

Exploring the Impact of Madrasah Head's Leadership Style on Teacher Performance

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Abstract:

This study is motivated by the demands of the reform era, which emphasizes the improvement of education quality through the strategic role of the madrasah principal not only as a manager but also as a visionary leader capable of creating a conducive work environment and promoting teacher professionalism. The participatory and Islamic-oriented leadership style at the madrasah is considered to have a positive impact on teachers' enthusiasm and sense of responsibility. This research uses a quantitative correlational approach with survey instruments to determine the extent to which leadership style influences teacher performance. The results show that the principal's leadership style has a very significant effect on teacher performance, with a contribution of 88.5%. In comparison, the remaining 11.5% is influenced by other factors not examined in this study. These findings emphasize the crucial role of leadership style in enhancing teacher performance and the overall quality of education at madrasah.

Key Words: Leadership Style, Teacher Performance, Participatory, Educational Reform, Teacher Professionalism

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INTRODUCTION

Education is a cornerstone of societal development, playing an integral role in shaping the future of a nation (Attahakul, 2025). In Indonesia, the quality of education has been a pressing issue, often discussed in both national and international circles (Diana & Sain, 2025; Pada et al., 2024). This concern is not limited to student outcomes but extends to the factors influencing the education system's efficacy, such as leadership within educational institutions (Abdelfattah et al., 2023). Effective leadership, particularly at the madrasah level, is considered a significant determinant of teacher performance and, by extension, the overall quality of education (Ataman et al., 2024; Ramly et al., 2024). This research is crucial as it seeks to explore how the leadership style of madrasah heads impacts teacher performance. By focusing on this relationship, we aim to provide insights that can help improve leadership practices, thereby addressing the broader issue of educational quality (Basri et al., 2024; Samsul, 2025). Through this, we also contribute to a global conversation on educational reform, highlighting the role

of leadership in achieving sustainable improvements in teaching outcomes (Hefniy et al., 2025).

The central issue facing Indonesian education is the lack of alignment between leadership practices and the needs of educators (Qushwa, 2024). Although various educational reforms have been initiated in the country, the leadership styles of madrasah heads remain a critical yet under-researched factor influencing teacher performance (Adeoye & Munawwaroh, 2025). Teachers in madrasahs often face challenges such as low motivation, insufficient support, and a lack of clear guidance, which directly affects their performance. The absence of a leadership approach that is both motivational and supportive contributes to this issue, making it challenging to enhance the quality of education (Adeoye et al., 2025). Understanding how different leadership styles affect teacher performance will provide a pathway for addressing these issues and ensuring that educational reforms lead to tangible improvements in teaching and learning processes (Thohir, 2024).

In practice, the quality of teacher performance in madrasahs varies significantly, often influenced by the leadership style of the madrasah head (Adeoye, 2025). While some madrasah heads adopt participatory leadership styles, fostering an environment of collaboration and mutual support, others rely on authoritarian approaches, which may create a sense of dissatisfaction among teachers (Tohet, 2024). This variation in leadership styles results in differing levels of teacher engagement, motivation, and overall performance. For instance, in Madrasah Aliyah Negeri 2 Samarinda, the leadership style has a noticeable impact on the teachers' work atmosphere. Teachers in institutions where leadership is more inclusive and transparent tend to demonstrate higher job satisfaction and better teaching performance. Conversely, those in more autocratic environments report lower morale and diminished teaching effectiveness, illustrating the direct correlation between leadership and teacher performance in madrasahs.

Previous studies have explored various dimensions of educational leadership, particularly in the context of madrasahs, but gaps remain in understanding the specific impact of leadership styles on teacher performance. For example, research by (Chukwukelu, 2023) emphasized the role of leadership in teacher motivation but did not delve into the intricacies of how specific leadership styles influence daily teacher practices. In a similar vein, (Hoang et al., 2021) highlighted the importance of leadership in creating a conducive work environment. However, they did not address the direct correlation between different leadership styles and teacher productivity. The existing literature focuses primarily on general management skills rather than specific leadership approaches, which leaves a gap in understanding how different leadership styles—transformational, transactional, and laissez-faire—can effectively improve teacher performance (Lateh, 2023). This research, therefore, aims to fill

this gap by focusing on the practical impact of leadership styles at the madrasah level.

Building on the foundational work of earlier researchers, this study seeks to explore the nuances of leadership style in the madrasah context, especially the differences between transformational and transactional leadership approaches. (Hyseni Duraku & Hoxha, 2021) suggests that transformational leadership, which emphasizes inspiration and motivation, may be more effective in improving teacher performance than transactional leadership, which focuses on rewards and penalties. However, while the literature supports the idea that leadership style influences teacher motivation and performance, few studies have explicitly focused on the madrasah setting, where religious and moral values also play a significant role in leadership. This research will contribute by providing empirical evidence on how leadership styles in madrasahs directly affect teacher performance, especially within the Indonesian educational framework, and by offering practical recommendations for leaders to adapt their styles to improve outcomes.

The importance of leadership in education has been widely recognized in global research, but the application of these theories to madrasah institutions remains underexplored. The study of leadership styles in Islamic educational settings like madrasahs has the potential to contribute to a broader understanding of how culture and religion intersect with educational management. The evolving dynamics of education, influenced by both technological advancements and the growing need for educational reforms, make this research timely and relevant. It is essential to explore how leadership influences teacher performance to ensure that madrasahs, as key institutions in the Islamic education system, remain effective in meeting the educational demands of the modern world. This research is positioned to fill a significant gap in the literature and provide actionable insights for improving madrasah leadership and, consequently, the performance of teachers and the quality of education.

This study seeks to answer the research question: How does the leadership style of madrasah heads impact teacher performance in Madrasah Aliyah Negeri 2 Samarinda? Based on existing literature, we hypothesize that madrasah heads who adopt transformational leadership styles will see higher levels of teacher performance compared to those who employ transactional or laissez-faire styles. The research will explore these dynamics by analyzing the leadership approaches of madrasah heads and their direct effects on teacher motivation, classroom management, and teaching quality. This study aims to contribute to the growing body of knowledge on educational leadership by providing empirical evidence on the role of leadership styles in enhancing teacher performance. The findings will offer valuable insights for madrasah leaders, policymakers, and educational reformers seeking to improve the quality of education in madrasahs.

RESEARCH METHOD

The method used in this study is a quantitative survey method with a correlational approach, which is a research design to find the influence between independent variables and dependent variables. According to Kerlinger and Sugiyono, survey research is a type of research conducted on large or small populations, but what is studied is data from samples taken from the population, so that relative, distributive, and influence events between variables are found.

According to Sugiyono, a population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2023). Meanwhile, according to Purwanto, the population is all individuals/units that are the target of the study (Sulistiyastuti, 2007). In the context of research, the population includes all the elements that the researcher is concerned with, whether it is an individual, an object, an event, or a phenomenon. Populations can be finite (finite\$) or infinite\$, depending on the scale of the research. The target population in this study is all teachers at Madrasah Aliyah Negeri 2 Samarinda, which totals 59 teachers.

According to Arikunto, if the population is less than 100, the sample selection technique used is Simple Random, which is a sample taken from the entire existing population (Arikunto, 2021). In this study, the number of sample members was 59 teachers at Madrasah Aliyah Negeri 2 Samarinda.

Data collection was carried out using research instruments in the form of questionnaires. The assessment for the teacher and leadership performance variables uses the Likert Scale, which has five categories of answer choices, for example, such as: (a) strongly agree, (b) agree, (c) neutral, (d) disagree, (e) strongly disagree. The measuring instrument is examined first before being used in research activities. The examination of the measuring instrument includes testing validity and reliability (Sugiyono, 2023). Based on the results of the instrument trial, several items were found that met the validity criteria, and some were invalid. Items that are declared invalid are then eliminated or not included in the further research process. Meanwhile, the respondents in this study consisted of all teachers at MAN 2 Samarinda who were selected as samples, with a total of 59 people.

The data analysis in this study begins with a validity test to find out the extent to which the research instrument can measure what should be measured, as well as a reliability test to measure the consistency of the results of the instrument if used under the same conditions. After the instrument is declared valid and reliable, a classical assumption test is performed, which is a normality test to ensure that the data are typically distributed. A linearity test to see if the relationship between the free variable and the bound variable is linear. Furthermore, the hypothesis test was carried out using a partial T test, which aimed to find out whether each independent variable had a significant effect on

the dependent variable. In addition, the determination coefficient test (R Square) is also used to determine how much the free variable contributes.

RESULT AND DISCUSSION

Result

Questionnaire Results

Based on the results of the impugned answers of the questionnaire/questionnaire related to leadership style, the results were obtained that the leadership style of the head of Madrasah Aliyah Negeri 2 is as follows:

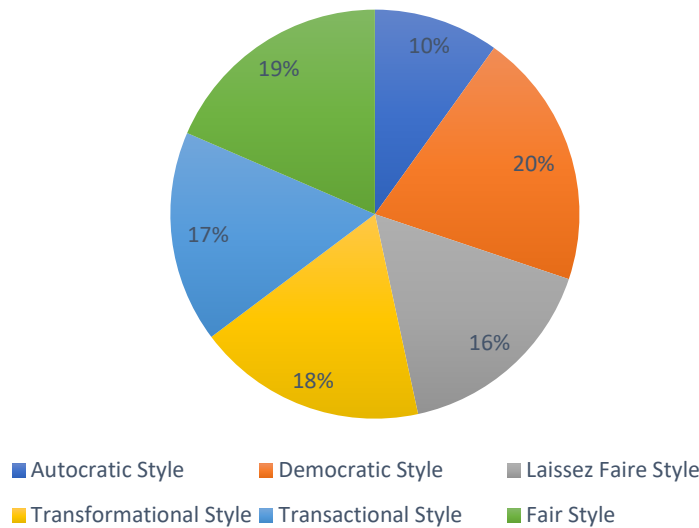


Figure 1. Leadership Style

Based on the diagram obtained from the results of filling out the questionnaire, it can be concluded that the leadership style of the Head of Madrasah MAN 2 Samarinda is most inclined to the democratic leadership style, with a percentage of 20%. This is followed by fair (19%), transformational (18%), transactional (17%), laissez-faire (16%), and autocratic (10%) leadership styles. This shows that Madrasah Heads tend to apply a participatory leadership approach and provide space for madrasah residents in decision-making, although elements of other leadership styles also color their leadership patterns. Meanwhile, the results of data collection related to the competence of teachers at MAN 2 Samarinda showed that the six competencies of teachers—namely pedagogic, professional, personality, social, spiritual, and technological competencies—each obtained a percentage of 17%. This balance indicates that MAN 2 Samarinda teachers have mastered all aspects of competence equally, which is an important foundation in the implementation of an effective and quality learning process.

Meanwhile, the results of data collection obtained from the questionnaire related to the competence of MAN 2 Samarinda teachers are as follows.

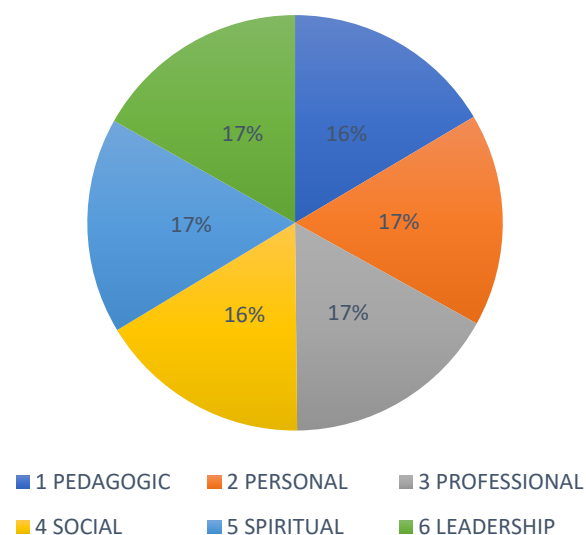


Figure 2. Teacher Competence

Based on the diagram above, the competencies possessed by MAN 2 Samarinda teachers are very stable, where of the six competencies, each competency is 17%. This indicates that MAN 2 Samarinda teachers have all these competencies.

Research Result

Validity Test

The instrument validity test was conducted using the IBM SPSS Statistics 30 Program. The basis for making a decision is valid or not, which is seen from the value of Significance (sig.) less than 0.05 (5%) or T-count greater than the T-table, then it is declared valid, and vice versa. The table value in this study, with the number of respondents 59 at a significance of 5% is 0.2521. The following are the results of the validity test:

Table 1. Force Validity Test Recapitulation Leadership in MAN 2 Samarinda (X)

Item	R Count	R Table	Sig
1	0,467	0,2521	0,000
2	0,356	0,2521	0,006
3	0,407	0,2521	0,001
4	0,504	0,2521	0,000
5	0,375	0,2521	0,003
6	0,394	0,2521	0,002
7	0,434	0,2521	0,001
8	0,396	0,2521	0,002
9	0,396	0,2521	0,002
10	0,389	0,2521	0,002
11	0,355	0,2521	0,006
12	0,371	0,2521	0,004

13	0,426	0,2521	0,001
14	0,346	0,2521	0,007
15	0,548	0,2521	0,000
16	0,284	0,2521	0,029
17	0,505	0,2521	0,000
18	0,454	0,2521	0,000
19	0,334	0,2521	0,010
20	0,478	0,2521	0,000
21	0,333	0,2521	0,010
22	0,366	0,2521	0,004
23	0,36	0,2521	0,005
24	0,406	0,2521	0,001
25	0,302	0,2521	0,020
26	0,372	0,2521	0,004
27	0,426	0,2521	0,001
28	0,432	0,2521	0,001
29	0,396	0,2521	0,002
30	0,447	0,2521	0,000
31	0,409	0,2521	0,001
32	0,546	0,2521	0,000
33	0,357	0,2521	0,006
34	0,433	0,2521	0,001
35	0,313	0,2521	0,016
36	0,368	0,2521	0,004

Table 2. Recapitulation Of The Validity Test Of Teacher Performance of MAN 2 Samarinda (Y)

Item	R Count	R Table	Sig
1	0,474	0,2521	<,001
2	0,484	0,2521	<,001
3	0,467	0,2521	<,001
4	0,532	0,2521	<,001
5	0,501	0,2521	<,001
6	0,485	0,2521	<,001
7	0,517	0,2521	<,001
8	0,301	0,2521	0,021
9	0,460	0,2521	<,001
10	0,495	0,2521	<,001
11	0,433	0,2521	<,001
12	0,474	0,2521	<,001
13	0,480	0,2521	<,001
14	0,338	0,2521	0,009
15	0,350	0,2521	0,007
16	0,428	0,2521	<,001
17	0,451	0,2521	<,001
18	0,402	0,2521	0,002
19	0,613	0,2521	<,001
20	0,472	0,2521	<,001

21	0,549	0,2521	<,001
22	0,541	0,2521	<,001
23	0,474	0,2521	<,001
24	0,380	0,2521	0,003
25	0,506	0,2521	<,001
26	0,459	0,2521	<,001
27	0,449	0,2521	<,001
28	0,384	0,2521	0,003
29	0,385	0,2521	0,003
30	0,500	0,2521	<,001
31	0,428	0,2521	<,001
32	0,549	0,2521	<,001
33	0,428	0,2521	<,001
34	0,464	0,2521	<,001
35	0,585	0,2521	<,001
36	0,585	0,2521	<,001

Based on the above results, it can be seen from the calculation and significance value that all statements of variables X and Y are declared valid.

Reality Test

The basis for determining whether data in a study can be said to be reliable or not is based on Cronbach's Alpha value. If the Cronbach's Alpha value obtained exceeds 0.6, then the data is considered to meet the reliability criteria and is suitable for use in further analysis. The following are the results of the reliability test for each of the variables analyzed, using IBM SPSS Statistics version 30 software.

Table 3. Leadership Style Reliability Test

Cronbach's Alpha	N of Items
0.898	36

Table 4. Teacher Performance Reliability Test

Cronbach's Alpha	N of Items
0.898	36

Based on the results of the reliability test on each of the above variables, it is known that the Cronbach's Alpha value of the Madrasah Head Leadership Style (X) and the Performance of MAN 2 (Y) Teachers is 0.898, then more than 0.6. So with this, the questionnaire data can be declared reliable.

Normality Test

Table 5. Results of The Kolmogorov-Smirnov Normality Test

	Unstandardized Residual
N	59

Normal Parameters^{a,b}	
- Mean	147.711844
- Std. Deviation	10.3807943
Most Extreme Differences	
- Absolute	0.109
- Positive	0.074
- Negative	0.109
Test Statistic	0.109
- Asymp. Sig. (2-tailed) ^c	0.080
- Monte Carlo Sig. (2-tailed) ^d	0.082
99% Confidence Interval	
- Lower Bound	0.075
- Upper Bound	0.089

- a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10,000 Monte Carlo samples with starting seed 33441365.

Based on the results of the Kolmogorov-Smirnov Normality test using the IBM SPSS Statistics 30 program, a significance value of $0.082 > 0.05$ was obtained, so it can be concluded that the data is normally distributed.

Table 6. Linearity Test ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Performance * Leadership	Between Groups					
	(Combined)	6260.965	29	215.895	1598.544	< .001
	Linearity	6258.952	1	6258.952	46342.881	< .001
	Deviation from Linearity	2.012	28	0.072	0.532	.951
	Within Groups	3917	29	0.135		
	Total	6244.881	58			

Based on the results of the linearity test in the IBM SPSS Statistics 30 program, the results of the linearity significance of <0.001 or $0.000 < 0.05$ indicate that the X and Y data are linear.

Table 7. Persial T Test Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	-0.138	0.604	-0.229	.820
	Kepemimpinan	1.001	0.004	1.000	<.001

a. Dependent Variable: Kinerja

The criteria in decision-making for the Parsial T Test are as follows: 1) H_a is accepted if the $t_{cal} > t_{table}$ is at $\alpha=5\%$ and the sig value is <0.05 . 2) H_o is rejected if the calculation $< t_{table}$ is at $\alpha=5\%$ and the sig value is >0.05 . The value of the table is calculated by looking at the column Df, where the formula Df itself is $Df = N - K - 1$ (Respondents minus the Bound Variable minus 1) so, $Df = 59 - 1 - 1 = 57$, so that a value of 57 is obtained, then the t_{table} of Df 57 with a significance value of 5% is 1.672. Based on the results of the t-test above, it can be concluded that the t_{count} is 245.298 and the significance value is < 0.001 , so it can be ascertained that the Leadership Style of the Head of the Madrasah has a significant influence on Teacher Performance.

Table 8. Determination Coefficient Test Results

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.941	0.885	0.883		3.61710

a. Predictors: (Constant), Kepemimpinan

Based on the results above, it is known that the R Square is 0.885 or equivalent to 88.5% which is classified as very high. The influence of the independent variable on the dependent variable was 88.5%, while the remaining 11.5% was influenced by other factors not studied in this study.

Discussion

The results of this study indicate that the leadership style of the principal of State Islamic Senior High School 2 Samarinda tends to be more democratic, with a percentage of 20% (Walid et al., 2025). This finding aligns with participatory leadership theory, which emphasizes the importance of empowering members in decision-making (Ahn & Bessiere, 2022). Based on research conducted by (Hilton et al., 2021), leaders with a democratic style give subordinates the freedom to participate in the decision-making process, which can increase team motivation and performance. These findings also indicate that although a democratic leadership style is dominant, other elements, such as transformational and transactional leadership styles, also influence the leadership pattern at MAN 2 Samarinda. This aligns with the concept of Situational Leadership proposed by (X. Wang et al., 2024), which states that effective leaders must be able to adapt their leadership style to the needs and conditions of the situation at hand.

In terms of teacher competency, the results show that pedagogical, professional, personal, social, spiritual, and technological competencies each contribute equally, with a value of 17%. These findings indicate that teachers at MAN 2 Samarinda have sufficient mastery in various competency areas that are important for supporting quality learning. As (Zhang & Tian, 2025) stated, holistic teacher competencies will encourage more effective and high-quality

learning. Therefore, a balance in mastering these competencies is crucial for creating a dynamic and innovative learning environment. This also aligns with the competency standards set by the Ministry of Education and Culture, which recognize the importance of developing teacher competencies across all aspects.

The theoretical implications of this research indicate that a democratic leadership style is highly relevant to leadership models applied in educational institutions. The application of this leadership style can support a more collaborative work environment, which in turn can improve teacher performance and the quality of learning. In this context, the theory of participatory leadership, which emphasizes the active role of all parties in decision-making, as explained by (Q. Wang et al., 2022), is highly relevant. The application of this style also has a positive impact on teacher professional development, aligning with the principles of the Teacher Professional Career Development theory.

Practically, the results of this research provide insights for Madrasah Principals and educational policymakers to pay closer attention to the leadership styles implemented in educational institutions. The implementation of a democratic leadership style, which allows for the participation of all members of the madrasa community in decision-making, can improve the quality of work and teacher morale. Furthermore, the diverse competencies possessed by teachers need to be continuously maintained and developed through structured training based on real-world needs. Therefore, madrasa principals need to create policies that support the continuous development of teacher competencies, such as training and self-development programs oriented towards curriculum and technology updates.

In relation to the statistical test results, the findings of this study indicate that the madrasa principal's leadership style has a significant influence on teacher performance, with an R-square of 88.5%. This means that approximately 88.5% of teacher performance can be explained by the leadership style implemented by the madrasa principal. This finding supports the theory that effective leadership directly contributes to improving the performance of team members, in this case, teachers. Therefore, madrasa principals need to place greater emphasis on developing leadership styles that encourage creativity, innovation, and active participation among teachers, thereby creating a more productive and effective learning environment.

CONCLUSION

Based on the results of the study related to how much influence the leadership style of the Head of the Madrasah has on the performance of teachers at Madrasah Aliyah Negeri 2 Samarinda, it was obtained that the leadership style of the Head of the Madrasah has a very significant influence on the performance of teachers, with an influence percentage of 88.5%. Of the various types of leadership styles analyzed, democratic leadership styles occupy the highest position with a percentage of 20%, followed by fair leadership styles at 19%,

transformational styles at 18%, transactional styles at 17%, Laissez Faire style at 16%, and the lowest is autocratic leadership styles at 10%. Based on this data, it can be concluded that the democratic leadership style is the most dominant style used by the Head of Madrasah Aliyah Negeri 2 Samarinda in managing and leading his institution.

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