

# The Influence of Leadership on Teacher's Performance in Madrasah Tsanawiyah

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## ABSTRACT

This study aims to see the influence of the headmaster's leadership on teacher performance. The method used in this research is *ex post facto* causal research because the purpose of this study is to reveal a causal relationship between the research variables. This research was conducted at Madrasah Tsanawiyah in Padang. The data was collected through documentation, questionnaires, and direct observation sheets and then processed by using descriptive-analytical methods and path analysis. This study indicates that there is an influence of the principal's leadership on teacher performance.

**Keywords:** *Leadership, Teacher Performance.*

## 1. INTRODUCTION

The teacher is one of the essential aspects of educational institutions. Progress or failure of educational institutions is essentially on the teacher's shoulders. The figure of a teacher has a strategic position in "controlling" students to be smart, intelligent, skilled, moral, and highly knowledgeable. It is reinforced [3] that instructors are proficient teachers with the principle assignment of instructing, educating, managing, coordinating, preparing, surveying, and assessing understudies on the proper schooling way.

Nonetheless, these days, as a general rule, there are numerous requests for educator polished skill. Educators must dominate singular ability, social skill, academic capability, and expert fitness themselves. It is likewise underscored in the Teacher and Lecturer Law No. 14 of 2005 article 10, passage 1, which expresses that instructor fitness incorporates educational skill, character ability, social capability, and expert capability.

Meanwhile, Government Regulation No. 19 of 2005, which was then revised by Government Regulation No. 32 of 2013, explains that the Public Standards are the base measures in regards to the instructive framework in the select purview of the Republic of Indonesia with eight models that must be met to quality training, among them are the guidelines of teachers and instructive staff. A good teacher meets the requirements of professional ability either as an educator or as a teacher or trainer. This section discusses the importance of teacher professional quality standards to ensure that the teaching

and learning process runs effectively and efficiently to achieve quality learning outcomes. It is reinforced by the opinion [6] that teachers have a significant role in education, on their shoulders, they are burdened with responsibility for the quality of education.

A capable teacher must encourage and create an atmosphere conducive to finding alternative methods in developing the learning process. Thus, a teacher can understand, master, and be skilled in using learning resources for textbooks, reference books, handouts, etc [8]. The learning objectives themselves can be achieved, or in other words, a teacher must have competence in teaching. In addition to teaching skills, several other supporting factors such as the lead intelligence of the head of the madrasah, work motivation, work attitudes, and madrasah environmental factors.

If we look at the factors that might affect the performance above, it can be divided into three dimensions: the individual dimension, the psychological dimension, and the organizational dimension. The individual dimension relates to mental, physical abilities such as intelligence, intellectual intelligence, emotional intelligence, skills, and physical endurance. Herein, the psychological dimension deals with motivation, perceptions, attitudes, personality. The organizational dimension relates to leadership resources, rewards, job design structures, and others.

Maintaining or improving performance is not easy. Many factors influence it. It is confirmed by the opinion of Syafri Mangkuprawira and Alada Vitayala [6] that

performance is a multi-dimensional construction that includes many factors that influence it, such as (1) Personal/singular components, including components of information, aptitudes, capacities, fearlessness (self-adequacy), inspiration and duty that every instructor has. (2) Leadership factors, including parts of administrators and group pioneers' quality in giving consolation, eagerness, course, and work backing to educators. (3) Team factors, including quality and energetic help gave by partners in a group, trust in individual colleagues, cohesiveness, and colleagues' closeness. (4) System factors, including work frameworks, work offices gave by madrasah pioneers, hierarchical cycles, and work culture inside the association (madrasah). (5) The logical elements, which is remembering the weights and changes for the outside and inward climate.

Therefore, regarding the teacher's performance, Moh. Uzer Usman suggests several teacher performance indicators as follows. *First*, the ability to plan teaching and learning, which includes (1) mastering the outlines of education, (2) adjusting the analysis of the subject matter, (3) compiling semester programs, (4) compiling programs or learning. *Second*, the capacity to complete instructing and learning exercises. It incorporates: (1) the pre-educator stage, (2) the instructional stage, (3) the assessment and subsequent stages The third is the ability to evaluate, which includes: (1) normative evaluation, (2) formative evaluation, (3) evaluation results report, and (4) implementation of improvement and enrichment programs.

To determine factors that can affect MTs teachers' performance in Padang City, the researcher conducted a preliminary study by collecting the opinions of MTs education managers in Padang City. In this preliminary study, information can be obtained using the *nominal group technique*, which is used to involve MTs education managers in consensus planning to prioritize problems and make decisions on 30 MTs Padang City teachers by sorting the biggest problem.

**Tabel 1. Factors affecting teacher performance**

No	Factors indicated to affect performance	Percentage
1	Work Motivation	30 %
2	The leadership of Madrasah Principal	20 %
3	Work Culture	15 %
4	Commitment	10 %
5	Work Facilities	10 %

6	Skills	5 %
7	Self Confidence (Self Efficacy)	5 %
8	Spirit at Work	5 %
	<b>Total</b>	100 %

From the table above, it is indicated that the variables that are indicated to affect teacher performance are the leadership of the head of the madrasah. In light of the above signs, the specialist plans to analyze the elements that influence MTs instructors' exhibition in Padang City.

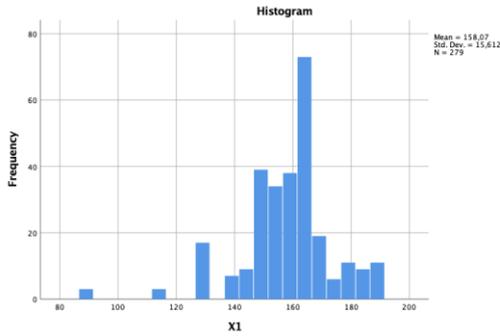
**2. METHOD**

This research is classified as an *ex post facto* causal research because it aims to reveal a causal relationship between the research variables that will be studied. This study wanted to prove the effect of variables on teacher performance variables. The information assortment procedure in this examination utilized an overview technique. This exploration is likewise remembered for the sort of "logical or corroborative" research. Judging from the data collection method using a survey, namely research, will explain the causal relationship and simultaneously conduct hypothesis tests [9].

This research was at Madrasah Tsanawiyah in Padang with locations: MTsN Durian Tarung, MTsN Kuranji, MTsN Koto Tangah, MTs PGAI, MTs Thawalib Padang, and MTs Al Furqan. A proportional random sampling technique determined the research sample. The number of samples was 164 teachers. The instrument used in this study was a questionnaire; Principal leadership, and teacher performance. The analysis techniques used were analytical methods and path analysis.

**3. RESULTS AND DISCUSSION**

The Emphasis of the Assesment in the realm of principal leadership is the principal's obligation and duties.



**Figure 1** Histogram of frequency analysis of principal leadership

The normality test results on all variables are more remarkable than 0.05, for X1 of 0.300. Thus, it can be decided that the principal leadership data and teacher performance in this study are average. The homogeneity test results of the variables amounting to 0.310, which means > 0.05, it can be taken as a decision that the data obtained in this study have the same variance.

Test the hypothesis of the influence of school leadership (X1) on teacher performance (Y) assesses the coefficient displays R's value, which is the value of the value displayed.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,338 <sup>a</sup>	,114	,111	13,876

a. Predictors: (Constant), Perilaku Kepemimpinan

**Figure 2** Model Summary On X1 and Y

It shows a relationship estimation of 0.111. It clarifies that the connection between the two exploration factors is in the feeble classification. This table likewise acquired the estimation of R Square or the coefficient of assurance (KD), which shows how great the relapse model is shaped by the cooperation of the autonomous and ward factors. The KD esteem acquired is 11.4%, which can be deciphered that the free factor X1 has a commitment impact of 11.4% on factor Y, and different factors outside of variable X1 impact 88.6%.

In the linearity level test, the degree of importance, or linearity of the relapse, the measures can be resolved dependent on the F test or the noteworthiness esteem test (Sig.). Based on the Sig. Test value provided that the Sig. < 0.05, then the regression model is linear, and vice versa.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6879,873	1	6879,873	35,729	,140 <sup>b</sup>
Residual	53337,984	277	192,556		
Total	60217,857	278			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Perilaku Kepemimpinan

**Figure 3.** ANOVA On X1 and Y

Based on figure 3, the Sig value is obtained. = 0.140 which means > significant criteria (0.05). Thus, the regression equation model based on the research data is significant, meaning that the linear regression model meets the linearity criteria.

In the regression test results, the variable X1 to Y's significance is smaller than 0.05 (sig 0.000 < 0.05). Thus, it can be concluded that there is a significant influence between principal leadership on teacher performance.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	118,397	8,468		13,983	,000
Perilaku Kepemimpinan	,319	,053	,338	5,977	,000

a. Dependent Variable: Kinerja Guru

**Figure 4** Regression Test On X1 and Y

Figure 4 likewise illuminates the relapse condition model acquired with the steady coefficients and variable coefficients in the Unstandardized Coefficients B.

The leadership style research results show that the leader and subordinates solve all the problems that arise in the organization jointly. Pioneers who trust subordinates, gather and utilize subordinates' conclusions, make a commonly strong work air, make a climate of shared regard among pioneers and subordinates, and altogether influence instructor execution. The aftereffects of a basic relapse examination between the central's participatory initiative and the educator's exhibition show the sig esteem. = 0.000 is under 0.005. It shows that the degree of instructor execution follows the degree of the primary's participatory authority style.

According to Burhanudin [1], participatory leadership styles are seen as the most effective way to mobilize organizational members at a relatively high development level. There is sharing between the leader and the lead (exchange of ideas) in the decision-making process. The leader plays an active role in listening and

encourages "active listening and leveling." Participation can improve performance because employees feel accepted and involved in the situation.

#### 4. CONCLUSION

Leadership style research results show that the leader and subordinates solve all the problems in the organization jointly. Pioneers who trust subordinates, gather and utilize subordinates' conclusions, make a climate of shared regard among pioneers and subordinates influence instructor execution. Participation can improve performance because employees feel accepted and involved in the situation. Thus, the participatory leadership styles are seen as the most effective way to mobilize organizational members at a relatively high development level. The leader plays an active role in listening and encourages "active listening and leveling."

#### AUTHORS' CONTRIBUTIONS

In light of the discoveries of the investigation of the impact of the dean's initiative on educator execution, it very well may be inferred that there is a huge impact of participatory authority style on instructor execution. This examination has a few significant ramifications, to be specific that it can fill in as a guide or reason for analysts who will additionally explore with titles identified with this exploration. This present examination's outcomes can likewise add to information, particularly about the impact of head initiative on instructor execution.

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