The Relationship between Madrasah Principal Leadership and Teacher Performance at Madrasah Tsanawiyah

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ARTICLE INFO	ABSTRACT
	Teacher performance will be optimal if the leadership of the madrasah principal is also optimal. This study aims to determine the relationship between the leadership of the madrasah principal and teacher performance at MTSN 1 Mataram City. The population of this study was all teachers of MTSN 1 Koata Mataram as many as 62 people. The research sample was taken using a stratified proportional random sampling technique so that the research sample was obtained by as many as 16 people. The principal leadership indicators used in this study were innovators, motivators, and supervisors; while the teacher performance indicators used in this study were learning planning and learning implementation. The data collection instrument used a questionnaire in the form of a google form. Data analysis to determine the relationship of principals' leadership with teacher performance using Pearson Correlation with the help of SPSS software. The results showed that there was a significant relationship between the leadership of the madrasah principal and teacher performance at MTSN 1 Mataram City. The relationship between the principal's leadership and teacher performance is included in a strong relationship.

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1. INTRODUCTION

Education is an effort to grow and develop innate potentials, both physically and spiritually, by the values that exist in society and culture (Yuristia, 2018). In a simple sense, education is also defined as an effort to develop one's knowledge to achieve a higher dignity of life (Nasution, 2016). The target of the educational process is not just the intellectual development of students by supplying as much knowledge as possible, more than that, education is a process of providing understanding, understanding, and appreciation of the known practice (Ramdhani, 2017; Karmila & Suchyadi, 2020). The main purpose of education is personality development and changing the behavior and attitudes of students from negative

things to positive things, from things that are not known to things that are known. One of the most important parts of the education system is the teacher.

The teacher is a profession that greatly influences student learning outcomes (Maiza & Nurhafizah, 2019) and has a very large contribution to the success of learning in schools (Astuti, 2018). Teachers in the context of education have a large and strategic role because teachers are in line with the implementation of education and dealing with students (Hartini, 2019). In the past, a teacher had an important role and became the center of the teaching and learning process in the classroom, now the teacher acts as a companion who accompanies students to learn to achieve intelligence and maturity (Yuhana & Aminy, 2019). The success of students in achieving intelligence and maturity can only be done by teachers who have good performance (Hartiwi et al., 2020).

Teacher performance is important in education and is a determinant of the level of quality of education (Febriana et al., 2020; Suharsaputra, 2018; Septiani & Cahyono, 2019). Teacher performance can be shown by the ability of teachers to master the required competencies, namely pedagogic competence, personality competence, social competence, and professional competence (Law Number 14 of 2005). However, the teacher's performance has shifted from what it should be. Many factors influence this. One of them is the lack of teaching discipline which causes learning in schools to be not on time and students do not receive good teaching. It is in line with the results of research conducted by Alhusaini et al., (2020) that teacher performance in some schools is still considered lacking due to a lack of teacher discipline in teaching.

In addition, there are other factors that cause low teacher performance, including the competence of the teacher himself, lack of motivation, or principal leadership, school conditions, etc. The low performance of teachers in schools is influenced by various factors including competence, work motivation, work discipline, job satisfaction, the organization where the teacher teaches, the leadership of the principal, as well as the existence of government policies on education (Abdullah, 2020; Soleh et al., 2019). This is in line with the opinion of Kasmir (2018), which suggests that teacher performance is influenced by several factors including work environment, organizational culture, leadership, work motivation, work discipline, salary, job satisfaction, and other factors. Teacher performance will be optimal if it is integrated with school components, one of which is the principal.

Principals are teachers who are appointed to run and become school leaders to advance and realize the achievement of school goals (Kadarsih et al., 2020). To carry out his role and function as a leader, the principal must have the right strategy to utilize teachers through collaboration, opportunities to improve their profession, and involve teachers in all activities that support school programs (Khairuddin, 2020). Mulyani & Wiarta (2021) also stated that the principal as a leader must decide everything correctly and quickly, monitor the school environment and climate, provide instructions, improve teacher competence, and implement good communication. The principal's leadership has a very big impact on improving teacher performance which raises the work ethic of teachers such as enthusiasm in doing their respective duties, being highly dedicated to the school, upholding togetherness in working and working together to achieve school goals (Rizki et al., 2021).

Based on the description above, the researchers were interested in conducting research entitled "The Relationship between Madrasah Principal Leadership and Teacher Performance at Madrasah Tsanawiyah". This study aimed to determine the relationship between madrasah principal leadership and teacher performance at MTSN 1 Mataram City.

2.   METHODS

This research is quantitative. Quantitative research is research related to social problems measured by numbers, then analyzed using statistical measures (Sugiyono, 2015). This research was conducted at MTSN 1 Mataram City. The total population of MTSN 1 teachers in Mataram City is 62 people. The research sample was taken using a stratified proportional random sampling technique so that the research sample was obtained by as many as 16 people. The principal leadership indicators used in this study were innovators, motivators, and supervisors; while the teacher performance indicators used in this study were

learning planning and learning implementation. The data collection instrument used a questionnaire in the form of a google form. Before the instrument is used, a test analysis of the instrument is carried out in the form of validity and reliability with the help of SPSS software. Data analysis to determine the relationship of principal leadership with teacher performance using Pearson Correlation with the help of SPSS software. The results of the data analysis are then interpreted based on the following table.

Table 1. Data Interpretation

No.	Pearson Correlation	Relationship Level
1.	$0.00 - 0.199$	Very weak
2.	$0.20 - 0.399$	Weak
3.	$0.40 - 0.599$	Currently
4.	$0.60 - 0.799$	Strong
5.	$0.800 - < 1.00$	Very strong

(Suherman, 2003)

3. FINDINGS AND DISCUSSION

This study aims to determine the relationship between the leadership of the madrasah principal and teacher performance at MTSN 1 Mataram City. The results of the study are described as follows.

Instrument Trial Results

The results of the instrument trial were carried out to determine the level of validity and reliability of the instrument. The test results of the instrument are shown in the following table.

Table 2. Questionnaire Validity Test Results

No.	Variable	N of Items	r_{count}	r_{table}	Criteria
1.	Madrasah Principal Leadership	35	0.556	0.497	Valid
2.	Teacher Performance	30	0.623		Valid

Based on the table above, it can be seen that the calculated r-value (product-moment) for the madrasa principal leadership questionnaire which consists of 35 statement items, and teacher performance consisting of 30 statement items is 0.556 and 0.623. This calculated r-value is greater than the table r-value, which is 0.497. This shows that all items for each of these variables are in the valid criteria. The results of the reliability of the principal's leadership questionnaire and teacher performance are presented in the following table.

Table 3. The Results of the Questionnaire Reliability Test

No.	Variable	N of Items	Cronbach's Alpha	Criteria
1.	Madrasah Principal Leadership	35	0.925	Reliable
2.	Teacher Performance	30	0.940	Reliable

Table 2 above shows that the madrasa principal leadership questionnaire and teacher performance obtained Cronbach's Alpha scores of 0.925 and 0.940, respectively. The value obtained is included in the reliable criteria. This shows that the questionnaire is suitable for research.

Description of Madrasah Principal Leadership and Teacher Performance

After the questionnaire was declared valid and reliable, the questionnaire continued to be used in research. Research on the leadership of madrasah principals and teacher performance was carried out by distributing questionnaires to teachers who were selected as samples in this study. The data were then analyzed to determine the average score given by the teacher on the leadership of the madrasa principal and its performance. The results of the average madrasa principal leadership questionnaire score and teacher performance are presented in the following graphic form.
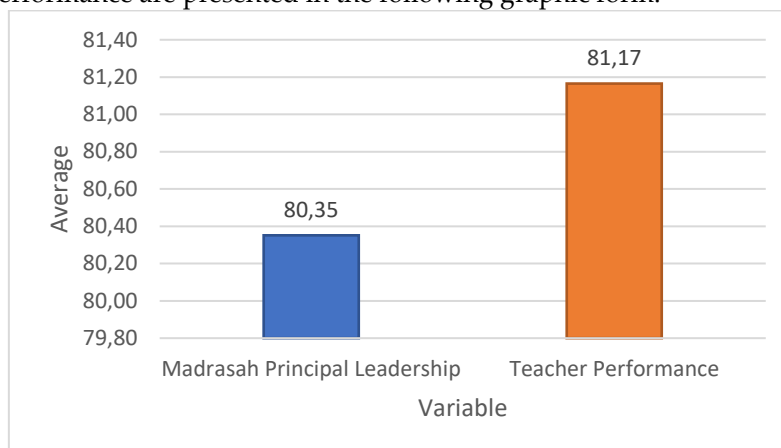

Figure 1. Average Madrasah Principal Leadership Score and Teacher Performance

Figure 1 shows that the average scores given by respondents to principals' leadership and teacher performance are 80.35 and 81.17. the average value of these two variables is almost the same. This shows that the principal's leadership and teacher performance are good criteria. This is because the principal's leadership and teacher performance are very important for the education unit. With the leadership of the madrasa principal and good teacher performance, education management will be better and educational goals will be achieved. The results of the study were also analyzed per indicator of each of these variables. The results of the leading analysis of the madrasa principal are shown in the following graphic form.
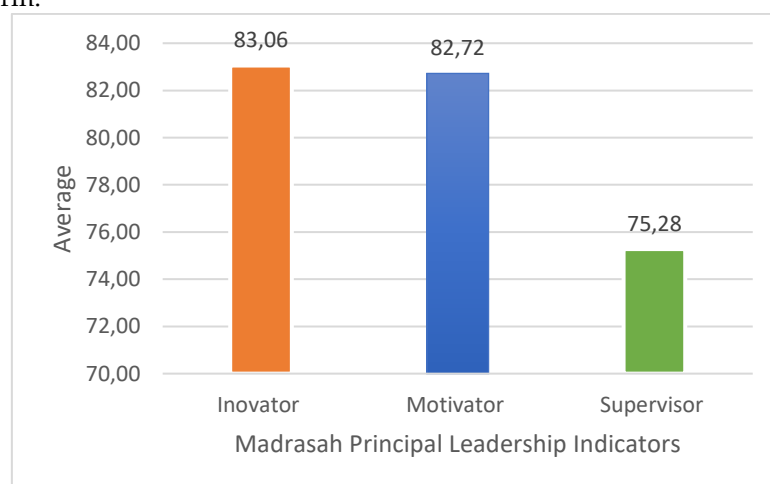

Figure 2. Average Madrasah Principal Leadership Score Per Indicator

Based on the figure, it can be seen that the innovator indicator gets an average score of 83.06, the motivator indicator gets an average score of 82.72, and the supervisor indicator gets an average score of 75.28. The innovator indicator is the indicator that gets the highest score compared to other indicators. This is because the principal's leadership indicator as an innovator is a very important

indicator for a madrasah principal. In this indicator, the principal is the initiator of reform for the progress of learning activities in schools, has the initiative to update the writing program in the classroom, and informs teachers' ideas about teaching and learning activities to all teachers to improve learning. The indicator that gets the average score in the second position is the motivator indicator.

The motivator indicator is an effort to encourage someone to want to act in the desired way in achieving the expected goals (Baihaqi, 2015). In this indicator, the principal as a school leader has a role to encourage the involvement of all teachers in every school activity, to be an example in carrying out school assignments, as an example of discipline in carrying out their duties and functions, and to motivate teachers to continue their education to a higher level. The indicator that gets the lowest score is the supervisor indicator. The supervisor indicator is a supervisory effort carried out by the principal in achieving the quality of education (Sudargini, 2021). In this indicator, the head of the madrasa as the leader of the madrasa prepares a supervision program by involving several teachers, informs the supervision program that has been prepared to all teachers and carries out a teaching supervision program based on the program that has been made and gives confidence to teachers to make decisions related to services in activities. learn to teach.

Teacher performance questionnaires were also analyzed to determine the average score given by the respondents for each indicator. The results of the teacher's performance analysis are presented in the following graphic form.
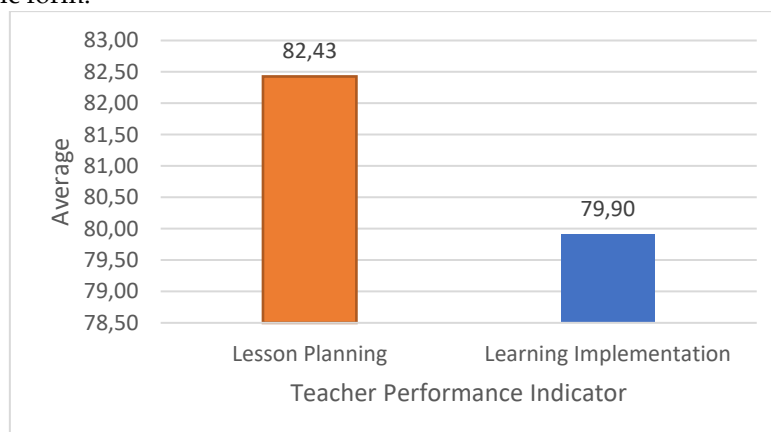

Figure 3. Average Teacher Performance Score Per Indicator

Figure 3 shows that the average score given by respondents to each teacher performance indicator is different. In the learning planning indicators the average score obtained is 82.43. this average score is the highest average score compared to the average score of the learning implementation indicators. The learning implementation indicators get an average score of 79.90. Learning planning indicators are indicators listed on the teacher performance assessment instrument or the so-called IPKG-1. In IPKG-1, teachers must have the ability to formulate learning objectives, select and organize teaching materials, select learning resources/learning media, and learning scenarios, and assess learning outcomes (Savage, 2014). Learning implementation indicators are indicators contained in the teacher performance assessment instrument or the so-called IPKG-2. In this indicator, the teacher must have the ability to open and close learning, as well as other teaching skills.

Pearson Correlation Analysis Results

To answer the purpose of this study, the researcher used a quantitative method with Pearson correlation statistics. This correlation statistic is used to determine the relationship between principal leadership and teacher performance. The results of the analysis are obtained as follows.

Tabel 4. Pearson Correlation Analysis Results

		Madrasah Principal Leadership	Teacher Performance
Madrasah Principal Leadership	Pearson Correlation	1	.655[**]
	Sig. (2-tailed)		.000
	N	16	16
Teacher Performance	Pearson Correlation	.655[**]	1
	Sig. (2-tailed)	.000	
	N	16	16
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the output table of the correlations test above, it is known that the significance value (2-tailed) obtained is 0.000. The value obtained is smaller than the value of 0.005. This shows that there is a significant relationship between the leadership of the madrasa principal and teacher performance. The output table above also shows that the Pearson Correlation value obtained is 0.655. Based on the data interpretation table, shows that the relationship between the leadership of the madrasah principal and teacher performance is strong. The results of this study are in line with research conducted by Kaso et al., (2019) which states that there is a significant relationship between principal leadership and teacher performance. Haryono et al., (2020) also stated that there was a significant influence between principal leadership and teacher competence, and teacher performance.

The principal becomes the driving force, determines the direction of school policy, and determines how the goals of the school and education in the school he leads are realized according to the vision and mission of the school he leads (Kailola, 2016). The principal as a leader plays a role in carrying out his leadership functions both related to the role of achieving goals and creating a conducive school climate for the creation of good teaching and learning processes in schools (Saleem et al., 2020).

This optimal leadership of the madrasah principal causes teacher performance to be optimal (Kaso et al., 2019). Teacher performance is related to mastery of the basic competencies of a teacher (Podgursky & Springer, 2007; Dee & Wyckoff, 2015). Teacher performance is not only seen when delivering teaching materials in class because it is only a small part of the complexity of the implementation of the teaching and learning process carried out by teachers (Ebert et al., 2002). Of the four competencies that must be possessed by the teacher can be a description of the teacher's performance in carrying out their duties (Khasanah et al., 2019; Apriana et al., 2019).

4. CONCLUSION

Based on the description above, it can be concluded that there is a significant relationship between the leadership of the madrasah principal and the performance of teachers at MTSN 1 Mataram City. Good madrasah leadership affects the performance of teachers in planning and implementing learning. The relationship between the principal of madrasah leadership and teacher performance is included in a strong relationship. The limitation of this study lies in the sample used, which is only at the madrasah tsanawiyah in the city of Mataram. It is hoped that further research can use a larger sample to determine the relationship between the leadership of the madrasah principal and teacher performance or can see the relationship of the principal's leadership to other factors that exist in the teacher.

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