

## Madrasah Head of Leadership Style with Performance Teachers

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**ABSTRAK:** *This study aims to determine the relationship between the leadership style of madrasah principals with the performance of teachers in Madrasah Aliyah Negeri (MAN) 1 Bogor City. The population used is all teachers of the Madrasah Aliyah Negeri (MAN) 1 Bogor City, totaling 43 teachers. This study uses quantitative research methods and questionnaires as instruments. It was then analyzed using correlation and regression analysis, data analysis using Pearson correlation statistical analysis. The results of this study indicate that there is a relationship between the leadership style of madrasa principals with teacher performance calculated with Pearson Correlation, the correlation coefficient value obtained between these variables is 0.690. The coefficient of determination in this analysis obtained a value of 0.475, which means 47.5%. The variable of Teacher Performance can be explained by the Leadership Style. The regression line is  $\hat{Y} = 5,100 + 0,912 X$ . There is a positive Madrasah Head Leadership Style with Teacher Performanc. Based on the results of the study it can be said that the leadership style of the madrasah head has a sufficient relationship with the performance of teachers in Madrasah Aliyah Negeri 1 Kota Bogor.*

Penelitian ini bertujuan untuk mengetahui hubungan gaya kepemimpinan kepala madrasah dengan kinerja guru di Madrasah Aliyah Negeri 1 Kota Bogor. Adapun populasi yang digunakan adalah seluruh guru Madrasah Aliyah Negeri 1 Kota Bogor, yang berjumlah 43 guru. Penelitian ini menggunakan metode penelitian kuantitatif dan kuesioner sebagai instrumen. Kemudian dianalisis menggunakan analisis korelasi dan regresi, analisis data menggunakan analisis statistik Pearson correlation. Hasil penelitian ini menunjukkan bahwa terdapat hubungan antara gaya kepemimpinan kepala madrasah dengan kinerja guru dihitung dengan Pearson Correlation, nilai koefisien

korelasi yang diperoleh antara variabel tersebut sebesar 0,690. Nilai koefisien determinasi dalam analisis ini diperoleh nilai 0,475 yang berarti 47,5%. Variabel kinerja Guru dapat dijelaskan oleh variabel Gaya Kepemimpinan. Garis regresi  $\hat{Y} = 5,100 + 0,912 X$ . Ada hubungan yang positif antara gaya Kepemimpinan Kepala Madrasah dengan Kinerja Guru. Berdasarkan hasil penelitian dapat dikatakan bahwa gaya kepemimpinan kepala madrasah memiliki hubungan yang cukup dengan kinerja guru di Madrasah Aliyah Negeri 1 Kota Bogor.

**Keywords:** *Leadership Style, Head Master, Teacher Performance.*

## INTRODUCTION

Leaders are the main character who conduct the leadership of an organization. Leadership is the ability to influence, motivate and direct an action to a person or group (organization) to achieve a specific goal in a particular situation. The essence of leadership itself is essentially the will of others or subordinates to follow the wishes of the leader, that is what causes someone to be a leader. Leadership and the group are two things that cannot be separated between each other, no group or organization without leadership, and otherwise the leadership exists only in the situation of group interactions (Dosen, 2013). Similarly, in school institutions or *madrasah*, leadership is very important in the management of education institutions, because with a leader's presence of an educational organization that will run in accordance with the objectives. The head of the madrasa as a leader in an educational institution in the madrasa has the role to measure all the resources in the *Madrasah*, so that the work ethic and high productivity can be created in achieving the goal.

The head of the Madrasah as a leader in his institution must be able to carry his institution in the direction of the achievement of the objectives (Jasmani, mustofa, 2013). In implementing the function as an educational leader, the head of *Madrasah* has the duties and responsibilities of implementing the administration of Madrasah because the head of the Madrasa as the supreme leader is influential and determines the progress of the school with the ability of administration (Dahlan, 2016b). So it created an excellent teaching and learning situation, and performed supervision so that the teachers' ability increased in guiding the progress of the students.

Many studies have shown that the success of an educational institution depends on the leadership of the Madrasah (Dahlan, 2016b). Because the head of Madrasa as leader in the institution, must be able to carry the institution in the direction of the achievement of the objectives. And one that can affect that performance with leadership style. Leadership style is a pattern of behavior and strategy applied by a leader, a thorough

pattern of the actions of a leader, whether visible or invisible to his subordinates. Teacher is a facilitator for the students who is being educated (Dahlan, 2016a), the role of a teacher to determine the problem of education and become one of the decisive factors for the success of the teaching process, because a teacher is the one that mostly conduct direct contact with the students in the education and learning process in the *Madrasah* (Paizal, Irfan Arifuddin, 2019). The teacher's performance is the teacher's work result that is presented in carrying out tasks, roles and responsibilities based on their skills and experience and sincerity. The teacher's performance is related to the teacher's assignment as a teacher at the *Madrasah*. The performance of a good teacher will certainly be shot at the appearance of academic ability as well as non-academic skills.

Education has a very strategic role in improving the quality of human resources and the problem of teacher performance will greatly affect the learning process, because teachers encourage directly with students each visit (Ikhwan, 2018). The important role of leadership style is to be one of the supporters in order to succeed effectively. The leadership style is the way a madrasah head is used to influence his followers. The role of a teacher is crucial in solving educational problems and one of the factors that determine the success of the teaching and learning process, even the results of the education process depend on increasing the ability of teachers who live it. Therefore, in order for the teacher to run well he must constantly be able to pay attention from the principal in order to achieve the desired goals. Based on the exposure, this research aims to know "whether there is a relationship of leadership style *Madrasah* head with teacher performance in Madrasah Aliyah Negeri (MAN) 1 Bogor City".

## METHOD

This study used a quantitative approach in the form of case studies, conducted in Madrasa Aliyah 1 Bogor City, time allocation for 3 (three) months, from December to March 2020. The target population was the whole teacher of Madrasa Aliyah Negeri 1 Kota Bogor, amounting to 66 teachers. The research sample was 43 people. The instrument used as a research data collector is a questionnaire that amounted to 15 items of statement for each of the variables of the Madrasah leadership style and the teacher's performance. This was so that the data gained validity and its reliability is tested. From the questionnaire (poll) credibility (using Alpha Croanbach) 0.623 for variable X (leadership style of Madrasah head) and 0.874 for variable Y (teacher performance). Data on research results were analyzed using one-way Anava analysis test using IBM SPSS program version 25, hypothesis testing conducted at a significance level of 0.05.

## LITERATURE REVIEW

### **Leadership of Head Madrasah**

Leadership is the ability to influence, motivate and direct an action to a person or group (organization) to achieve a specific goal in a particular situation. The translation of leadership from the world leadership from the word leader. The leader is the one who leads, from the word lead, is the lead verb which means to guide (Didin Kurniadin, 2016). In a general understanding of leadership is a process when a person leads (direct), guides, affects (*influences*) or controls the mind, feelings or behavior of others (Noer rohmah, 2017).

The leader is attitudes, movements and behaviours can interpret a person who plays a role in his subordinates, the style itself. According to Flippo in Tatang, leadership style is a behavioural pattern designed to integrate organizational objectives with individual objectives (Tatang, 2016) There are various types or styles of leadership, as follows: 1) Charismatic Type; 2) Paternalistic Type; 3) Militaristic Type; 4) Authoritarian Type; 5) Laizzes Faire Type; 6) Populastic Type; 7) Administrative Type; and 8) Democratic type.

### **The task and function of the Madrasah**

The head of Madrasah is one of the most important educational components in improving the quality of education. The success of an institution or organization is highly dependent upon the leadership of the institution/organization. Effective head of Madrasah leadership will only be realized when it is run according to its function. William and Drake said in a quotation (Supardi, 2013) that the main priority of the head of the Madrasah is the professional development of its subordinate, students, student activities, curriculum, improvement of teaching, resource utilization, public relations. Sinamo explains the function of leadership quoted by (Djafri, 2016) as follows: (a) leading with a clear vision, (b) leading with exemplary, (c) A skilled communicator, (d) Being able to win the trust of his followers, (e) Quiet facing a difficult situation, (f) able to invite constructive understanding, (g) Perform with professional image, (h) able to make a complicated thing so simple, (i) able to help others succeed, (k) a perpetrator, a true success, (l) a person who avoids politics does not implement favoritism.

### **Understanding of teacher Performance**

The definition of performance (achievement of work) is the result of work in the quality and quantity achieved by the personnel in carrying out their duties in accordance with the responsibilities given to him (Mangkunegara, 2017). Abd Madjid means that the teacher's performance is the result of the work that can be achieved by the teacher in an organization (school), according to the authority and responsibilities given by the school (Madjid, 2016). In other sense performance has the meaning of a person's

success in carrying out a work, according to the As'ad in the quotation (Arief, 2016) concluded that performance is a result achieved by a person according to the size applicable to the work in question.

### **Factors affecting teacher performance**

Performance is complex and is influenced by many factors, both internal and external. The teacher's performance concerns the activity of a teacher in developing its mandate and responsibilities in educating, teaching, guiding, directing and guiding learners to achieve the level of maturity and efficacy (Kompri, 2016) at least three factors that will affect performance: (1) ability, (2) efforts, (3) Opportunities or chance. In other words performance is a function of these three factors. Factors that affect the achievement of performance according (Mangkunegara, 2017) is a factor of ability (ability) and motivation factor (motivation).

### **Teacher Performance indicators**

Teacher performance is the most defining factor in learning quality. three component can be performance indicators, (Suprihatiningrum, 2013) namely: first, performance in the task, both routine and non-routine called adaptive tasks; Secondly, a performance called citizenship behaviour, which is the voluntary conduct of a person who does not include his or her duties, does not direct a reward because of his love for his or her organization; and third, negative behaviours that interfere with the achievement of organizational objectives, such as misuse of authority. Performance is an indicator of teacher's performance in improving teaching learning ability, Teacher's ability to manage teaching learning process include: (Supardi, 2013) 1) performance of teachers in the planning of learning; 2) Teacher performance in the implementation of learning; 3) ability to evaluate.

## **FINDINGS**

This study referred to two data obtained during the study, namely the leadership style data (X) and the teacher's performance data (Y) the entire data collected through questionnaires measured using the Likert model scale.

### **Leadership Style Madrasah**

In the variable, the head of Madrasah leadership was excavated through 15 (fifteen) statements to the respondent and valid in the instrument test. Based on the results of the test instruments of the 15 (fifteen) statements submitted there are 13 (thirteen) accurate statements and 2 (two) statements were incorrect.

**Validity**

Validity comes from the word validity which means the extent of accuracy or completeness of a measure can perform the function of his measure (asep saefullah hamdi, 2014). That shows the level of validity or the truthfulness of an instrument. A valid instrument has high validity. Conversely, a less valid over means having low validity.

**Table 1.** Variable X

No	<i>r<sub>count</sub></i>	<i>r<sub>table</sub></i>	description
1	0,366*	0,301	Valid
2	0,106	0,301	Invalid
3	0,235	0,301	Invalid
4	0,498**	0,301	Valid
5	0,377*	0,301	Valid
6	0,383*	0,301	Valid
7	0,490**	0,301	Valid
8	0,574**	0,301	Valid
9	0,647**	0,301	Valid
10	0,628**	0,301	Valid
11	0,443**	0,301	Valid
12	0,395**	0,301	Valid
13	0,342*	0,301	Valid
14	0,782**	0,301	Valid
15	0,661**	0,301	Valid

**Table 2.** Leadership Style Madrasa Head

N	Valid	43
	Missing	0
Mean		50,47
Median		51
Mode		51 <sup>a</sup>
Std. Deviation		4,216
Variance		17,779
Range		18
Minimum		40
Maximum		58
Sum		2170

Based on the table above it is obtained that the average of head of the madrasa leadership style data was 50.47 with a range of 18 score of the lowest score of 40 and the highest score of 58. The median score of the above data was 51 and the modus score was 51.

### Teacher Performance

In the teacher performance variables were excavated through 15 (fifteen) statements to the respondent and valid in instrument testing. Based on the results of the test instruments of the 15 (fifteen) Items submitted comments were all valid.

**Table 3.** Variable Y

No	<i>r<sub>count</sub></i>	<i>r<sub>table</sub></i>	Description
1	0,452**	0,301	Valid
2	0,649**	0,301	Valid
3	0,620**	0,301	Valid
4	0,748**	0,301	Valid
5	0,448**	0,301	Valid
6	0,400**	0,301	Valid
7	0,824**	0,301	Valid
8	0,461**	0,301	Valid
9	0,453**	0,301	Valid
10	0,782**	0,301	Valid
11	0,772**	0,301	Valid
12	0,691**	0,301	Valid
13	0,537**	0,301	Valid
14	0,621**	0,301	Valid
15	0,555**	0,301	Valid

**Table 4.** Teacher Performance

N	Valid	43
	Missing	0
Mean		51,14
Median		52
Mode		56
Std. Deviation		5,579
Variance		31,123
Range		21
Minimum		39
Maximum		60
Sum		2199

Based on the table above it is obtained that the average teacher's performance data is 51.14 with a score range of 21 of the lowest score of 39 and the highest score of 60. The median score in the above data was 52 and the modus score.

**Reliability**

Reliability is a measuring device that is said to be reliable when it measures a symptom at different times always showing the same result (Tukiran taniredja, 2014). Reliability show the extent to which measurement results can be trusted. Reliability refers to the consistency of measurement until the result is the same based on different forms of the same instrument or time when collecting data (asep saefullah hamdi, 2014).

**Table 5.** Reliability Statistics

Cronbach's Alpha	N of Items
0,767	13

Based on the output above, it was found that the Alpha coefficient of Cronbach's in variable Y data (teacher performance) was at a level of reliability 0.767. The score  $0.767 > 0.05$  so it can be concluded that the questionnaire in this study was reliable.

**Table 6.** Reliability Statistics

Cronbach's Alpha	N of Items
0,874	15

Based on the output above, it was found that the Alpha coefficient of Cronbach's in variable Y data (teacher performance) was at a level of reliability 0.874. The score  $0.874 > 0.05$  so it can be concluded that the questionnaire in this study was reliable.

**Normality**

The normality test is performed to test whether the results of a normal research poll. The calculation of the results of the poll is done after a variable-based poll is normal after passing the normality test. In this SPSS, the normality test is done by calculating the final score of the per-variable calculations (Miftahul, 2016).

**Table 7.** One-Sample Kolmogorov-Smirnov Test

N		Leadership Style	Teacher Performance
		43	43
Normal Parameters <sup>a,b</sup>	Mean	50,47	51,14



	Std. Deviation	4,216	5,579
Most Extreme Differences	Absolute	0,131	0,143
	Positive	0,085	0,097
	Negative	-0,131	-0,143
Test Statistic		0,131	0,143
Asymp. Sig. (2-tailed)		,064 <sup>c</sup>	,028 <sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on the table above, found the score in variable X (the leadership style of head Madrasah) 0.064 and variable Y (the performance of the teacher) 0.028 so it can be concluded that the questionnaire above normal.

In the data testing used statistical analysis stating that there was a positive and significant relationship between the leadership style of the Madrasah head with the performance of teachers in MAN 1 Kota Bogor.

For that use regression analysis and correlation in finding connections between independent variables and dependent variables.

Based on the results of the regression analysis calculation obtained a constant score of  $a = 5,100$  and coefficient  $b = 0,912$ , and can be formulated a simple linear regression equation with the equation  $\hat{Y} = 5.100 + 0.912X$ .

**Table 8. Coefficients<sup>a</sup>**

	Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,100	7,578		,673	,505
	GayaKepemimpinan	,912	,150	,690	6,096	,000

- a. Dependent Variable: TeacherPerformance

**Table 9. ANOVA<sup>a</sup>**

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	621,465	1	621,465	37,159	,000 <sup>b</sup>
	Residual	685,698	41	16,724		
	Total	1307,163	42			

- a. Dependent Variable: TeacherPerformance
- b. Predictors: (Constant), LeadershipStyleMadrasaHead

Based on the results of the above analysis, the signification test of regression model based on the test linearity equation of regression line obtained  $F_{hitung}$  (b/a) amounting to 37.159 and p-value = 0.000 < 0.05 of the conclusion taken is  $H_0$  rejected, so it can be stated that the model of X-top regression equations was significant.

The results of the test make the regression equation expressed  $\hat{Y} = 5,100 \times 0.912$  can be used to conclude there was a relationship between the leadership style of the head Madrasah with the teacher performance of MAN 1 Kota Bogor

**Table 10.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,690 <sup>a</sup>	,475	,463	4,090

a. Predictors: (Constant), LeadershipStyle

The hypothesis that states "there is a positive and significant relationship between the leadership style of head Madrasah and teacher performance", the magnitude of this relationship was calculated using SPSS 25. From the calculation result obtained coefficient of correlation between X with Y ( $r_{xy}$ ) of 0,690 and  $F_{count} = 37,159$  so that the large coefficient of determination ( $R^2$ ) of 0,475 because  $r_{xy}$  was consulted with the

interpretation table of scores obtained that the relationship level between the two variables with sufficient correlation. The coefficient of correlation was 0.690, when viewed from the interpretation lies between 0.40 - 0,70.

The results of the above test indicated that the relationship was directly proportional between the two variables, which means that the better the style of the head of the Madrasa will be the better teacher performance. From coefficient of determination ( $R^2$ ) 0.475 or 47.5% variances occurring in the tendency to increase or decrease of teacher performance can be attributed to the leadership style of the head of Madrasah.

**DISCUSSION**

Research conducted by (Hermanto, 2016) in a journal entitled "Relationship between Principals' Democratic Leadership Styles to the Performance of Public Elementary Teachers in Palangkaraya City" This study aims to: (1) Describe the democratic leadership style of Primary Schools (SDN) in the City of Palangka Raya, (2) Describe the performance of teachers of Public Elementary Schools (SDN) in the City of Palangka Raya, and (3) Knowing whether or not there is a relationship between the principal's democratic leadership style and the performance of teachers of

the Public Elementary Schools (SDN) in the City of Palangka Raya . And the results of this study indicate that: (1) The description of the democratic leadership style of the head of the Public Elementary School in the City of Palangka Raya is very good (52%) with a mean of 105.1200, (2) The description of the performance of the teachers of the Public Elementary School in the City of Palangka Raya is good ( 50%) with a mean of 105.6000, and (3) the democratic leadership style of the school principal has a strong and significant relationship to the performance of teachers of public elementary schools in the city of Palangka Raya. Because the correlation rate of  $r = 0.195$ .

The equation that is with the researcher is on the dependent variable and the independent variable that is the relationship of leadership style and teacher performance and there is also an equation with the researcher using the quantitative method. The only difference is that in one of the previous researchers the independent used a leadership style, namely the democratic style.

Data analysis results for hypothetical testing there was a positive and significant relationship between the head of Madrasah leadership style with the performance of teacher MAN 1 Kota Bogor. The analysis was conducted to know the direction of the relationship of head of Madrasah leadership style (X) with the teacher performance variable (Y). From the analysis of the correlation between the two research variables was obtained that the magnitude of the relationship between the Madrasah leadership style variables and the teacher performance variables was calculated with Pearson Correlation, and obtained the score of the correlation coefficient between the variables of 0.690. The score of the coefficient of determination in this analysis obtained a score of 0.475 which means 47.5% of the teacher's performance score was explained from the leadership style of the Madrasah. This suggests that the relationship between the two variables was sufficient. From the results of ANOVA calculations and linear regression was obtained that the regression of the head of the Madrasah leadership of 0.690 showed that each addition of the leadership style of the head Madrasah of 1 unit would increase the teacher's performance by 5.100. While the standardized coefficients of 0.475 indicates the correlation number, which means the relationship between the Madrasah leadership style variables and the teacher's performance variables is sufficient.

## CONCLUSION

Based on findings and discussions about the leadership style of head Madrasah with the performance of teachers in MAN 1 Kota Bogor that has been described earlier that there is a positive relationship between the variable leadership style of Madrasa and teacher performance variables with a signification of 0.000 which means that  $H_0$  rejected and there was a correlation score of 0.690 which means  $H_0$  received.

From the results of the research conducted by researchers on the leadership style of the head of Madrasah with teacher performance can be concluded that there is a significant relationship between the leadership style of the Madrasah head with teacher performance with a considerable degree, so that the better in the leadership style of the head of the Madrasah will make the performance of teachers better.

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