

The Influence of Madrasah Principal's Leadership Style and Teacher's Job Satisfaction on Teacher's Performance

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Abstract: This study aims to determine and analyze: (1) The relationship between the leadership style of the Madrasah principal and teacher performance; (2) The relationship between teacher job satisfaction and teacher performance; and (3) the relationship between the principal's leadership style and teacher's job satisfaction together with teacher performance. This research is a quantitative study using the partial correlation method. This research was conducted at Madrasah Tsanawiyah (MTs) throughout Gandus District with 95 teachers as respondents. Data collection techniques using questionnaires and documentation. The validity test uses construct validity, while the reliability test uses *Cronbach's Alpha*. Prerequisite test analysis using the normality test, Linearity Test, and Multicollinearity Test, and data were analyzed using simple regression and multiple regression techniques. The results showed that: (1) there is a positive and significant relationship between the leadership style of the Madrasah head and teacher performance with a correlation value of 0,937 with a percentage of relationship of 87,8% while 12,2% is determined by other factors not mentioned in this research.

Keywords: Job Satisfaction, Principal's Leadership, Teacher's Performance

A. Introduction

The 2003 government decree emphasizes the role and purpose of national education in fostering national unity and fostering the potential of students to become responsible, responsible, and democratic citizens. The role of Human Resources (HR) in achieving organizational goals is crucial, as it can both enhance and hinder the achievement of organizational goals. Therefore, the role of HR in Madrasahs should be more significant. Since Madrasahs are typically places where educational activities are conducted, it is impossible to separate Madrasah management from the leadership model or style that a Madrasah head employs in the performance of his duties as a leader. Because Madrasahs represent the way of life in tiny communities, leadership style will be linked to outcomes and efficacy in overseeing and carrying out the educational process in these settings. According to Sagala (2012), Madrasahs

are like tiny towns or miniature civilizations that serve as a platform for students' growth rather than merely being a burdensome bureaucracy. The Madrasah is an institution that greatly benefits from the positive attitudes and behaviors of its members. A good leadership style will be seen in the running of the organization in an orderly, comfortable, and conducive manner and by the goals to be achieved.

The Madrasah head's leadership style has a significant impact and dictates the Madrasah's trajectory. Madrasah heads use different leadership philosophies. Leaders of Madrasahs who adopt an authoritarian style of leadership are likely to receive negative feedback from their subordinates, who will respond by exhibiting low productivity and performance. Leadership style is frequently referred to as leadership type. The following are examples of well-known and acknowledged leadership philosophies: democratic, paternalistic, charismatic, military, laissez-faire, authoritarian, and free-form. A healthy dose of these leadership philosophies will boost instructors' output or job performance (Sagala, 2012). Leadership is a process that contains elements of influence, cooperation, and leading to common goals and objectives in an organization. The Madrasah head, like the top manager, is the main manager of all potential and activities in the Madrasah. Managing the Madrasah so that the entire potential of the Madrasah functions optimally, and must master the knowledge of management principles and the art of managing.

According to Mulyasa (2003), Madrasah Heads' leadership style is anticipated to enhance the performance of instructors, pupils, and other educational components. The educational paradigm that gives broad authority to Madrasahs in developing their various potentials requires increasing the abilities of Madrasah Heads in various managerial aspects so that they can achieve goals by the vision and mission of their Madrasah. One of the most important factors in Madrasah's success is the quality of the professors. Teachers are in charge of carrying out instruction aimed at students (Tirtarahardja, 2005). Teachers' performance in carrying out their tasks and obligations has an impact on the quality of education. Teacher accomplishment and high levels of enthusiasm for teaching are reflections of raising the quality of education in Madrasahs, and this will result in graduates with high caliber.

The quality of education is greatly impacted by the effectiveness of teachers, which is in turn determined by curriculum, instructional strategies, school resources, and student characteristics. Education can be badly impacted by teachers who use inappropriate teaching strategies, have poor communication skills, or lack the necessary expertise. To perform their jobs effectively, teachers also require social support. Effective leadership, effective working environments, and effective instructional strategies can all help teachers perform better. Teaching and learning process techniques are another tool that educators can use to help students reach their full potential and enhance their instruction.

The solution to achieve teacher performance in carrying out their duties and functions well requires assessment. This statement thinks Hasibuan (2011) that to assess employee behavior at work, both qualitatively and quantitatively, an assessment of an activity is required. To make all this happen, good management is needed. The goal of performance management is to effectively accomplish organizational objectives. According to Dharma (2013), it's a process or strategy to meet the objectives and standards of an organization, which applies to both groups and individuals, by comprehending and carrying out performance in line with predetermined goals, criteria, and competency requirements, which in this case include teachers. All parties, including the government and Madrasahs, strive for optimal teacher performance, believing that educators would be able to fulfill their responsibilities with excellence. In addition, the primary factor in maximizing teacher performance and achieving the objectives of the Madrasah is the head of the Madrasah's leadership style. Leadership style is a pattern of behavior that a person shows when he tries to influence other people (Nalasatria, 2013). Madrasah principals must have a professional leadership style with an approach, to influencing, mobilizing, developing, motivating, communicating, and collaborating as well as making decisions. These are all very necessary to create high teacher-teaching performance.

The standard of instruction at the Madrasah that a head of the institution oversees is one measure of his or her effectiveness as a leader. The ability of the Madrasah head, one of the educational leaders, to lead and make wise decisions is crucial to the accomplishment of educational objectives. The head of the Madrasah is an official member of the organization and is responsible for overseeing all organizational resources and working with teachers to help students meet their learning objectives. A Madrasah Head is defined Susanto (2011) as a functional instructor tasked with organizing a Madrasah, or the process of teaching and learning, or the interaction between teachers and students. The Madrasah head's professionalism makes it simple to develop the professionalism of the educational staff because, in line with his role, he recognizes the needs of the Madrasah he oversees and works to ensure that teacher competence grows and develops to the fullest extent possible, thereby realizing teacher professionalism. The head of a Madrasah is an important figurehead who should motivate teachers to manage their responsibilities well so that they can perform better and adjust to new teaching strategies.

Therefore, for a Madrasah head to fulfill his leadership responsibilities later on, he must constantly update his knowledge and scientific acumen. Thus far, it appears that Madrasah heads' ambiguous leadership styles are the root cause of teachers' poor performance in the classroom. To motivate, influence, and steer a person's or a group of people's actions toward certain objectives under particular circumstances, leadership is always required. According to Hasibuan (2001), on page 157, a leader is a person who guides others by exercising power and responsibility and who holds

them accountable for their efforts toward a common objective. As continued (Kartono, 2010), a leader is a person who has skills and strengths, especially skills and strengths in one area so that he can influence other people to jointly carry out certain activities to achieve one or several goals.

According to Kartono (2010), a leader is someone who sets the example for social behavior by allocating, coordinating, directing, or supervising the work of others or by using authority and position. The capacity to influence and lead others in determining the responsibilities assigned to them is known as power. The heads of Madrasahs can employ a leadership paradigm that takes a behavioral approach. A task-oriented style and a people-oriented style are the two elements of leadership style that are essentially suggested by the behavioral approach leadership model.

The Ohio State Leadership Studies study examines leadership from the perspective of action, emphasizing two aspects: establishing structure and giving thought. The ability to define and assign duties is referred to as initiating structure, and the willingness to support and attend to the team is referred to as consideration. A study conducted in Nigeria's Rivers State revealed a strong correlation between motivation and job happiness, both of which are essential for the best possible job performance. Clear results must be ensured by identifying and addressing the elements influencing teacher performance to improve it.

Based on the results of observations carried out by researchers at Madrasah Tsnowayiah (MTs) in Gandus District as the research location, various reasons were expressed by teachers for their job dissatisfaction due to lack of attention, direction, and injustice from the head of the Madrasah towards performance and some thought that responsibility or The delegation of tasks given by the head of the Madrasah is not based on a decree but is only appointed by word of mouth. Because the leadership of Madrasah heads like this is even less firm it doesn't motivate teachers to show good performance, besides teachers being lazy, during teaching hours teachers sit in the office playing with cell phones. About previous research which is often carried out on state Madrasahs under the guidance of the Ministry of Education, National Culture, here the researcher tries to carry out this research on private Madrasahs under the Ministry of Religion of the Republic of Indonesia, namely at the MTs or SMP level starting from Madrasahs with very good credentials (A), good (B) and sufficient (C).

Based on the data above, because of the suitability of the data with the discussion that the researcher will carry out, is the main reason for the researcher to research at Madrasah Tsnowayiah (MTs) in Gandus District. Apart from that, the reason for the strategic location of Madrasah Tsnowayiah (MTs) is because Gandus District is on the outskirts of the city. Palembang as well as seeing madrassas or madrassas under the guidance of the Ministry of Religion. On this basis, researchers were motivated

to raise this issue in research entitled *The Influence of Madrasah Head Leadership Style and Teacher Job Satisfaction on Teacher Performance in Tsanawiyah Madrasahs (MTs) in Gandus Palembang District*.

B. Methods

This research was carried out at Madrasah Tsanawiyah (MTs) in Gandus District. The research method that will be carried out is quantitative research of the correlational (cause-and-effect) type. The population in this study is the area that the researcher wants to study. According to Sugiyono (2015) population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population that will be used in the research is all teachers at Madrasah Tsanawiyah (MTs) in Gandus District, totaling 124 people. The sample is part of the number and characteristics of the population (Sugiyono, 2015). Meanwhile, the samples used in this research were 95 samples.

There are three techniques for collecting data that will be needed to carry out the analysis in this research, 1) questionnaire, a data collection technique that is carried out by giving a set of questions and written statements to respondents to answer (Sugiyono, 2015); 2) observation, according to Sukmadinata (2013), is a technique or way of collecting data by observing ongoing activities; 3) documentation, a method used to obtain data and information in the form of books, archives, documents, written numbers, and images in the form of reports and information that can support research (Sugiyono, 2015).

C. Results and Discussion

Based on the results of the research described using the SPSS version 25.0 program, before conducting the research, data prerequisite tests were carried out first, namely validity and reliability tests. The data validity test was carried out using a validation test carried out by validators, namely Postgraduate lecturers at the PGRI University of Palembang. Next, proceed to test the validity of the analysis using SPSS version 25.0 program calculations.

Influence of Leadership Style (X1) on Teacher Performance (Y)

Examining the first hypothesis, we find that teacher performance (Y) is known to be influenced by leadership style (X1). The leadership style t-sig value $< \alpha$ (0.05) and the leadership style t-sig value $> t_{table}$ demonstrate this. These findings are consistent with the premise, which holds that a teacher's performance is influenced by their leadership style. Teacher Performance (Y) will increase by -1,670 if the coefficient value of the leadership style variable (X1) increases by one score unit, as per the

findings of computations based on the regression equation suggested by Table 4.16 (coefficient). The conclusions of this study agree with those of Zamroni et al. (2016) on the impact of Madrasah heads' leadership style and teachers' motivation for their jobs on junior high school teachers' performance in Kersana subdistrict, Brebes Regency. According to the hypothesis, teacher performance is significantly impacted by the leadership style of Madrasah heads. The study's findings indicate a 15.7% coefficient of determination. This demonstrates that factors other than the variables under study still have a significant impact on teacher performance.

According to Ardana & Utama (2012) a leader's behavioral patterns in managing the degree of maturity of their subordinates can also be used to determine their leadership style. Here, maturity is defined more in terms of subordinates' capacity and willingness to take responsibility for controlling their conduct than it is in terms of the generic notion of maturity. The knowledge and abilities acquired via education, training, and experience make up the level of ability. In the meantime, your degree of will is determined by your enthusiasm, drive, and sense of self-worth. Further research carried out by Rahmawati et al (2023) states that the influence of the Principal's leadership on teacher performance is a direct influence of 7.90%. The influence of organizational culture on teacher performance, namely a direct influence of 3.00%.

Based on the previous literature review, it can be concluded that there are several implementations of the literature review article as follows: 1) leadership style influences employee performance; 2) the work environment influences employee performance; 3) Compensation affects employee performance; 4) leadership style influences work motivation; 5) the work environment influences work motivation; 6) compensation affects work motivation; 7) leadership style, work environment, and compensation influence employee performance; 8) leadership style, work environment, and compensation influence work motivation (Hafidzi et al., 2023).

Effect of Job Satisfaction (X2) on Teacher Performance (Y)

It is established from the research findings that job happiness (X2) affects teacher performance (Y). The work discipline t-count value > t-table and the leadership style t-sig value < α (0.05) both support this. These findings are consistent with the hypothesis, which holds that job happiness affects teachers' effectiveness. Teacher Performance (Y) will improve by 1.747 if the coefficient value of the work satisfaction variable (X2) increases by one score unit, as per the calculation findings based on the regression equation led by Table 4.16 (coefficient).

The outcomes of the investigation are consistent with the study's conclusions. With a correlation coefficient of 0.456 and a simple regression equation in the form of $Y = 59.033 + 0.192 X_2$, Suryani & Komarudin (2014) concluded that there is a very

positive, significant, and quite strong influence between the leadership style of Madrasah heads (X2) on teacher job satisfaction (Y). The Madrasah head leadership style variable has a 20.8% impact on teachers' job satisfaction.

Then, to corroborate these results even more, it was determined how high the percentage of questionnaire responses from This demonstrates a good bargain. In summary, the total responder scores provide compelling evidence that the discipline implemented by teachers thus far is one of the primary variables contributing to the improvement in teacher performance, according to data analysis calculations using descriptive statistics. Second, it is known that the value of X's simple linear regression against Y is 132,800 with a Sig value, based on data analysis using inferential statistics. The significance value (2-tailed) of 0.000 is less than 0.05 (5%). This indicates that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. The conclusion is that work discipline has a positive and significant effect on teacher performance. This also shows strong evidence that the discipline applied by teachers during this time is one of the main factors causing teacher performance to increase. Furthermore, to further strengthen these findings, the percentage of questionnaire scores X to Y was also calculated by calculating the coefficient of determination or R Square. This means that the influence of teacher discipline (X) on teacher performance (Y) is 62.4% and the remaining 37.6% is influenced by other variables not examined in this research.

Apart from lilis research on research Nurrohmat & Lestari (2021), based on the R-square (R2) figure, it is 0.446 or 44.6%, meaning that job satisfaction has a 44.6% influence on employee performance, while the remaining 55.4% is influenced by other variables that were not studied. Further research stated that the results of research on job satisfaction and teacher performance showed a positive and significant influence on teacher performance. Awards have a higher contribution to improving teacher performance. Employment status and number of dependents have differences in performance. Age, length of work, marital status, and number of dependents have differences in job satisfaction (Rahmasari & Hastuti, 2023).

The aforementioned explanation makes it abundantly evident that discipline is an attitude of submission or obedience that a teacher voluntarily possesses toward the norms, regulations, or rules that apply to a Madrasah rule to avoid sanctions or punishment and to accomplish educational goals. wished for. Educators, also known as teachers, possess a disciplined attitude because teaching involves regular activities for a teacher, who has duties that must be followed. Teachers work directly with students, and if they are not disciplined, they will wander outside the classroom and disrupt other classes' studies. A teacher's discipline comes from within their spirit. There is encouragement to obey Madrasah rules and learn to always be disciplined in whatever you do. Being disciplined means respecting time, and not wasting it without bringing benefits.

Consequently, work discipline is an attitude or conduct that demonstrates a person's allegiance to and compliance with the written and unwritten norms established by the business for the work completed to be considered effective and efficient. This implies that a teacher is required to follow and adhere to the rules established by the Madrasah in which he works. Applying discipline is therefore a process of learning or training to enhance one's capacity for self-control over established or previously decided upon regulations. A teacher performs better when they have stronger work discipline.

Influence of Leadership Style (X1) and Job Satisfaction (X2) on Teacher Performance (Y)

The research findings indicate that job happiness (X2) and leadership style (X1) have an impact on teacher performance (Y). The F-count > F-table value and the F-sig value < α (0.05) both demonstrate this. These findings are consistent with the hypothesis, which holds that job happiness and leadership style have an impact on teacher performance. The independent factors (leadership style and work happiness) have an 87.8% influence on the dependent variable (teacher performance), with the remaining 12.2% being influenced by other variables, according to the coefficient of determination (R Square) of 0.878. not looked at in this investigation. Based on the research results, shows that leadership style and job satisfaction have a significant effect on teacher performance. These results support the proposed hypothesis that leadership style and job satisfaction influence teacher performance.

The study's findings are consistent with those of Sukadi (2016), who found that discipline and job motivation affect teachers' performance and produced the following regression equation: $Y = 6.769 + 0.401X1 + 0.275X2$. At the 5% significant level, the regression test yielded an F-count > F-table or $137.168 > 3.090$, indicating that both work motivation and work discipline have an impact on teacher performance. The work discipline variable obtained t count > t table or $8.172 > 1.985$ (5% significance level) in the t-test, while the work motivation variable obtained t count > t table or $4.872 > 1.985$. At MTs Al Huda Karangpandan, these two factors have a major impact on teachers' performance.

The results of other research also state that based on the discussion of the research results, it can be concluded that the leadership style of Madrasah heads, work motivation, and job satisfaction partially have a significant influence or $p < 0.05$ on teacher performance at Madrasah boarding schools in Batam City. This means that whether or not the teacher's performance at a Madrasah boarding school in Batam City is determined by whether or not the head is good at leading, teacher motivation in working, and teacher work satisfaction. The independent variables of the Madrasah head's leadership style, work motivation, and job satisfaction simultaneously have a significant influence or $p < 0.05$ on teacher performance. The

high and low performance of Madrasah boarding school teachers in Batam City is influenced by leadership style as head of Madrasah, teacher motivation in working, and job satisfaction which has a value of 52.2% and other things are determined by variables outside this research (Aliyah & Ariyanto, 2021).

The success of Madrasahs in producing graduates who can compete with other superior Madrasahs is one of the goals of Madrasahs. Achieving this goal requires human resources with quality performance. The realization of quality performance is largely determined by good and correct management. Madrasah management is led by the Madrasah head. Madrasah heads as managers and leaders must have the right strategy to empower educational staff so they can work optimally.

D. Conclusion

Based on the results of the data analysis, the following can be concluded 1) leadership style has an influence on teacher performance based on the results of the t-test analysis. This shows that there is an influence of leadership style on teacher performance in Madrasah Tsanawiyah (MTs) in Gandus Palembang District, which has answered the first hypothesis; 2) job satisfaction has an influence on teacher performance based on the results of the t-test analysis. This shows that there is an influence of job satisfaction on teacher performance in Madrasah Tsanawiyah (MTs) in Gandus Palembang District, which has answered the second hypothesis; and 3) leadership and job satisfaction have a joint influence on teacher performance based on the results of the t-test analysis. This shows that there is an influence of leadership style and job satisfaction together on teacher performance in Madrasah Tsanawiyah (MTs) in Gandus Palembang District, which answers the third hypothesis.

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