at Islamic boarding schools in West Lombok.

Relations between Incentives with Work Motivation

The things that can motivate and improve employee performance are fulfilling their needs. These needs include, among other things, good wages or wages, safe work, a conducive working atmosphere, respect for the work performed, fair and wise leadership, reasonable directions and orders, organizations or workplaces that are respected by society or by seeking incentives the amount is proportional and also progressive, which means that it is following the career path.

Providing appropriate incentives can provide work motivation for employees because employees feel valued according to their abilities and performance. Incentives can also increase the welfare of life and build work motivation so that performance can be achieved optimally. This must be considered by management to achieve predetermined performance standards.

Research results from Wasisto, E., (2014), found that incentives can have a significant effect on work motivation. In addition, the results of research by Rahmanda et al. (2013) found that providing material and non-material incentives can increase work motivation.

H4: Incentives affect work motivation at Islamic boarding schools in West Lombok.

The Relationship between Work Motivation and Organizational Commitment

Edwin B. Flippo in (Hasibuan: 2003: 143) states that motivation is a skill, in directing employees and organizations to work successfully so that the desires of employees and organizational goals are achieved at the same time. The results of the research found by Wardianto and Hendrati, (2017) show that motivation affects organizational commitment. Likewise, the results of research from Siwi, Tewal, and Trang (2020), Wahyunia, Surosob and Farid (2019), Sukasih and Astiti (2019), found that Work Motivation affects Organizational Commitment.

H5: Work Motivation affects the Organizational Commitment of Teachers at Islamic Boarding Schools in West Lombok.

Conceptual Framework

Figure 1 is a conceptual framework for research below.

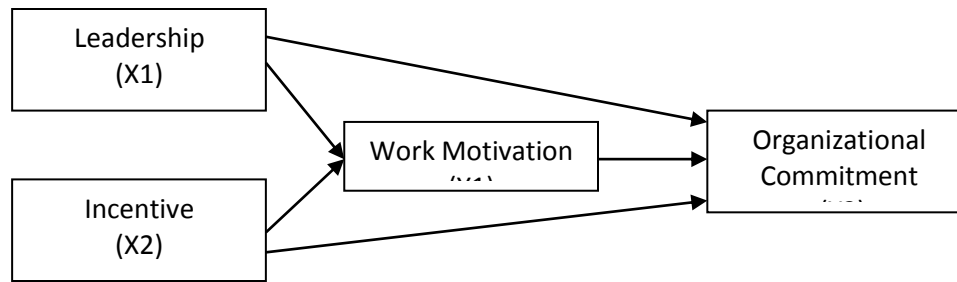


Fig.1 Conceptual Framework

Methodology

This type of research used in this research is causal research. According to Silalahi (2010: 33), Causal research is a study that aims to determine the causal relationship of two or more variables. The data collected by census because the total population is felt to be fully affordable. The entire population became research respondents are 83 teachers. By using the census method, it is expected that the results will tend to be closer to the real value and it is hoped that the occurrence of errors/deviations from the population value is also expected (Usman and Akbar, 2008). The data collected by a questionnaire, which is a list of questions that are logically related to the research problem, and each question is an answer that has meaning in testing the hypothesis (Nazir, 2005). Data analysis by the Structural Equation Model (SEM) of Partial Least Square (PLS). According to Ghazali (2012), PLS is an alternative approach that shifts from a covariance-based SEM approach to a variant-based approach. Covariance-based SEM generally tests causality or theory while PLS is more of a predictive model.

Results

Description of Respondent Characteristics

Most of the respondents are male. Each workforce, especially in the teaching profession, is currently more followed by men than women. This is understandable because many men tend to want to continue with higher education to support life because, in the end, they will become the head of the family. Most of the teachers are relatively young. At this age range, everyone can be called a productive age and has high morale to support more active learning activities.

Most of the teachers who received small incentives at the Ishlahuddiny Islamic Boarding School and the Asshohwah Al Islamiah Islamic Boarding School had undergraduate education. As a formal educational institution, it is important to pay attention to the qualifications of the teaching staff. The educational qualifications required by the government for educators or teachers are equivalent to or at least have a minimum qualification level of undergraduate. This prerequisite has been fulfilled by the Ponpes Institute so that the quality of learning at the Islamic boarding school will be better. Teachers who receive small incentives are who have not passed the certification test. These teachers still have little experience, but on the way, they can continue to learn and develop to sustain each of the objectives of the boarding school where they serve.

Significance Test

To determine the significance level of the path coefficient, the t-value generated by running the Bootstrapping algorithm is used to determine whether the proposed hypothesis is accepted or not. At the 0.05 significance level, the hypothesis will be supported if the t-value exceeds the critical value, which is

2.00856. The results of the significance level test can be seen in table 1. summarize the results of hypothesis testing with the PLS approach. The path coefficient value can be seen in Table 1.

Table 1 Model Structural

Influence Between Variables	Coefficient	T-Statistics	P-value	Information
Incentives -> Organizational Commitment	0.301	4.135	0.000	Significant
Incentives -> Work Motivation	0.215	2.810	0.003	Significant
Leadership -> Organizational Commitment	0.185	3.320	0.001	Significant
Leadership -> Work Motivation	0.650	8.062	0.000	Significant
Work Motivation -> Organizational Commitment	0.587	7.328	0.000	Significant

Based on Table 1, the relationship between variables can be explained as follows:

- 1) Leadership has a positive influence on the Organizational Commitment of Teachers at the Ishlahuddiny Islamic Boarding School and the Asshohwah Al Islamiah Islamic Boarding School which is indicated by a path coefficient value of 0.185 with a significance value of 0.001 so that it can be stated that the first hypothesis is accepted.
- 2) Incentive has a positive influence on the Organizational Commitment of Teachers at the Ishlahuddiny Islamic Boarding School and the Asshohwah Al Islamiah Islamic Boarding School which is indicated by a path coefficient value of 0.301 with a significance value of 0.000 so that it can be stated that the second hypothesis can be accepted.
- 3) Leadership has a positive influence on the Work Motivation of Teachers at the Ishlahuddiny Islamic Boarding School and the Asshohwah Al Islamiah Islamic Boarding School which is indicated by the path coefficient value of 0.650 with a significance value of 0.000 so that it can be stated that the third hypothesis is accepted.
- 4) Incentive has a positive influence on Teacher Work Motivation at the Ishlahuddiny Islamic Boarding School and the Asshohwah Al Islamiah Islamic Boarding School which is indicated by a path coefficient value of 0.215 with significance value of 0.003 so that it can be stated that the fourth hypothesis is accepted.
- 5) Work motivation has a positive and significant effect on the Organizational Commitment of Teachers at the Ishlahuddiny Islamic Boarding School and the Asshohwah Al Islamiah Islamic Boarding School which is indicated by a path coefficient value of 0.587 with a significance value of 0.000 so that it can be stated that the fifth hypothesis can be accepted.

Discussion

The Influence of Leadership on Organizational Commitment

The results showed leadership positive and significant effect on the Organizational Commitment of Teachers. To be able to maintain organizational commitment requires the role of a leader and highly effective leadership is the main requirement. Leaders have concern for subordinates and guarantee justice and give respect to their members, so that members in the organization who feel more committed to the organization have habits that can be relied on, plan to stay longer in the organization and devote more effort to work (Griffin, 2013). So, it can be said that leadership really determines the level of commitment of its subordinates.

The leadership functions carried out by Tuan Guru and Madrasah Principal are very effective related to the ability to mobilize and motivate their subordinates through conveying the vision, mission, goals of Islamic boarding schools education institutions properly, correctly, and clearly, so that they are easy to understand, division of tasks fair, and according to ability or based on competence, giving orders, instructions and directions to carry out the tasks that are conveyed in a good, clear, and firm and polite manner, providing motivation and work motivation to educators, so that they are still enthusiastic about carrying out their duties. has been given, supervision of the implementation of tasks or activities in a good manner and provides feedback on the results of supervision and assessment, empowerment or mentoring related to improving tasks or increasing competence, exemplary attitudes and behaviors that can be used as role models to emulate have been able to build teacher commitment.

The results of this study are consistent with several studies conducted by Suseno and Sugiyanto, (2010), which found that leadership has a significant effect on organizational commitment. In addition, research by Amin (2017), Hanoi and Phuong, (2017); Azizah et al, (2019), Wahyunia, Surosob and Faridc, M., (2019), Siwi, Tewal, Trang, (2020), Sukasih and Astiti (2019), found that leadership has a significant effect on organizational commitment.

The Effect of Incentives on Organizational Commitment

The results showed that incentives have a positive and significant effect on Organizational Commitment. As it is known that everyone who works for both private companies and government agencies, of course, expects remuneration or rewards given for the contribution of work, thoughts, and time given. One way this is done is by providing incentives to employees. The existence of income or the provision of additional results in the form of incentives that can cover the needs of these employees.

Incentives aim to increase employee commitment in carrying out their duties, therefore the provision of incentives must be carried out on time, to encourage each employee to work better than before (Nafrizal, 2012).

This finding is in line with the results of previous research conducted by Adisaksana, Astuti, and Musadieq, (2015); Mersia and Amar (2015), who have found that incentives can have a significant effect on organizational commitment. Likewise, the research results from Wardiana, Riana, and Sudibya (2017); Wiguna and Surya (2017); and El-Din (2020) found that incentives have a significant effect on organizational commitment.

The Influence of Leadership on Work Motivation

The results showed that leadership has a positive and significant effect on work motivation. According to the author's view, the teacher as the spirit of an educational institution is the most important guardian of its existence. Given that teachers are the spearhead who cannot be separated from their shortcomings and strengths, the role of the pesantren leader as a manager in an educational institution is responsible for fostering subordinates to achieve the expected goals following the established vision and mission. Especially in increasing the work motivation of teachers in guiding and directing students to become qualified human beings and to be proud of.

For the aforementioned purposes, fostering teacher motivation in an educational institution is a must for leaders. An educational leader is central to programmed activities. Leaders are decision-makers and role models for their subordinates. Therefore, a leader can at least set a good example for his subordinates. As a decision-maker and policymaker, a leader must have one aspect that has a very important role in leading the organization concerned.

The leadership of the Islamic boarding school leadership can be considered successful because their leadership reflects the personality values of the boarding school leader who are expected to mobilize and direct the teachers in the boarding school so that they can carry out their respective duties in achieving their goals with full awareness, enthusiasm, and responsibility.

The results of this study are in line with the results of research by Nanda and Wikansari (2017), who found that leadership has a significant effect on work motivation. In addition, research from Marthanti (2020) found that leadership has a significant effect on work motivation.

The Influence of Incentives on Work Motivation

The results showed that incentives have a positive and significant effect on work motivation. Providing appropriate incentives can provide work motivation for employees because employees feel valued according to their abilities and performance. Incentives can also improve welfare and build work motivation. This must be considered by management to achieve predetermined performance standards.

Work teachers do not merely refer to seeking sustenance to support themselves and their families by spending time day or night, from morning to evening, continuously tirelessly, but work includes all forms of practice or work that have elements of goodness and blessings for oneself and his family.

This is the advantage of the Islamic boarding school world compared to other organizations or institutions. The incentives they receive continue to motivate them to work better, become a driving force for their enthusiasm to educate students to become the next generation of the nation who is proud and loves their country and religion.

The results of this study are the same as those of Wasisto (2014); Ubani, (2011) who found that incentives can have a significant effect on work motivation. In addition, research results from Rahmanda, Hamid, and Utami (2013); Musparni, (2011); Ngwa, Adeleke, Agbaeze, Ghasi, & Imhanrenialena (2019) found that providing material and non-material incentives can increase work motivation.

The Influence of Work Motivation on Organizational Commitment

The results showed that Work Motivation has a positive and significant effect on Organizational Commitment. Work commitment is not something that happens unilaterally. There are contributions from other elements that make that commitment high or low. In this case, the organization and employees are elements that together need to work to create a high employee work commitment. Rivai (2005) reveals that motivation describes attitudes and values that influence individuals to achieve specific things following individual goals. These attitudes and values are invisible which provide the strength to encourage individuals to behave in achieving goals such as their commitment to work.

According to Mar'at (2000), that "The commitment of an employee is influenced by several factors such as motivation. Motivation is a skill, in directing employees and organizations to be willing to work successfully so that the desires of employees and organizational goals are achieved at the same time.

The results of this study are also in line with the results of the research found by Wardianto and Hendrati, (2017) that motivation affects organizational commitment. Likewise, research results from Siwi, Tewal, and Trang (2020), Wahyunia, Surosob and Farid (2019), Sukasih and Astiti (2019), Tania, and Sutanto (2013); Putri (2014), found that Work Motivation affects Organizational Commitment.

Conclusion

From the results of the research and discussion above, the conclusions of the research that can be drawn are:

- 1) Leadership has a positive and significant effect on Organizational Commitment
- 2) Incentives have a positive and significant effect on Organizational Commitment
- 3) Leadership has a positive and significant effect on work motivation Teacher
- 4) Incentives have a positive and significant effect on work motivation
- 5) Work Motivation has a positive and significant effect on Organizational Commitment

Recommendation

- 1) The incentives paid to teachers are still relatively small because of the ability of the Boarding School to be financially insufficient and fulfilled. Islamic boarding schools must carry out empowerment through the creative economy sector. Islamic boarding schools today must create a condition in which the role of the boarding school is not only limited to being a barn of religious knowledge or as an institution that deals only in the religious world but by building creative economic empowerment for Islamic boarding schools can help financial problems that have become problems for the Islamic boarding school.
- 2) So far, it has become commonplace that the leadership in the Boarding School is usually held by the founder of the cottage from one generation to another. It is necessary that the leadership in the Boarding School is not always determined by the lineage but because of the credibility and ability of the members of the lodge itself. Thus, the boarding school orientation no longer looks like a personal heritage organization but is expected to become a figure of a professional organization.
- 3) Motivation of the teacher's already height needs to be maintained and increased. Efforts that can be done are to formulate career development for teachers. As a professional organization, it should provide career paths for its members, especially teachers. The most likely thing is to become a facilitator encouraging teachers to participate in professional scientific forums or activities; making scientific papers, works of art, and works of technology; and carry out a study of professional work either individually or collaboratively.

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