

The Influence of Madrasah Principal Leadership and Work Environment on Madrasah Teacher Performance

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Abstract:

This study aims to test and analyze about; 1) the influence of principal madrasah leadership on teacher performance; 2) the influence of the work environment on teacher performance; 3) the influence of leadership and work environment together on teacher performance. This study uses primary data through a questionnaire of as many as 391 teacher respondents as a sample of the total number of teachers, as many as 1,790 teachers spread from all Madrasah Aliyah Negeri in South Sulawesi. The results show that together the two independent variables, namely: leadership (X1) and the work environment (X2), have a positive and significant influence on teacher performance (Y) which can be shown by the value of F count = 30,872 and Probability (sig) = 0.000 < = 0.05. While the contribution or contribution of the influence of the two independent variables is relatively significant, namely: leadership (X1) and work environment (X2) on teacher performance which can be shown through the value of the determination index (R²) = 0.637 or 63.70% variation in teacher performance and there are 0.363 or 36.30% teacher performance is determined by other factors not included in this study.

Keywords: *Leadership, Principal, Work Environment, Teacher Performance*

Abstrak:

Penelitian ini bertujuan untuk menguji dan menganalisis tentang; 1) pengaruh kepemimpinan kepala madrasah terhadap kinerja guru; 2) pengaruh lingkungan kerja terhadap kinerja guru; 3) pengaruh kepemimpinan, dan lingkungan kerja secara bersama-sama terhadap kinerja guru. Penelitian ini menggunakan data primer melalui kuesioner sebanyak 391 responden guru sebagai sampel dari seluruh jumlah orang guru sebanyak 1.790 orang guru yang tersebar dari seluruh Madrasah Aliyah Negeri di Sulawesi Selatan. Hasil penelitian menunjukkan bahwa secara bersama-

sama kedua variabel bebas, yaitu: kepemimpinan (X1) dan lingkungan kerja (X2) memiliki pengaruh positif dan signifikan terhadap kinerja guru (Y) yang dapat ditunjukkan melalui nilai Fhitung = 30,872 dan Probability (sig) = 0,000 < α = 0,05. Sedang kontribusi atau sumbangan pengaruh kedua variabel bebas relatif besar, yakni: kepemimpinan (X1) dan lingkungan kerja (X2) terhadap kinerja guru yang dapat ditunjukkan melalui nilai indeks determinasi (R²) = 0,637 atau 63,70% variasi kinerja guru dan terdapat 0,363 atau 36,30% kinerja guru ditentukan oleh faktor lain yang belum termasuk dalam penelitian ini.

Kata Kunci: *Kepemimpinan, Kepala Madrasah, Lingkungan Kerja, Kinerja Guru*

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INTRODUCTION

In facing the digital era that continues to develop in all fields, the Indonesian nation has quite a tough challenge (Astuti, Waluya, & Asikin, 2019). The progress of world science and technology is so rapid, forcing all human resources to be able to balance and adapt so as not to be left behind (Pereira et al., 2020; Agarwal, 2021). In order to improve the quality of human resources in Indonesia, it is necessary to have quality education (Farisi, 2021; Trihapsari & Mujahidah, 2021). The success of education is highly dependent on the quality of educators or the ability of teachers to work in the learning process. The ability of teachers to properly educate all future generations will produce quality resources (Brunker et al., 2019; Kayabaşı & Esra, 2020).

One of the essential resources in management is human resources; the importance of these human resources needs to be realized by all levels of management, including in the management of Islamic education; however advanced technology is today, the human factor still plays a vital role for the success of an organization or organization. Educational institutions (Eales et al., 2021; Ambarwati et al., 2022). One of the reasons for the low human resources of a nation is the low quality of education (Iskandar, 2017). Therefore, the central policy of national education development is to improve the quality of education, one of which is rapid innovations in educational institutions to form quality madrasa institution services.

The success of the madrasa must be maximized; with careful planning and supported by the active participation of all madrasa residents, the success of the madrasa can be achieved (Ekeowa, 2017). One of the efforts to realize the success of madrasah in improving teacher performance is the leadership of the madrasa principal (Kholil & Karwanto, 2021).

As an educational leader at the education unit level, the head of the madrasah has a significant role in developing the quality of education in the madrasa for which he is responsible (Myende et al., 2018; Rahtikawatie et al., 2021). The principal's task is to be the primary agent of change who encourages and manages so that all relevant parties become motivated and play an active role in change (Japaruddin et al., 2020). The position of the leader is a determinant of the future of the madrasah; the leadership of the madrasah

principal primarily determines the failure and success of the madrasa because the madrasa head is the controller and determines the direction that the madrasa will take towards its goals (Wibowo & Subhan, 2020).

The work environment is one-factor affecting teacher performance (Yahya, 2022). If the teacher feels a conducive working atmosphere in his madrasa, students will be expected to achieve satisfactory academic achievements. The conducive working environment of a madrasa affects the attitudes and actions of the entire community, especially in students' academic achievements (Marsen, Santosa, & Rochanah, 2021). In addition, students' academic achievement is influenced by the mental atmosphere or work climate of the madrasa (Adha et al., 2019).

Teacher performance is determined by the madrasah principal's level of leadership and work environment (Hoque et al., 2020). Leadership as one of the management functions is critical to achieving organizational goals in units (Mohamed & Yusoff, 2021). Education in madrasas. The leadership of the madrasah principal in improving the work of Madrasah Aliyah teachers can build work motivation and work spirit for Madrasah Aliyah teachers by combining a family approach and work professionalism. Performance is understood as an activity in producing output based on directed, organized, and sustainable work development, and to achieve the substance of the work in question is the amount of work that can be assessed or measured (Spitzer, 2021).

Distribution of the population of State Madrasah Aliyah teachers in South Sulawesi, according to Madrasah education management and information system (EMIS) data from the Office of the Ministry of Religion of South Sulawesi Province, through the field of Madrasah education, data on the distribution of State Madrasah Aliyah teachers in 21 districts/cities in Sulawesi - South for 2020 as many as 1,790 teachers. The highest number of public madrasah aliyah teachers at MAN Pinrang was 101 people, then MAN Pangkep 89 people, followed by MAN 2 Model Makassar, 42 MAN 1 Makassar, 79 and MAN Binamu Jeneponto district also 79 people.

Mapping the condition of madrasah teachers is one of the suppliers of helpful information for decision-making. The accurate picture of a condition in a particular area becomes the starting point for educational development. In the long term, the resulting policies aim to increase availability, affordability, quality, relevance, equity, and certainty in obtaining performance improvement services for madrasah teachers in South Sulawesi.

The implementation of quality education is closely related to the success of improving the performance of teachers and education personnel without ignoring other factors such as facilities, infrastructure, and funding (Tridinanti & Sumatra, 2022). The head of the madrasa is one of the education staff whose position is very strategic in improving teacher performance and the quality of education in madrasas (Grissom et al., 2019).

Departing from this, the researchers want to analyze about; 1) the influence of principal madrasah leadership on teacher performance; 2) the influence of the work environment on teacher performance; 3) the influence of

the principal's leadership and the work environment together on teacher performance.

RESEARCH METHODS

This study uses a quantitative correlational approach because of the relationship between two variables. This research is located at Madrasah Aliyah Negeri in South Sulawesi. According to EMIS data from the Office of the Ministry of Religion of South Sulawesi Province, through the madrasa education sector, it has released data on the distribution of Madrasah Aliyah Negeri in districts/cities in South Sulawesi for 2020, as many as 32 madrasahs. Distribution, The highest number of State Aliyah Madrasahs, is in Bone Regency, with as many as four madrasahs, then Makassar City 3 Madrasahs, followed by Gowa Regency 2, and other regencies/cities in South Sulawesi.

The population in this study were all teachers in Madrasah Aliyah Negeri located in districts/cities throughout South Sulawesi, with as many as 1,790 people in 32 Madrasah Aliyah Negeri spread over 21 Regencies/Cities out of a total of 24 Regencies/Cities, because several regencies do not have Madrasah Aliyah Negeri including Takalar Regency, Maros Regency, and North Toraja Regency, from 21 regencies/cities. Researchers took all regencies/cities as samples in this study.

Determination of the sample is done by probability sampling technique, where all members of the population are used as research samples, regardless of the existing strata with the consideration that members of the population are homogeneous, and to determine the sample for each madrasah. The indicators of each variable can be presented as follows;

Table 1: Head of Madrasah Leadership Variables

NO	VARIABLE	INDICATOR
1	Trust	a. Responsibility b. Gentle c. Harmonious d. Commitment e. forgiving
2	Idealism	a. Cooperation b. Communication c. Discussion
3		a. Motivation b. Openness c. Builder
4	Motivator	a. Presenter b. Trainer c. Advisor d. Scientist e. Loyalty f. Intelligent
5	Intellect	a. Advisor b. Advisor c. Evaluator d. Attention

The validation test results on the indicators for each variable of leadership, work environment, and teacher performance were declared valid to be used as a variable measuring instrument because all of them had a correlation value of r arithmetic $>$ r table.

Table 2: Variable Reliability Test Results

No	Variable	Alpha Crobach	Alpha Count	Description
1	Leadership	0,944	0,60	Reliable
2	Work environment	0,938	0,60	Reliable
3	Teacher performance	0,965	0,60	Reliable

Table 2 above shows that each variable, namely the leadership of the work environment and teacher performance, obtains an alpha count value greater than Cronbach's Alpha. Thus the statements of each variable meet the requirements or are required for further data analysis to be continued.

The results will be analyzed using multiple linear regression models because it consists of two independent variables marked with the symbol (X) and one dependent variable marked with the symbol (y). In this study, the examination of the assumptions underlying the multiple linear regression analysis includes the classical assumption tests, including the residual normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test.

RESULTS AND DISCUSSION

Based on the results of research through questionnaires that have been processed through tabulation of data, it shows that the leadership pattern applied in the madrasa can increase the motivation and morale of teachers, especially those who work on various subjects at the school. 391 people. The description of leadership is based on the five items asked of the respondents. The respondents' responses to the five questions about leadership can be shown descriptively. Respondents' responses to leadership are shown in Table 08, as follows:

Table 3: Frequency and Responses about Leadership (X1)

Indicator	Respondent's Answer Score										Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
X1.1	0	0,00	0	0,00	0	0,00	171	43,73	220	56,27	4,56
X1.2	0	0,00	0	0,00	2	0,51	212	54,22	179	45,78	4,47
X1.3	0	0,00	0	0,00	0	0,00	209	53,45	182	46,55	4,47
X1.4	0	0,00	0	0,00	6	1,53	195	49,87	196	50,13	4,55
X1.5	0	0,00	0	0,00	0	0,00	220	56,27	171	43,73	4,44
Mean											4,50

Source: Primary data processed, 2022

The results of the analysis on leadership contained in table 3. show that of the 391 respondents in general, it shows that the indicators of the leadership variable are as follows: The category of the level of assessment of the five indicators contained in the leadership variable is generally in the excellent

category, namely an average of above four (4.50). This means that each indicator can be described as the suitability of the five indicators, namely X1.1, X1.2, X1.3, X1.4, and X1.5 because the five leading indicators have an average weight value above 4.0. thus, all indicators that make up the leadership variable have a high value.

Work environment

The work environment is said to be excellent or appropriate if the employees/employees or teachers can carry out activities optimally, healthy, safe, and comfortable. The suitability of the work environment can be seen in the results over a long period. The work environment is a condition that describes the work atmosphere both in the office room and around the office environment. This variable can be measured through; a) the atmosphere of the office space arrangement; b) adequate work facilities; c) pleasant ventilation of the room, and d) work facilities around the office environment.

All indicators of this variable are measured using an ordinal scale, with the highest category strongly agreeing with a value of 5 and the lowest strongly disagreeing with a value of 1. Based on the four indicators that make up the work environment, it can be seen which work environment indicators provide strong work morale.

Therefore, to determine the variation of a conducive work environment, the calculation is carried out through descriptive analysis as it is known that the number of samples that can be used as respondents and can provide responses is as many as 391 people. The description of the work environment responses can be stated in 7 items of questions or statements submitted to each respondent, and all questionnaires are returned ideally. An overview of the frequency distribution of respondent's responses to the work environment can be seen in table 4 below.

Table 4: Frequency of Responses About Work Environment (X2)

Indicator	Respondent's Answer Score										Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
X2.1	0	0,00	0	0,00	6	0,50	205	52,43	180	46,05	4,45
X2.2	0	0,00	0	0,00	25	6,39	200	51,15	166	42,46	4,39
X2.3	0	0,00	5	1,30	28	7,10	227	58,08	131	33,52	4,24
X2.4	0	0,00	5	1,30	35	8,95	238	60,85	113	28,90	4,17
X2.5	0	0,00	5	1,30	31	7,93	214	54,72	141	36,05	4,26
X2.6	1	0,30	5	1,30	22	5,60	253	64,70	110	28,10	4,19
X2,7	0	0,00	0	0,00	5	1,30	179	45,77	207	52,93	4,52
Mean											4,31

Source: Primary data processed, 2022

Based on the results of the analysis shown in the work environment variables contained in table 4 above, it shows that of the 391 respondents in general, they describe that the indicators of the work environment variables are as follows:

The category of the level of assessment of the seven indicators contained in the work environment variable is generally in the excellent category. Namely, the average value is above four (4.31). The seven indicators are described above, so the most dominant forming the work environment variable is the X2.1 indicator. The average value of 4.45, and the lowest is X2.4, with an average value of 4.17.

Table 5: Statistics X2 Work environment

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7
N	Valid	391	391	391	391	391	391	391
	Missing	0	0	0	0	0	0	0
Mean		4.41	4.35	4.23	4.19	4.21	4.23	4.46
Median		4.33	4.33	4.33	4.00	4.00	4.00	4.67
Mode		4	4	4	4	4	4	4
Sum		1724	1699	1653	1637	1647	1652	1744
Percentiles	25	4.00	4.00	4.00	4.00	4.00	4.00	4.00
	50	4.33	4.33	4.33	4.00	4.00	4.00	4.67
	75	5.00	5.00	4.67	4.67	5.00	5.00	5.00

Table 5 describes the indicators of work environment variables at Madrasah Aliyah Negeri in South Sulawesi. Generally, the teachers at the State Madrasah Aliyah in Sulawesi - South can be categorized as good, which can be proven and seen from the average value of each indicator, and the highest score on the X2.1 indicator of the work environment variable is 4.35.

Teacher Performance

Performance is a manifestation of the work produced in the learning process. The performance of public Madrasah Aliyah teachers consists of several dimensions, namely the dimensions of learning planning, implementation of learning, and assessment of learning outcomes and follow-up.

It is known that the number of samples that can be used as respondents and can provide responses is as many as 391 teachers. The description of the teacher's performance can be stated in 4 items of questions or statements submitted to each respondent, and all questionnaires are returned ideally. An overview of the frequency distribution of respondents' responses to teacher performance can be seen in table 6 below.

Table 6: Frequency of Responses About Teacher Performance (Y)

Indicator	Respondent's Answer Score										Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Y1	0	0,00	0	0,00	1	0,30	174	44,50	216	55,24	4,55
Y2	0	0,00	0	0,00	1	0,30	226	57,80	153	39,13	4,36
Y3	0	0,00	0	0,00	0	0,00	198	50,64	193	49,36	4,49
Y4	0	0,00	0	0,00	12	3,10	183	46,80	196	50,13	4,47
	Mean										4,47

Source: Primary data processed, 2022

Based on the results of the questionnaire data analysis on teacher performance contained in table 6 shows that of the 391 teacher respondents in general, the indicators of teacher performance variables are as follows:

The category of the level of assessment of the four indicators contained in the teacher performance variable is generally in the high category, with an average value of above four (4.47). Of the four indicators described above, the most dominant forming the teacher performance variable is Y1 with an average value of 4.55, and the lowest is Y2 of 4.36

Table 7: Teacher Performance Statistics

		Y1	Y2	Y3	Y4
N	Valid	391	391	391	391
	Missing	0	0	0	0
Mean		4.51	4.36	4.47	4.44
Median		4.60	4.14	4.33	4.50
Mode		5	4	4	5
Sum		1764	1706	1749	1735
Percentiles	25	4.00	4.00	4.00	4.00
	50	4.60	4.14	4.33	4.50
	75	5.00	5.00	5.00	5.00

Table 7 describes the variable indicators of teacher performance at Madrasah Aliyah Negeri in South Sulawesi. In general, the teachers of State Madrasah Aliyah in South Sulawesi can be categorized as good, which can be proven and seen in the average value of each indicator, and the highest score on the Y1.1 indicator of the teacher performance variable is 4.51.

The results of this study are in line with Susanti et al. (2021), who say that there is an influence of the work environment on the performance of teachers at SMK Negeri 2 Prabumulih; 2) there is the influence of the principal's leadership on the teacher's performance at SMK Negeri 2 Prabumulih; 3) there is the influence of the work environment and principal's leadership on the performance of teachers at SMK Negeri 2 Prabumulih. Furthermore, Herlina et al. (2020) said that the principal's leadership and the work environment had a partial effect on teachers' work motivation, which meant that the principal's leadership and the work environment had a direct influence on the teacher's work motivation. Because the principal's leadership has a partial effect on teacher performance, it can be said that the principal's leadership directly affects teacher performance. Furthermore, because work motivation affects teacher performance, the principal's leadership and work environment do not indirectly affect teacher performance. Harmendi et al. (2021) said that; 1) there is a significant influence between the principal's leadership on teacher performance; 2) there is a significant influence between work motivation on teacher performance, and 3) there is a jointly significant influence between principal leadership and work motivation on teacher performance.

In line with that, (Caksana, 2019) said that the influence was direct or indirect. The results of data analysis are the influence of leadership style on

teacher performance through work motivation produces a beta coefficient value of 0.455 with a direct influence contribution of 0.225 and an indirect influence of 0.230, and the influence of the work environment on teacher performance through work motivation produces a beta coefficient value of 0.495 with a contribution the direct effect is 0.236, and the indirect effect is 0.259. From the results of data analysis, it has been proven both quantitatively and qualitatively that an integrated conclusion can be drawn that leadership style and work environment directly affect teacher performance at SMA Negeri 1 Tulungagung and indirectly through work motivation. Suprihatin et al. (2021) say that motivation and work discipline affect the performance of MA Hikmatul Amanah teachers by 19.8%, with a research F of 4.449 > F table of 3.25.

CONCLUSION

Based on the analysis of research results and discussion, then after comparison with previous research, it can be concluded as follows; First, leadership affects teacher performance. This study proves that the leadership possessed by teachers can encourage the morale of teachers in academic services, administrative services, and education. teacher at Madrasah Aliyah, South Sulawesi. It is proven by the magnitude of its contribution through the contribution value (β_1) = 0.469 or 46.90% and is shown by the significance result, namely t-count = 8,609 with probability = 0.000 < 0.05. This indicated that good leadership of the madrasah principal and applied according to need can improve the performance of Madrasah Aliyah teachers in South Sulawesi. Second, a conducive work environment that is owned according to the work needs of teachers can improve teacher performance. This research can be proven by the magnitude of its contribution through the contribution value (β_1) = 0.406 or 40.60% and can also be shown through its significant result, namely t-count = 8,472 with probability = 0.000 < 0.05. Indicate that a conducive work environment adapted to work needs can improve the performance of Madrasah Aliyah teachers in the Province of Sulawesi - South. Based on the results of the statistical analysis shows that the two independent variables, namely: leadership (X1) and work environment (X2), have a positive and significant influence on teacher performance (Y) which can be shown through the value of F-count = 30,872 and Probability (sig) = 0.000, < = 0.05, while the contribution or contribution of the influence of the two independent variables is relatively large, namely: leadership (X1) and work environment (X2) on teacher performance at Madrasah Aliyah Negeri in South Sulawesi which can be shown through the value of the determination index (R^2) = 0.637 or 63.70% and there are 0.363 or 36.30% teacher performance is determined by other factors not included in this study.

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