



TRANSFORMATIVE LEADERSHIP MODEL OF THE PRINCIPAL TO IMPROVE TEACHER PERFORMANCE AT MAFAZAH ISLAMIC JUNIOR HIGH SCHOOL, BOGOR

Saiful Falah¹, Ahmad Deas Ardiansyah², Ahmad Idhofi³

^{1,2,3} Institut Ummul Quro Al Islami Bogor, Indonesia

Email: saifulfalah82@gmail.com¹, deasardiansyah15@gmail.com²,

ahmad.idhofi@iuqibogor.ac.id³

Abstract:

This research was motivated by a lack of direction and motivation, as well as by the need to organize and evaluate the performance of Al-Qur'an teachers at Mafazah Islamic Middle School, Bogor. This research aims to ensure that school principals play a role in improving teacher performance through effective leadership. This research uses descriptive quantitative methods with a sample of 48 teachers. Data were collected through questionnaires and analyzed using validity, reliability, normality, linearity, and simple regression tests in SPSS 26. The results showed that the principal's leadership was charismatic, while the teacher's performance was in the medium category. The correlation test shows a significant relationship between principal leadership and teacher performance (sig 0.03), with a contribution of 17.4% (R square). In conclusion, the principal's leadership influences teacher performance, even though it is in the moderate category. More effective leadership strategies are needed to optimize the quality of Al-Qur'an learning.

Keywords: *Al-Qur'an, School Principal, Leadership Model, Teacher Performance.*

INTRODUCTION

Studies related to education are always a never-ending topic, and when we talk about domestic education, this topic is always a frequent topic of public discussion. Despite the stigma surrounding education in simpler societies or those that still uphold tradition, education remains a crucial part of cultural life. It enables communities to survive and maintain good relationships within families, ethnic groups, and society at large. Therefore, education, in its simplest form, has become an integral part of the foundation of Indonesian society. Without education, traditional societies would not be able to continue their existence, as it is through education that they are bound by the values and agreements of traditions passed down through generations. (Tilaar & Nugroho, 2008)

In thinking about learning systems, it's important to recognize two terms frequently used in academia: pedagogy and pedagogics. Pedagogy refers to the general approaches, methods, and practices of teaching and learning. It encompasses the various strategies and techniques used to instruct students. Pedagogy, on the other hand, refers to the theoretical and systematic study of education. It is a discipline that studies the principles, theories, and practices underlying the educational process and explores ways to develop and improve

educational systems. Understanding this distinction helps in developing and implementing more effective, evidence-based teaching methods. The word "pedagogy" originally meant "service," but later evolved into "noble work." In the context of education, a pedagogy refers to someone responsible for guiding children as they grow toward maturity and responsibility. The task of educating encompasses various aspects, from physical development and health, skills, thoughts, feelings, will, social aspects, and the development of faith. (BP, Munandar, Fitriani, Karlina, & Yumriani, 2022)

Many people mistakenly assume that excellence in daily tasks automatically makes someone a great leader. However, leadership is a skill that can be learned and developed. Sometimes, we are tempted to appoint someone as a leader simply because they are skilled at operational tasks. However, not everyone who is proficient in these tasks will be an effective leader. This is because the ability to perform operational tasks is different from true leadership ability. When an individual who has previously been successful, accomplished, and achieved targets and received extraordinary awards in their field (such as marketing, production, and others) is appointed to a leadership position, it does not necessarily mean that they will be able to demonstrate the same excellence in a leadership role. For example, a highly accomplished employee who is then promoted to a leadership position does not necessarily make a great leader. Conversely, an exceptional leader does not necessarily have a track record of previously excelling as an employee. This is due to the fundamental differences in the competencies required to be an employee and a leader. Both roles require different skills and abilities, so success in one role does not guarantee success in the other. (Siagian, 2018)

Leadership in education requires significant attention because it is hoped that it will produce high-quality human resources, both in their thinking and doing capacities. Thus, through education, qualified personnel can be prepared, ready to be trained and placed to meet the needs of society, as explained by Juhji Wawan Wahyudi and his colleagues in the journal "Literasi Pendidikan." Furthermore, Atmodiwirio also stated that these professionals are the primary drivers in facing increasingly complex modern challenges. (Juhji, Wahyudin, Muslihah, & Suryapermana, 2020)

The principal plays a crucial role in managing and advancing education at the school. As a leader, the principal is responsible for organizing all educational activities to ensure the learning process runs smoothly and educational goals are achieved. According to Angga and Sofyan Iskandar (2022), the principal's role is not only to manage the school but also to make policy decisions, determining the direction of educational implementation at the school.

The success of a school is greatly influenced by the principal's leadership skills. The principal must be able to foster strong collaboration between teachers, students, educational staff, and the entire school community. Through strong collaboration, the learning process can be more effective and conducive.

Furthermore, the principal also acts as a motivator, providing encouragement and motivation to teachers and students to continuously improve their quality and performance. This role extends beyond providing motivation and includes encouraging teachers to develop their competencies through various training programs, seminars, and workshops. This allows teachers to enhance their knowledge and skills, enabling them to provide higher-quality learning to their students. (Angga & Iskandar, 2022)

The role of teachers as educators is a crucial aspect of the learning process. Teachers are expected to continue to develop their competencies in order to change learning practices from the initially conventional to a constructivist

approach. In this new role, teachers not only have the task of delivering material to all students, but they also have the task of being guides and facilitators in the learning process. Teachers are directed to be active in building their own knowledge, creating a meaningful learning process for students, and having information literacy skills and high work motivation. This allows teachers to maintain advanced performance. National Education System Law Number 20 of 2003 explains that learning is a result obtained from interactions between students, teachers, learning resources and other interactions that occur in the student learning environment. In this context teachers have a primary role in supporting students during the learning process therefore teachers are expected to provide guidance to all students, exemplary training for students and community service, also plays an important role in character formation, attitudes for students. (Winarsih & Rokhmawanto, 2020)

The problem examined in this research is the low performance of Quran teachers at Mafazah Islamic Junior High School. This condition is thought to be related to the suboptimal implementation of guidance, evaluation, learning management, and monitoring of teacher performance by the principal. Therefore, research on the principal's leadership model is important to determine its influence on improving Quran teacher performance. With the implementation of more effective leadership, it is hoped that the Quran teacher's performance can improve.

RESEARCH METHODS

Research methods are systematic and scientific steps used to produce data with the aim of achieving certain goals. (Sugiyono, 2015) the research method applied in this study is a survey method. This quantitative research involves selecting samples from a specific population using a questionnaire as the main level for data collection. This research focuses on exploring phenomena that occur at a certain level or a certain group, with an approach that describes and interprets the current situation. This includes research on beliefs, perspectives, existing attitudes, ongoing processes, various ongoing influences, and developing trends. This method provides a clear picture of the situation or facts on the ground. This study aims to understand more deeply the influence of the Principal's Leadership Model (variable X) on the Performance of Al-Qur'an Teachers (variable Y). The main objective of descriptive research is to describe the existing conditions during the research period. (Santoso, Madiistriyanto, & Rachmatullah, 2021) The total number of groups or objects from which the research results are to be generalized is called the population. The population includes all components that are considered to have the same characteristics, thus becoming a group unit. The characteristics of the group can vary depending on the research figures determined by the researcher. (Suarjana, 2022)

Population refers to a data source in a study consisting of a large number of groups or entities. In research, often only a small portion of the population is taken as a sample, which is sufficient to represent the entire population. This process is known as a sampling technique. The population group used in this study was all students of SMP Islam Mafazah Bogor in the 2023/2024 academic year, totaling 48 students from grades V to IX. (Sumargo, 2020) A sample is a small part of a population taken for research. A sample is a part selected from a population through a specific process with the aim of studying certain characteristics of the population as a whole. Samples are taken from a larger case, with the aim of estimating the characteristics of the population more broadly. (Suarjana, 2022) There are several reasons for sampling, namely: a) Time constraints. b) Easier systematics. c) More in-depth information is generated.

(Syahrums & Salim, 2012)

In this study, the researcher chose to use a saturated sampling technique. Saturated sampling is applied when all members of a population are sampled. This is done when the researcher aims to produce accurate generalizations with a minimal error rate. Therefore, in this context, the entire population is used as the research sample. (Andi, et al., 2023) Based on the above understanding, the researcher will use a saturated sample of 48 people.

The data collection techniques in this study were systematically designed to ensure the validity and reliability of the data obtained. Therefore, the researcher designed a careful and structured data collection method. Various specific approaches and instruments were applied to produce accurate and relevant information in accordance with the established research framework. In this process, the researcher considered aspects such as validity, reliability, and timeliness in data collection. The data collection techniques used were observation, questionnaires, and documentation.

Observation is a crucial stage in data collection, serving as a solid foundation for the research process. Initially, location identification is the initial milestone in this process, determining the place that will be the focus of the research. Once the location is determined, the next stage is to detail the steps in a mapping. This is done to gain a deep understanding of the key aspects to be observed and researched. This mapping provides a comprehensive overview necessary to initiate observations effectively and efficiently. In this case, the researcher conducted observations at Mafazah Islamic Middle School with the aim of observing existing phenomena and compiling problem findings. (Raco, 2017) A questionnaire is a carefully designed instrument containing a number of structured questions, complete with pre-defined answer options. Thus, respondents only need to choose the answer that best aligns with their aspirations, perceptions, attitudes, circumstances, or personal opinions. Through questionnaires, researchers can collect data in a systematic and measurable manner to understand respondents' views, preferences, or experiences related to a particular topic. In developing a questionnaire, it is important to ensure that the questions and answer options are well-designed so that the data obtained can provide valuable insights in accordance with the research objectives. In this study, the questionnaire was distributed to a predetermined sample of students, and as supporting data, the questionnaire was also distributed to teachers and principals. (Nugroho, 2018)

Documentation is a data collection method that involves recording and gathering information from various sources, such as books, archives, reports, and photographs, to support the research process. This technique allows researchers to review existing data to strengthen the analysis conducted. In this study, a documentation strategy was applied to obtain supporting data, such as images of the research location and ongoing activities. The main purpose of this method is to confirm the findings of the observation results. In addition, documentation is used to collect various information related to the profile, organizational structure, vision, and objectives of Islamic Junior High School Mafazah Bogor, including other documents relevant to the research.

This study tested the instrument by applying validity and reliability tests to ensure the accuracy and consistency of the collected data. Furthermore, descriptive statistical analysis was used as a strategy to systematically interpret the data without the intention of drawing broader conclusions or generalizations. Classical assumption tests, including normality and linearity tests, played a role in determining the feasibility of the data analysis before hypothesis testing was conducted. After meeting the necessary assumptions, the hypotheses were tested

using correlation tests, simple linear regression, and the coefficient of determination to measure the relationships and influences of the variables in this study.

RESULTS AND DISCUSSION

Variable X (Principal leadership)

Leadership is an ability that a leader has in controlling, leading, then influence the thoughts, feelings, and behaviors of others in order to achieve predetermined goals. Leadership encompasses not only the ability to provide direction and guidance but also the ability to motivate and inspire subordinates or group members. A leader must be able to direct the behavior of individuals and groups within an organization so that all components can work effectively and efficiently to achieve common goals. Effective leadership involves skills in communication, decision-making, and conflict management, as well as the ability to create a positive and productive work environment. (Hutahaean, 2021)

Leadership is the ability of a leader to influence and direct individuals or groups toward achieving organizational goals. This ability is supported by good character, knowledge, skills, competencies, and a clear vision. Through effective leadership, subordinates can be motivated to carry out their duties and responsibilities voluntarily and with full commitment. Therefore, leadership is a crucial factor in motivating, coordinating, and directing all organizational resources, including those in the educational environment, so that predetermined goals can be optimally achieved. (Sagala, 2018)

وَإِذْ قَالَ رَبُّكَ لِلْمَلَائِكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً قَالُوا أَتَجْعَلُ فِيهَا مَن يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَاءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ

"And remember when your Lord said to the angels, 'Indeed, I will make a caliph on earth.' They said, 'Are you going to create someone who will cause harm to it and shed blood, while we always glorify You by praising You and purifying You?' God says, 'Indeed I know what you do not know'" (QS.Al-Baqarah [2]:30). (Al-Quran dan Terjemah Ar-Rafi` Kemenag RI, 2018).

Imam Jalaluddin As-Suyuthi and Imam Jalaluddin Al-Mahalli in Tafsir Al-Jalalain explain the words of Allah SWT in the QS. Al-Baqarah verse 30 concerning the creation of humans as caliphs on earth. When Allah said to the angels that He would make a caliph on earth, the angels asked about the wisdom of creating creatures who had the potential to cause damage and shed blood. This question is based on previous experiences with the jinn who cause damage to the earth. However, Allah SWT emphasizes that He knows more about the wisdom and benefits of human creation than the angels do not know. This explanation shows that humans are given the mandate and responsibility to carry out God's commands and manage life on earth as well as possible. (Abubakar, 2015) In line with this concept of trust, Imam Muhammad Nawawi ibn Umar Al-Jawi, in his book Qami'ut Tughyan, an explanation of Imam Al-Bayhaqi's book Shu'ab al-Iman, explains the importance of safeguarding and fulfilling trusts as part of a Muslim's faith. According to him, every trust must be conveyed to the rightful recipient, as fulfilling a trust is a form of obedience to Allah SWT.

The concept of leadership in Islam is not only related to the ability to direct and influence others, but also closely related to moral responsibility, which must be accounted for before Allah SWT. Therefore, a leader is required to carry out his/her mandate with full responsibility, honesty, and integrity. These values serve as an important foundation for understanding the various leadership theories that have developed in management and education studies.

Imam Muhammad Nawawi Al-Bantani, in his book *Qami'ut Tughyan*, explains that every Muslim has an obligation to safeguard and convey trusts to those who deserve them. Fulfilling trusts is an integral part of faith. Those who carry out trusts responsibly out of fear of Allah SWT will receive good rewards and rewards in the afterlife. (Tsaqif, 2018)

In line with this trustworthiness, management experts define leadership as the ability of an individual to influence others to achieve shared goals. George R. Terry defines leadership as a relationship that allows a leader to influence individuals or groups to consciously work together to carry out tasks to achieve organizational goals. According to Terry, leadership success is determined by the leader's ability to direct and motivate subordinates to realize a mutually agreed-upon vision and mission. (Aslami, 2022) This opinion is reinforced by William G. Scott, who explains that leadership is the process of influencing the activities of an organized group to achieve predetermined goals. Meanwhile, James McGregor Burns defines leadership as a person's ability to persuade, direct, and move others toward a common goal by creating an effective work environment. (Iskandar, 2019)

According to Sutarto, leadership is a series of organizing activities that are realized through the leader's ability to influence the behavior of his followers so that they are willing to work together to achieve organizational goals. (Paembonan & Vida, 2019) In this context, influencing doesn't just mean giving orders, but also changing a person's attitudes, mindset, behavior, and will to align with the organization's vision. A leader's success can be seen in their ability to create positive change in their followers and achieve established organizational goals. (Sagala, 2018)

Based on these various definitions, it can be concluded that leadership is a person's ability to direct, motivate, and influence others to work together to achieve predetermined goals. In the educational context, principal leadership is a crucial factor in creating a conducive learning environment and improving teacher performance and the quality of education in schools.

Every leader has a unique approach to leading an organization. These differences are influenced by personality, experience, values, and each individual's ability to manage and influence others. Therefore, experts group various leadership behavior patterns into several types or styles. Understanding these various leadership styles is important because each style has distinct characteristics, strengths, and weaknesses, and can have varying impacts on the performance of the organization and its members. (Nahnudin, Fauzi, & Rijal, 2023)

In the context of education, particularly in schools, selecting the right leadership style can help principals manage teachers, create a conducive work environment, and improve the quality of learning. Some commonly used leadership styles are as follows.

First, Democratic Leadership. Democratic leadership is a leadership style

that emphasizes human values, respect for individual dignity, and member participation in the decision-making process. Leaders focus not only on achieving organizational goals but also on the needs, aspirations, and opinions of their subordinates. (Utami & Hadi, 2020). In practice, democratic leaders encourage cooperation, shared responsibility, and open communication. Therefore, this leadership style tends to create healthy working relationships between leaders and subordinates. (Ramadhan, et al., 2023)

Second, Charismatic Leadership. The word charisma comes from the Greek, meaning grace or gift. Charismatic leadership is a leadership style based on personal magnetism, authority, and the leader's ability to influence others. Charismatic leaders typically possess excellent communication skills, enabling them to gain the trust and support of their followers. (Efendi, 2020) From the ability to influence the thoughts, behavior, and feelings of others, through the presence of special abilities or talents, this charismatic soul can be seen and observed because of the authority that a person has. (Zahra & Anitra, 2020)

Third, authoritarian leadership. Authoritarian leadership is a leadership style that places all authority and decision-making power in the hands of the leader. In this model, subordinates have limited room to express opinions or participate in the decision-making process. Authoritarian leaders tend to control organizations through commands that subordinates must obey. In some situations, this approach uses pressure or strict control to achieve organizational goals. (Santoso D. H., 2021)

Fourth, paternalistic leadership. Paternalistic leadership is a blend of democratic and authoritarian styles. The leader remains the one who makes the final decisions, but in conveying them, he uses a democratic approach. (Humaira, 2021) This leadership style is based on the assumption that subordinates still require a lot of direction and are not yet fully capable of making decisions independently. Therefore, leaders tend to act like parents, guiding and protecting their subordinates. (Fatmawati, 2015)

Fifth, transformational leadership. Transformational leadership is a leadership style that seeks to inspire and motivate organizational members to achieve goals that transcend their own personal interests. Transformational leaders are able to foster a spirit of change, innovation, and shared commitment to achieving the organization's vision. (Angelia & Astiti, 2020) Through the motivation, inspiration, and role model provided, transformational leaders can improve the performance of organizational members in a sustainable manner, thereby encouraging positive change. (Makmuriana, 2021)

Sixth, transactional leadership. This type of leadership focuses on a reciprocal relationship between leaders and subordinates. Leaders reward subordinates who achieve targets or perform tasks well, and provide corrections when deviations or errors occur. (Fuadati, 2016) According to Howell and Avolio, this leadership style has two main components, namely awards based on achievement (contingent reward) and monitoring of deviations that occur (management by exception). (Ramdani, 2016)

Seventh, laissez-faire leadership is a leadership style that gives subordinates extensive freedom to make decisions and carry out their own work. In this model, leader involvement is relatively low, allowing subordinates significant autonomy in their work. (Nizar & Hasibuan, 2019) However, if not balanced with adequate supervision and support, this leadership style can lead to confusion, lack of coordination, and low accountability within the organization. (Iswahyudi, et al., 2023)

Eighth, Pseudo-democratic Leadership. Pseudo-democratic leadership is a leadership style that appears democratic on the surface, but in reality, decisions

remain completely controlled by the leader. The leader appears to involve subordinates in discussions and deliberations, but the final outcome is predetermined according to the leader's wishes. (Sunantar, 2022) As a result, subordinates feel involved in the decision-making process, when in fact they are directed to accept the decisions that have been made. Therefore, this leadership style is often referred to as pseudo-democracy or democratic manipulation. (Khairudin, 2022) According to Reimond Napitupulu and his team in their book, and according to the views expressed by Siagian, this type of leadership can be identified as pseudo-democracy or manipulation of democracy, where it seems as if the leader acts democratically, when in fact he acts autocratically. (Napitupulu, Putra, & Shalahuddin, 2019)

Headmaster

Based on Government Regulation Number 28 of 1990 concerning Basic Education, as explained in Article 30, the principal of a state educational institution has broad responsibilities. These responsibilities include organizing educational activities, school administration, developing teachers and other educational staff, and managing educational facilities and infrastructure. As the highest authority in an educational institution, the principal plays a crucial role in ensuring the effective and efficient running of the educational process. (Suparman, 2019) Based on the explanation of the principal's role, the author argues that the principal has a significant influence on the school climate, which is reflected in positive physical, social, and academic dimensions. This enables an effective learning process in the school.

Teacher Performance

According to research conducted by Rabukit Damanik in the Serunai Educational Administration journal, and according to the views expressed by Sagala, it is explained that in Indonesian, the word performance is equivalent to the word Performance in English, which refers to (1) actions or activities, (2) the results of appearances or shows, which is then continued by the view according to Riva'i, which explains that performance refers to the overall level of success achieved by a person in carrying out the tasks given within a certain period of time. This performance reflects how work results can describe the effectiveness and efficiency of individuals in completing their responsibilities. By measuring performance, we can assess how well a person meets the expectations and standards that have been set within the scope of their work. (Damanik, 2016)

Therefore, according to research conducted by Wira Hapsari Oktriany in the Journal of Educational Management, and according to the views expressed by Priatna, teachers are professional educators responsible for the process of early childhood education, formal elementary education, and secondary education. Their duties include educating, teaching, guiding, directing, training, assessing, and evaluating students. (Oktriany, 2018)

From the definition of performance above, performance refers to the results or achievements a person achieves in carrying out their duties and responsibilities. According to Martinis Yamin and Maisah, teacher performance is an action or response that produces an impact related to what the teacher does when facing a task and involves all activities. (Azis, 2022)

Al-Qur'an

After understanding the concept of principal leadership and teacher performance, the next discussion focuses on the Quran as a learning material that is the responsibility of Quran teachers in carrying out their duties. This is

important because the quality of Quran learning is not only determined by the students' abilities but also influenced by the teachers' performance in teaching, guiding, and instilling Quranic values in students. Therefore, an understanding of the Quran is an important foundation in this research.

Etymologically, the term 'Ulum al-Qur'an' comes from the word 'ulum,' the plural of al-'ilm, meaning science or knowledge. The word 'Al-Qur'an' comes from the word qara'a, meaning to read or collect. Thus, the Qur'an is not only interpreted as a reading, but also as a source of knowledge and guidance for human life.

Terminologically, the Quran is the word of Allah SWT, revealed to the Prophet Muhammad (peace be upon him) through the Angel Gabriel, delivered in mutawatir (translation), beginning with Surah Al-Fatiha and ending with Surah An-Nas. Reading, studying, understanding, and practicing the Quran is a form of worship that is worthy of reward for every Muslim. Therefore, learning the Quran is an important aspect of Islamic education that requires the role of professional and well-performing teachers.

In Islamic scientific studies, 'Ulum al-Qur'an is a branch of science that discusses various aspects related to the Al-Qur'an, starting from the process of revelation, collection, and codification of verses, the reasons for the revelation of verses (asbab an-nuzul), the division of Makkiyah and Madaniyah verses, the concept of nasikh and mansukh, and the discussion of muhkam and mutasyabih verses. According to Ash-Shabuni, all of these studies aim to help Muslims understand the content and message of the Koran in more depth. (Yusuf, 2012)

In relation to this research, Qur'an teachers have the responsibility to teach students the skills to read, understand, and practice the contents of the Qur'an. Therefore, the performance of Qur'an teachers is a very important factor in the success of the learning process. Good performance will support the achievement of Islamic education goals, while less than optimal performance can affect the quality of Qur'an learning in schools. Therefore, efforts to improve the performance of Qur'an teachers through the leadership of the principal are important to examine in this research.

Instrument Test

Validity Test

From the results of the validity test that has been carried out for variables X and Y, the overall calculated r value for each point is known instrument greater than the r table. Thus, it can be stated that the research instrument for variables X and Y is valid.

Reliability Test

The criteria for determining a valid instrument are when the Cronbach alpha value is > 0.6 . The Cronbach alpha value for variable X is 0.672, and the Cronbach alpha value for variable Y is 0.670. Thus, the research instrument for the principal leadership model variable (X) and the Al-Qur'an teacher performance variable (Y) is said to be reliable.

Descriptive Statistical Analysis Description Principal Leadership Model Variable

Statistics		
Model Kepemimpinan Kepala Sekolah		
N	Valid	48
	Missing	0
Mean		81.02
Median		80.00
Mode		80
Std. Deviation		4.974
Variance		24.744
Range		23
Minimum		69
Maximum		92
Sum		3689

The criteria for determining a valid instrument are when the Cronbach alpha value is > 0.6 . The Cronbach alpha value for variable X is 0.672, and the Cronbach alpha value for variable Y is 0.670. Thus, the research instrument for the principal leadership model variable (X) and the Al-Qur'an teacher performance variable (Y) is said to be reliable.

Descriptive Statistical Analysis Description Principal Leadership Model Variable

Table
Categorization of Variable X

Kategori	Kelas	Frekuensi	%
Baik	> 86	3	6%
Sedang	76 - 86	31	65%
Kurang	< 76	14	29%

From the table above, it is known that the average variable of the principal's leadership model is in the medium category with a frequency of 31 respondents and percentage 65%. This was followed by 14 respondents in the poor category and 3 in the good category, for a total of 48 respondents. Therefore, it can be said that the leadership model of the principal of Mafazah Islamic Middle School is in the moderate category.

Description of Institutional Image Data from a Community Perspective

Statistics		
Kinerja Pengajar Alquran		
N	Valid	48
	Missing	0
Mean		66.73
Median		67.00
Mode		67
Std. Deviation		5.038
Variance		25.393
Range		23
Minimum		56
Maximum		79

From the table above, it can be seen that the largest value obtained overall is 79, the smallest value is 56, the mean value is 67, the standard deviation is 5, and the range is 23.

Furthermore, the quality of the variables is measured in three categories: Good, Average, and Poor. This can be seen in the following frequency distribution

table:

Table
Categorization of Variable Y

Kategori	Kelas	Frekuensi	%
Baik	> 72	17	35%
Sedang	62 - 72	30	63%
Kurang	< 62	1	2%

From the table above, it is known that the average performance variable of Al-Quran teachers is in the moderate category with a total frequency of 30 respondents and a percentage 63%. This was followed by 17 respondents in the good category and 1 respondent in the poor category out of a total of 48 respondents. Thus, it can be said that the performance of Quran teachers at Mafazah Islamic Middle School is in the moderate category.

Prerequisite Test

Normality Test

A normality test is performed to determine whether the data used in the population has a normal distribution. Data are said to have a normal distribution if the significance value is greater than 0.05.

The results of the normality test using the Pearson correlation as described above show a significance value of 0.324, which is greater than 0.05. Therefore, it can be concluded that the assumptions in this normality test are met, and the data are normally distributed.

Linearity Test

The linearity test is carried out to determine the linear relationship between two variables, whether the variables have a significant relationship or do not have a significant relationship. This linearity test is a prerequisite test that must be met before conducting a linear regression analysis hypothesis test.

From the ANOVA table of linearity test results above, we can see that the significance value of the deviation from linearity is 0.189. Because $0.189 > 0.05$, the research data meet the linearity requirements.

Hypothesis Testing

Correlation Test

The Pearson correlation test was used to determine the relationship between the principal's leadership model and the performance of Al-Qur'an teachers. The analysis results showed a significance value of 0.03. Because the significance value is less than 0.05 ($0.03 < 0.05$), it can be concluded that there is a significant relationship between the principal's leadership model and the performance of Al-Qur'an teachers at SMP Islam Mafazah Bogor.

Simple Linear Regression Test

A simple linear regression test was conducted to determine the effect of the principal's leadership model on the performance of Quran teachers. Based on the analysis results in the ANOVA table, a significance value of 0.03 was obtained. Because this value is smaller than 0.05 ($0.03 < 0.05$), it can be concluded that the principal's leadership model has a significant effect on the performance of Quran teachers.

Table 9 Coefficient of Determination Power of Influence

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.417 ^a	.174	.156	4.631

a. Predictors: (Constant), X

Based on the results of the coefficient of determination analysis, the R Square value obtained was 0.174 or 17.4%. This indicates that the principal's leadership model contributed 17.4% to the performance of Quran teachers. Meanwhile, 82.6% was influenced by other factors not examined in this study. Thus, the level of influence of the principal's leadership model on the performance of Quran teachers is included in the low category.

CONCLUSION

Based on the results of research on the influence of the principal's leadership model on the performance of Al-Qur'an teachers at Mafazah Islamic Middle School, Bogor, the following conclusions were obtained.

First, the principal's leadership model at Mafazah Islamic Middle School in Bogor is in the moderate category, with an average score of 80 and a percentage of 65%. The highest score obtained was 92, while the lowest was 69. Based on the analysis of each indicator, the most dominant leadership model implemented by the principal is the charismatic leadership model. This indicates that the principal has the ability to influence, motivate, and gain the trust of teachers through his personality and exemplary behavior.

Second, the performance of Quran teachers at Mafazah Islamic Middle School in Bogor is in the moderate category with an average score of 67 and a percentage of 63%. Of the total respondents, 35% are in the high category, 63% are in the moderate category, and 2% are in the low category. The highest score obtained was 79, while the lowest score was 56. These results indicate that the performance of Quran teachers is quite good, but still needs to be improved to reach a higher category.

Third, based on the results of the Pearson correlation test, a significance value of 0.03 was obtained, which is smaller than 0.05 ($0.03 < 0.05$). These results indicate a significant relationship between the principal's leadership model and the performance of Al-Qur'an teachers at Mafazah Islamic Middle School, Bogor.

Fourth, the results of the simple linear regression test showed a significance value of 0.03, which is also smaller than 0.05 ($0.03 < 0.05$). Thus, it can be concluded that the principal's leadership model has a significant influence on the performance of Al-Quran teachers. Therefore, the alternative hypothesis (H_1) states that there is an accepted influence, while the null hypothesis (H_0) is rejected.

Fifth, based on the coefficient of determination (R Square) of 0.174, it is known that the principal's leadership model has an influence of 17.4% on the performance of Al-Qur'an teachers. Meanwhile, 82.6% of the performance of Al-Qur'an teachers is influenced by other factors not examined in this study, such as teacher competence, work motivation, work environment, school organizational culture, and other supporting factors. Thus, the level of influence of the principal's leadership model on the performance of Al-Qur'an teachers is

included in the low category, although statistically proven to be significant.

REFERENCES

Abubakar, B. (2015). Terjemah kitab Tafsir Al-Jalalain (Asbabun Nuzul Ayat Surah Al-Fatihah s.d. Al-Isra). Sinar Baru Algensindo.

Andi, A., Zulkarnaini, Hartatik, Anam, A. C., Suparto, Litamahuputty, J., . . . Sukwika, T. (2023). *Pengantar Statistika*. Solok: PT Mafy Medaia Literasi Indonesia.

Angelia, D., & Astiti, D. P. (2020). Gaya Kepemimpinan Transformasional: Tingkatkan Work Engagement. *Psikobuletin : Buletin Ilmiah Psikologi by Fakultas Psikologi*.

Angga, A., & Iskandar, S. (2022). Kepemimpinan Kepala Sekolah dalam Mewujudkan Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*.

Aslami, N. (2022). Pengaruh peran kepemimpinan dalam perubahan pada PT Rizky Mandiri Barokah. *Jurnal Ekonomi dan Manajemen (JIKEM)*.

Azis, A. (2022). *Abdul Azis. (2022). Konsep kinerja guru dan sumber belajar dalam meraih prestasi*. Guepedia.

BP, A. R., Munandar, S. A., Fitriani, A., Karlina, y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Jurnal Al-Urwatul Wutsqa*, 2, 1. Retrieved Juni, 2022 from <https://journal.unismuh.ac.id/index.php/alurwatul/article/view/7757>

Damanik, R. (2016). *Hubungan kompetensi guru dengan kinerja guru*. Serunai Administrasi Pendidikan.

Efendi. (2020). Kepemimpinan kharismatik guru dalam pembelajaran pendidikan Islam di sekolah. *Al-Liqo*.

Fatmawati, E. (2015). *Profil Pesantren Mahasiswa ; Karakteristik Kurikulum, Desain Pengembangan Kurikulum, Peran Pemimpin Pesantren*. Lkis Pelangi Aksara.

Fuadati, S. R. (2016). Pengaruh gaya kepemimpinan transaksional dan budaya organisasi terhadap kinerja karyawan. *Ilmu dan Riset Manajemen*.

Humaira, A. (2021). Pengaruh gaya kepemimpinan paternalistik dan kepuasan kerja terhadap motivasi kerja pada Dinas Pendidikan Kabupaten Kerinci. *Jurnal Maha*.

Hutahaean, W. S. (2021). *Filsafat dan teori kepemimpinan*. Ahli Media Press.

Iskandar. (2019). Konsep kepemimpinan perpustakaan perguruan tinggi di era digital. *Jurnal Ilmu Perpustakaan Fisipol Ummat*.

Iswahyudi, M. S., Umalihayati, kasanusi, Sarie, F., Subhan, M., Zulkifli, . . . Djibu, R. (2023). *Gaya Kepemimpinan*. Batam: Yayasan Cendekia Mulia Mandiri.

Juhji, Wahyudin, W., Muslihah, E., & Suryapermana, N. (2020). Pengertian, Ruang Lingkup Manajemen, dan Kepemimpinan Pendidikan Islam. *Jurnal Literasi Pendidikan Nusantara*.

Khairudin, A. (2022). *Kepemimpinan Pendidikan Islam*. Medan Sumatera Utara: Umsu Press.

Makmuriana, L. (2021). *Kepemimpinan transformasional*. Nem.

Nahnudin, N., Fauzi, A., & Rijal, F. (2023). Tipe dan ide kepemimpinan adaptif terhadap solusi konflik. *Tadbir Muwahhid*.

Napitupulu, R., Putra, D. H., & Shalahuddin. (2019). *Dasar-Dasar Ilmu Kepemimpinan Teori dan Aplikasi*. Ponorogo: Uwais Inspirasi Indonesia.

- Nizar, S., & Hasibuan, Z. E. (2019). *Kepemimpinan pendidikan dalam perspektif hadits: Telaah historis filosofis*. Kencana.
- Novra, E., Charli, C. O., Tungka, S., Helencia, K., Sumantrie, P., Imandeka, E., . . . Odelia, E. M. (2024). *Model dan Gaya Kepemimpinan*. CV. Gita Lentera.
- Nugroho, E. (2018). *Prinsip-prinsip menyusun kuesioner*. UB Press.
- Oktriany, W. H. (2018). Evaluasi kinerja guru bersertifikat dengan model Charlotte Danielson. *Manajemen Pendidikan*.
- Paembonan, L. S., & Vida, H. D. (2019). Tinjauan terhadap Gaya Kepemimpinan Perempuan di Pemerintah Daerah Kabupaten Toraja Utara. *Jurnal Inada: Kajian Perempuan Indonesia Di Daerah Tertinggal, Terdepan, Dan Terluar*.
- Raco. (2017). *Metode penelitian kualitatif: Jenis, karakteristik dan keunggulan*. Grasindo.
- Ramadhan, C., Susanto, W. E., Zaliha, Puspitasari, R. T., Ikhsan, M., Akbar, A. D., . . . Rahman, F. (2023). *Kepemimpinan Demokratis dalam Program Kampung Keluarga Berencana*. Uwais Inspirasi Indonesia.
- Ramdani, A. (2016). Analisis pengaruh gaya kepemimpinan transaksional dan budaya organisasi terhadap kinerja karyawan dengan motivasi sebagai variabel intervening. *Jurnal Analisis*.
- Sagala, S. (2018). *Pendekatan dan model kepemimpinan*. Prenada Media Group.
- Salim, S. &. (2012). *Metodologi penelitian kuantitatif*. Cita Pustaka Media.
- Santoso, D. H. (2021). *Bosque otoriter*. PT Insan Mandiri Cendekia.
- Santoso, I., Madiistriyanto, H., & Rachmatullah, A. (2021). *Metodologi Penelitian Kuantitatif*. Indigo Media.
- Siagian, A. O. (2018). *Leadership di era digital*. Solok: Insan Cendekia Mandiri.
- Suarjana, I. K. (2022). *Populasi-Sampel Teknik Sampling & Bias dalam Penelitian*. Yogyakarta : Penerbit Andi.
- Sugiyono. (2015). *Metode penelitian kuantitatif, kualitatif dan R&D*. Alfabeta.
- Sumargo, B. (2020). *Teknik Sampling*. UNJ Press.
- Sunantar, B. (2022). *Meningkatkan motivasi dosen pada perguruan tinggi*. Feniks Muda Sejahtera.
- Suparman. (2019). *Kepemimpinan kepala sekolah dan guru*. Uwais Inspirasi Indonesia.
- Syahrum, & Salim. (2012). *Metodologi penelitian kuantitatif*. Cita Pustaka Media.
- Tilaar, H., & Nugroho, R. (2008). *Kebijakan Pendidikan*. Universitas Michigan: Pustaka Pelajar.
- Tsaqif, M. (2018). *Kiat meraih iman yang sempurna (Terjemahan Qami'ath Thughyan karya Syeikh Nawawi Al-Jawi Al-Bantani)*. Mutiara Ilmu.
- Utami, S., & Hadi, M. M. (2020). *Gaya kepemimpinan demokratis perpustakaan Kota Yogyakarta*. Pustaka Ilmiah.
- Winarsih, S., & Rokhmawanto, S. (2020). *Manajemen Budaya Literasi Informasi dalam Peningkatan Kinerja Guru Madrasah*. Pustaka Ilmiah.
- Yusuf, K. M. (2012). *Studi Al-Qur'an (Edisi Kedua)*. Bumi Aksara.
- Zahra, U., & Anitra, V. (2020). Pengaruh gaya kepemimpinan kharismatik terhadap budaya organisasi pada Dinas Perpustakaan dan Kearsipan Daerah Provinsi Kalimantan Timur. *Borneo Student Research*.