

The Influence of Kyai Leadership, Teacher Performance, and Parental Motivation on the Achievement Motivation of High School Students in Islamic Boarding Schools

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KEYWORDS

Kyai Leadership, Teacher Performance, Parental Motivation, Achievement Motivation, Islamic Boarding School

ABSTRACT This study aims to analyze the influence of kyai leadership, teacher performance, and parental motivation on the achievement motivation of high school students in Islamic boarding schools (pesantren) in Kota Gajah District, Central Lampung Regency. A quantitative correlational approach was employed, using a saturated sample of 127 students. The instrument was a Likert-scale questionnaire that had been tested for content validity (Aiken's V), empirical validity (Pearson Product Moment), and reliability (Cronbach's Alpha). Data were analyzed using simple and multiple linear regression with SPSS version 25. The results showed that: (1) kyai leadership had a positive and significant effect on achievement motivation ($r = 0.528$; $R^2 = 27.9\%$); (2) teacher performance had a positive and significant but very small effect ($r = 0.207$; $R^2 = 4.3\%$); (3) parental motivation had a positive and significant effect ($r = 0.585$; $R^2 = 34.3\%$); (4) simultaneously, the three variables had a significant effect, contributing 48.2% ($R = 0.694$; $R^2 = 0.482$). These findings confirm that parental motivation is the strongest factor, followed by kyai leadership, while teacher performance contributes the least in the pesantren context. This study recommends strengthening the synergy of the three pillars of pesantren education.

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1. INTRODUCTION

As the oldest Islamic educational institution in Indonesia, the Islamic boarding school (pondok pesantren) possesses unique characteristics that distinguish it from public schools, most notably the central figure of the kyai, who serves not only as a manager but also as a spiritual and moral leader. In their development, many pesantren have integrated formal education, such as senior high school (SMA), into their systems, thereby creating dual demands for students (santri): mastering religious knowledge while also achieving success in the national curriculum. This

condition makes students' achievement motivation a key variable for the success of such an integrative educational model. However, few studies have simultaneously examined the determinants of achievement motivation in the context of modern pesantren.

Field observations indicate that the achievement motivation of high school students in pesantren is strongly influenced by three main actors: the kyai as the supreme leader, the teachers as daily learning implementers, and the parents who,

despite physical distance, continue to provide support. Falakhina and Hernawati (2025) affirm that the kyai in pesantren not only legitimizes religious values but also makes strategic decisions that significantly affect the behavior of teachers and students. Meanwhile, Anggraeni and Muhaemin (2025) found that teachers' pedagogical capacity—including planning, implementation, evaluation, and learning environment management—is positively associated with increased student achievement motivation.

Other relevant research by Yahya, Khadijah, and Adekunle (2022) shows that parental support and achievement motivation jointly influence secondary school students' academic performance. In the pesantren context, where a dynamic interaction between home, school, and religious education occurs, the role of parents becomes even more crucial. Siok (2023) applied McClelland's theory of needs (achievement, affiliation, power) to online learning contexts and found that all three needs significantly influence learning motivation. Asrofi and Hamilaturroyya (2025) also emphasize that academic achievement should be assessed not only from cognitive aspects but also includes holistic development, including achievement motivation.

Research on kyai leadership has been conducted by Hidayatulloh, Riyanti, and Arifin (2024), who proved that kyai leadership plays an important role in character development of students in pesantren. Utama (n.d.) examined the effect of Qur'an memorization intensity and learning motivation on academic achievement, mediated by academic stress. Hendra and Faizah (2023) investigated the effectiveness of teacher performance in online learning at SMP IT Al-Birru Pekanbaru, finding that planning and implementation aspects were optimal but evaluation still needed development. Hanina, Rustandi, and Suadma (2024) revealed that organizational culture supported by kyai leadership can improve teacher performance.

Dita Anggraini, Shunhaji, and Tanrere (2023) optimized the role of dedicated teachers in pesantren and found that high teacher dedication and commitment significantly enhance learning quality. Studies by Kunal et al. (2022), Sholihah, Hartatik, Akhwani (2021), and Santriani (2020) consistently show that parental attention and learning motivation significantly affect student learning outcomes. Rahman (2021) also proved similar results in Indonesian History subjects. Mahardiana, Herminingsih, and Setiyoningtyas (2024) examined the performance of service

teachers in modern pesantren and found that adaptation of pesantren values such as sincerity (keikhlasan) serves as an important foundation.

The research gap identified is the scarcity of studies integrating all three variables (kyai leadership, teacher performance, parental motivation) simultaneously in a single analytical model within the context of high schools integrated with pesantren. Previous studies have tended to be partial or conducted in public schools. Furthermore, the mechanism and magnitude of each variable's influence on achievement motivation in the pesantren environment, characterized by curriculum dualism, remain unclear. The novelty of this study lies in testing a simultaneous influence model with empirical data from 127 students in one sub-district, as well as analyzing the relative contribution of each variable.

Based on this background, this study aims to measure the extent of the influence of kyai leadership (X1), teacher performance (X2), and parental motivation (X3) on students' achievement motivation (Y), both partially and simultaneously. The results are expected to provide theoretical contributions to the development of Islamic education management and practical contributions for pesantren managers, teachers, parents, and policymakers.

2. METHODS

This study employed a quantitative approach with a correlational research design. This approach was chosen to determine the degree of relationship and magnitude of influence between the independent variables (kyai leadership, teacher performance, parental motivation) and the dependent variable (student achievement motivation). The research design involved no variable manipulation but rather natural measurement according to field conditions (Sugiyono, 2023). The research was conducted at high schools integrated with Islamic boarding schools in Kota Gajah District, Central Lampung Regency, from January to March 2026. The study population comprised all students in grades X, XI, and XII residing in the pesantren, totaling 127 individuals. The sampling technique used saturated sampling (total sampling), whereby the entire population was used as the sample (Mochamad Nashrullah, 2023).

The research variables were operationally defined as follows. Kyai leadership (X1) was measured based on Bernard M. Bass's theory of transformational leadership, with four dimensions: idealized influence, inspirational

motivation, intellectual stimulation, and individualized consideration. Teacher performance (X2) was measured using indicators from Hamzah B. Uno, including work quality, speed/accuracy of work, initiative, ability, and communication. Parental motivation (X3) was measured based on Maslow's hierarchy of needs (physiological, safety, social, esteem, self-actualization). Student achievement motivation (Y) was measured based on McClelland's theory (need for achievement, need for power, need for affiliation). The instrument was a Likert-scale questionnaire (1-5) with the number of items after validity testing: X1=12 items, X2=15 items, X3=15 items, Y=12 items.

Content validity testing was conducted by three experts (Dr. Coirudin, M.Pd; Dr. M. Yusuf, M.Pd.I;

Dr. Rina Mida Hayati, M.Pd) using Aiken's V formula. All items had V values ≥ 0.78 (categorized as valid to highly valid). Empirical validity testing used Pearson Product Moment correlation with 30 trial respondents, yielding r calculated $> r$ table (0.361) for all items, with significance < 0.05 . Reliability testing using Cronbach's Alpha produced coefficients: X1=0.793 (adequate), X2=0.804 (high), X3=0.834 (high), Y=0.723 (adequate). All instruments were declared reliable ($\alpha > 0.70$). Data analysis techniques included descriptive statistics (mean, SD, categorization), prerequisite tests (Kolmogorov-Smirnov normality, linearity, multicollinearity, Glejser heteroscedasticity, Durbin-Watson autocorrelation), and hypothesis testing (simple and multiple linear regression) using SPSS 25.

Table 1. Descriptive Statistics of Research Variables (N=127)

Variable	Min	Max	Mean	SD	Category
Kyai Leadership (X1)	35	59	48.18	5.645	Moderate
Teacher Performance (X2)	37	70	56.76	5.989	Moderate
Parental Motivation (X3)	40	72	57.51	6.458	Moderate
Achievement Motivation (Y)	36	59	50.41	4.986	Moderate

Source: Primary data processed (2026)

3. RESULT AND DISCUSSION

Result

The prerequisite test results showed that the residual data were normally distributed (Kolmogorov-Smirnov Sig. = 0.200 > 0.05). The linearity test between each X and Y showed Deviation from Linearity Sig. values > 0.05 (X1: 0.266; X2: 0.794; X3: 0.324), indicating linear relationships. The multicollinearity test produced Tolerance values > 0.10 and VIF < 10 (X1: 0.893/1.120; X2: 0.910/1.099; X3: 0.874/1.144), meaning no multicollinearity was present. The Glejser heteroscedasticity test showed Sig. = 0.277 > 0.05 , indicating no heteroscedasticity. The Durbin-Watson autocorrelation test yielded a value of 1.919 (between 1.5 and 2.5), indicating no autocorrelation. Thus, the regression model was deemed appropriate for use.

The first hypothesis test (effect of X1 on Y) using simple linear regression showed the regression equation $Y = 27.937 + 0.466X1$. The correlation coefficient (r) = 0.528 (moderately strong and positive), coefficient of determination (R^2) = 0.279, meaning that kyai leadership contributed 27.9% to student achievement motivation, with

the remaining 72.1% influenced by other factors. The t-test yielded t calculated = 6.951 $> t$ table (1.978) with Sig. 0.000 < 0.05 , thus H_0 was rejected. Accordingly, kyai leadership has a positive and significant effect on student achievement motivation.

The second hypothesis test (effect of X2 on Y) showed the regression equation $Y = 40.633 + 0.172X2$. The correlation coefficient (r) = 0.207 (very weak relationship), $R^2 = 0.043$, meaning that teacher performance contributed only 4.3% to achievement motivation. The t-test yielded t calculated = 2.364 $> t$ table (1.978) with Sig. 0.02 < 0.05 , thus H_0 was rejected. Although the contribution is small, teacher performance statistically has a positive and significant effect.

The third hypothesis test (effect of X3 on Y) showed the regression equation $Y = 24.416 + 0.452X3$. The correlation coefficient (r) = 0.585 (moderately strong relationship), $R^2 = 0.343$, meaning that parental motivation contributed 34.3% to achievement motivation. The t-test yielded t calculated = 8.073 $> t$ table (1.978) with Sig. 0.000 < 0.05 , thus H_0 was rejected. Parental motivation is the variable with the largest influence.

Table 2. Summary of Partial Regression Results

Variables	Regression Equation	r	R ²	t calculated	t table	Sig.	Conclusion
X1 → Y	Y = 27.937 + 0.466X1	0.528	0.279	6.951	1.978	0.000	Significant
X2 → Y	Y = 40.633 + 0.172X2	0.207	0.043	2.364	1.978	0.020	Significant
X3 → Y	Y = 24.416 + 0.452X3	0.585	0.343	8.073	1.978	0.000	Significant

The fourth hypothesis test (simultaneous effect of X1, X2, X3 on Y) using multiple linear regression yielded the regression equation $Y = 12.907 + 0.345X1 - 0.002X2 + 0.364X3$. The correlation coefficient (R) = 0.694 (strong relationship), coefficient of determination (R²) = 0.482, meaning that all three variables together contributed 48.2% to achievement motivation, with the remaining 51.8% influenced by other variables outside the study. The F-test yielded F calculated = 38.190 > F table (2.68) with Sig. 0.000 < 0.05, thus H0 was rejected. Accordingly, kyai leadership, teacher performance, and parental motivation simultaneously have a positive and significant effect on student achievement motivation.

In the multiple regression model, the regression coefficient for teacher performance (X2) became negative (-0.002) and non-significant (Sig. 0.979 > 0.05), indicating a suppression effect or weak multicollinearity. This means that when kyai leadership and parental motivation are controlled, the unique contribution of teacher performance is so small as to be negligible.

Discussion

Effect of Kyai Leadership on Achievement Motivation. The finding that kyai leadership contributes 27.9% (r=0.528) confirms the results of Falakhina and Hernawati (2025), who stated that the role of the kyai in pesantren leadership includes spiritual, cultural, managerial, and academic aspects. Kyai who apply transformational leadership—serving as role models (idealized influence), providing inspirational motivation, intellectual stimulation, and individualized consideration—prove effective in enhancing students' achievement drive. This aligns with Wahrudin (2023), as cited in this thesis, that transformational leadership in pesantren can build high achievement motivation among teachers and students. The effect size of 27.9% indicates that although the kyai is not the sole determinant, his role remains substantial and irreplaceable.

Comparison with Other Studies. Prayogi (2024)

found that kyai leadership style influenced student learning motivation with a coefficient of 0.424. This figure is smaller than our finding (0.528), possibly due to differences in context (learning motivation vs. achievement motivation) and educational level. Murdiana (2025) showed that kyai transformational leadership significantly influences students' entrepreneurial interest (Sig. 0.000). The consistency of these findings strengthens the validity of the kyai leadership construct in predicting various positive student outcomes. The remaining 72.1% unexplained influence suggests the need to consider internal student factors such as self-efficacy, discipline, and peer environment.

Very Small Effect of Teacher Performance (4.3%). This finding is the most intriguing and counterintuitive. Statistically, teacher performance still has a significant effect (t calculated 2.364 > t table), but its effective contribution is only 4.3% in the partial model, and it becomes non-significant in the multiple regression model. This can be explained by the unique characteristics of pesantren. Mukhlisotun (2025), in her study at MA Darul Faizin, found that student motivation and learning achievement in pesantren are more influenced by the role of the kyai, the value system of sincerity, and organizational culture rather than teacher performance alone. Mahardiana, Herminingsih, and Setiyoningtyas (2024) also emphasized that adaptation of pesantren values (sincerity, simplicity, brotherhood) serves as an important foundation for teacher performance, but its influence on student motivation is indirect, mediated by the pesantren climate.

Comparison with Public School Contexts. Research by Sipayung et al. (cited in this thesis) found that teachers' professional competence contributed 32.95% to student learning motivation in public junior high schools. This drastic difference indicates that in pesantren, the teacher figure is not the primary source of motivation because the kyai holds higher spiritual authority. Moreover, pesantren students live in dormitories, so interaction with teachers is

limited to formal class hours, while achievement motivation is also shaped by religious activities (diniyah), classical text studies (pengajian kitab), and the kyai's role modeling. Damayanti and Hakim (2025), in a study on organizational culture in pesantren, found that trust, mutual respect, and alignment with Islamic values significantly influence teacher motivation, which in turn impacts the quality of pedagogical interaction—but the effect on students is indirect.

Parental Motivation as the Strongest Factor (34.3%). This finding is highly significant because it confirms that even though students live far from their parents in the pesantren, parental support remains the primary determinant of achievement motivation. The correlation coefficient $r=0.585$ indicates a moderately strong relationship. This result aligns with Siroj (2019), who proved that parental attention and teacher role modeling simultaneously affect students' achievement motivation in pesantren. Arafat and Mete (2022) also found that parental motivation contributed 12.3% to junior high school students' learning interest. Our figure is larger because the pesantren context demands independence—parental support becomes an emotional "safety net" that is very meaningful. Qizkullah (2022) even found a contribution of parents' education level as high as 90.64% to achievement motivation at MA Nurul Ula (non-pesantren), suggesting that direct interaction intensity strengthens the influence.

Actualization of Maslow's Theory in the Pesantren Context. High parental motivation is manifested through meeting physiological needs (clothing, food, tuition fees), safety needs (choosing a safe pesantren), social needs (regular communication, visits), esteem needs (praising achievements), and self-actualization needs (supporting children's aspirations). Mutmainah (2022), in her study at Ponpes Al-Hikmah Bandar Lampung, confirmed that effective methods of parental motivation include advice, sending necessary supplies, and prayer. The remaining 65.7% influence from other variables opens opportunities for further research on factors such as self-concept, self-efficacy, and peer environment.

Simultaneous Influence (48.2%) and Theoretical Implications. The three variables together contribute nearly half of the variation in achievement motivation ($R=0.694$, $R^2=0.482$). This value is considered strong in social science research. This finding reinforces Bronfenbrenner's ecological theory, which states that individual development is influenced by the

interaction of various environmental systems: the microsystem (direct interaction with teachers and kyai), mesosystem (relationship between pesantren and family), and exosystem (pesantren policies). Kurniawan (2018), in his study at Pondok Pesantren 'Ainurrafiq Kuningan, also proved that charismatic kyai leadership and parental motivation together significantly affect students' learning ethos. The difference from our study is the addition of teacher performance, which turned out to have a very small unique contribution.

Other Factors Affecting Achievement Motivation (51.8%). The large remaining unexplained influence indicates that achievement motivation is a multidimensional construct. Several potential variables identified from the literature review include: (1) internal student factors: self-efficacy, locus of control, self-concept (Warsiki, 2019); (2) learning methods: individual (sorogan), classical (bandongan), or formal classroom system (Rizaldi in this thesis); (3) physical pesantren environment: facilities and infrastructure, dormitories, library; (4) pesantren programs: debate forums (majelis munadhoroh), Quran memorization (tahfidz), student organizations; (5) peer influence (Damayanti, Yuliejantingsih, & Maulia, 2021). Hudia & Zakir (in this thesis) found that facilities and infrastructure correlate at 0.563 with learning motivation. Therefore, further research should test these variables.

Practical Implications for Pesantren Managers. First, strengthening parental motivation should be a priority, for example through regular parent forums, periodic academic progress reports, and "foster parent" programs for students whose parents are less supportive. Second, kyai leadership needs to optimize aspects of intellectual stimulation and individual attention, not only spiritual role modeling. Third, although the contribution of teacher performance is small, this does not mean teachers are unimportant—teachers remain the frontline of formal learning. What is needed is a reorientation of the teacher's role from mere instructor to motivator, guide, and role model (Mukhlisotun, 2025). Fourth, it is necessary to identify other dominant factors (the 51.8%) for more targeted interventions.

Research Limitations. This study was conducted only in one sub-district and one pesantren, so generalizability is limited. The cross-sectional design cannot capture long-term causal dynamics. The teacher performance measurement instrument may not fully capture aspects relevant to pesantren (e.g., role modeling in worship, moral guidance). Future research

should use mixed methods, expand the locations, and test mediating or moderating variables.

Theoretical Contributions. This study enriches the literature on Islamic education management by showing that, in the pesantren context, the order of influence on achievement motivation is: parental motivation > kyai leadership > teacher performance. This finding differs from public schools, where teacher performance is typically the dominant factor. Therefore, achievement motivation theory needs to be contextualized by considering the structure of spiritual authority and the communal value system characteristic of pesantren.

4. CONCLUSION

Based on the analysis and discussion, it can be concluded that simultaneously, kyai leadership, teacher performance, and parental motivation have a positive and significant effect on the achievement motivation of high school students in Islamic boarding schools throughout Kota Gajah District, with a contribution of 48.2% ($R^2=0.482$). Partially, parental motivation provides the largest influence (34.3%), followed by kyai leadership (27.9%), while teacher performance provides the smallest influence (4.3%) and becomes non-significant in the multiple regression model. These findings confirm that in the pesantren environment, parental support and kyai role modeling are more dominant than teachers' technical performance in shaping students' internal drive to achieve.

This study recommends that pesantren administrators strengthen communication and parental involvement through systematic programs, develop the kyai's transformational leadership to be more inspirational and personal, and redirect teachers to act as motivators and role models rather than mere instructors. Future researchers are advised to test other variables such as self-efficacy, peer environment, and learning methods, as well as to use longitudinal or mixed-methods designs. The results of this study are expected to serve as a reference for improving the quality of pesantren education that integrates formal and traditional systems.

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