

The Influence of Madrasah Principalship on Teacher Performance in Min Bandar Lampung City

Nizam Pahlepi¹Irawan Suntoro¹

¹Faculty Of Teacher Training and Education, Universitas Lampung, Indonesia
Corresponding Author: Nizam Pahlepi

Abstract: *The purpose of this study is to examine the influence of madrasah principalship , professional development and self-confidence on teacher performance in public islamic primary school or madrasah ibtidaiyah negeri (MIN)Bandar Lampung city. This type of research is associative research with ex post facto approach. A sample of 132 teachers were randomly slected from 317 teacher in MIN Bandar Lampung City. The main data collection techniques usedwas questionnaire selected were analyzed using simple linear regression statistical techniques and multiple regression. The results of the study were obtained There is a positive and significant influence of the leadership of the madrasah principalship on teacher performance in the MIN Bandar Lampung City.*

Keywords:*principals' leadership, teacher performance*

Date of Submission: 12-09-2019

Date of Acceptance: 30-09-2019

I. Introduction

The development of the world of education today is not only limited to provide teaching and learning for students, but also to provide the materials. One way is to link the teaching team with the school to the effectiveness of teaching. The process of linking the relationship between teachers and schools is very instrumental in the effectiveness of education [12]. In its application, the involvement of teachers and principals in the world of education plays an enormous role to increase resources, involving teachers and principals will have a positive impact on educational institutions [8].

The education improvement is also influenced by primary and secondary education. Education policy must be started from elementary and secondary schools. [7]. One of the most important parts of a 12-year basic education program is a system that is openly accepted and does not center on the amount of student learning time spent [6].

Madrasah as an educational institution in a formal form has been known since the 11th or 12th century. Madrasah is a general educational institution characterized by Islamic primary and secondary levels [1]. The Ministerial Regulation stipulates the level of Madrasah education consisting of early education, namely Raudatul Atfal (RA) which is taken for 1 or 2 years, basic education, namely Madrasah Ibtidaiyah (MI) taken for 6 years and Madrasah Tsanawiyah (MTs) taken for 3 years, and secondary education, namely Madrasah Aliyah (MA) and Madrasah Aliyah Vocational (MAK) taken for 3 years PMA No. 90 Years (2013).

The leader needed is the leader who is able to create, communicate and implement all thoughts that become ideals to be achieved by the organization in the future, especially in schools [4]. The role of the principal will largely determine the progress or decline of education [3]. The tendency of the lack of direction from the leader regarding effective work mechanisms, so that teachers tend to carry out work according to their own perceptions. On the phenomenon that occurs in Bandar Lampung Madrasah teachers, that there is a tendency to weaken teacher performance.

The government regulation (PP) No. 19 of 2005 stated that teachers must have competence as agents of learning at the level of primary and secondary education and early childhood education. Normative direction which states that the teacher as an agent of learning shows expectations and the teacher is the most responsible for transferring knowledge to students.

The learning quality process is closely related to teacher performance, because the teacher is directly dealing with students in the implementation of education. The teacher is one of the human component in the teaching and learning process that plays a role in efforts to form potential human resources in the field of development. Therefore teachers must play an active role as professionals according to the demands of an increasingly developing society [10].

Principal leadership is an interrelated chain of aspects of the performance of teachers, students and all elements of educational organizations, so it is necessary to continue to improve in the form of self-development,

insight so that it can influence the progress of the school they lead [13]. Leadership is the ability to exert constructive influence on others to make a cooperative effort to achieve the stated goals [5].

Teacher performance in Madrasahs has been strived to be continuously improved as a logical consequence of the government's goals in improving the quality of education, but based on data in the field these efforts show suboptimal results. This very alarming phenomenon is the task of various parties, among the principalmaster, teachers, Madrasah supervisors, the community and the government.

The purpose of this study in general is to examine the influence of Madrasahprincipal leadership on teacher performance in Gonvermental of Madrasah Ibtidaiyah of Bandar Lampung City.

II. Literature Review

Performance is an activity carried out to carry out the duties and responsibilities in accordance with the expectations and goals set. According to [11] performance is an achievement in the context of striving for the achievement of pre-determined targets and targets. Based on the two opinions, what is meant by teacher performance is an activity carried out by a teacher to carry out the duties and responsibilities in accordance with the expectations as a result of the evaluation of the work performed compared with established criteria or standards [9].

Evaluating one's performance can be done by using three types of criteria: (1). Task results, (2). Behavior (3). individual traits. Assessing the quality of performance can be viewed from several indicators which include: (1). Performance, (2). Mastery of Material, (3). Mastery of professional teachers and education, (4). Mastery of ways of adjustment, (5). Personality to carry out their duties properly [9].

The Madrasahprincipal is a functional teacher who is given the task to lead a Madrasah where teaching and learning is held, or a place where interaction occurs between the teacher giving the lesson and the student receiving the lesson [15]. The leader is essentially a person who has the ability to influence the behavior of others in his work by using power. Power is the ability to direct and influence subordinates in connection with the tasks that must be carried out [2]. Based on some of the opinions above, it can be concluded that the principal's leadership is actually the ability to make decisions and lead the school community in the learning process in which there is an interaction between teacher and student.

III. Methods

This research is a quantitative approach. Quantitative methods can be interpreted as a research method based on the philosophy of positivism, used to examine a particular population or sample. This type of research is associative research with ex post facto approach. Associative research aims to determine the effect or relationship between two or more variables, ex post facto research is research conducted to examine events that have occurred and then trace back to find out the factors that can cause these events [18]. Ex-post facto research is research in which independent variables have occurred when researchers begin by observing dependent variables in a study [14]. Quantitative research is closely related to social survey techniques including interviews, questionnaires and others. Data collection was carried out using a questionnaire, then data analysis was carried out using the SPSS version 20 program.

The purpose of the study to examine the effect of independent variables, namely Madrasahprincipal Leadership on Teacher performance in Madrasah Ibtidaiah Negeri Bandar Lampung City.

The population in this study are all Ibtidaiyah Public Madrasah Madrasah Teachers in Bandar Lampung City with a total of 317 teachers from 12 Gonvermental of Madrasah Ibtidaiyah in Bandar Lampung City. This study used a random sampling technique based on cluster sampling area if the data source is very broad [33]. This area sampling technique is carried out in two stages, namely the determination of the area or district and the determination of the sample or the name of the school. Based on this technique, the study sample are 5 districts and 5 Madrasahs with a total sample of 132 teachers of Gonvermental of Madrasah Ibtidaiyah in Bandar Lampung City.

Data collection techniques used in this study were questionnaires and documentation. Questionnaire technique to determine the level of leadership of Madrasahs, self-confidence, professional development and teacher performance. Before data collection is done, the research instrument tests included validity and reliability tests.

The results of the validity test of research instruments on the principal leadership of the Madrasah and teacher performance from the results of the validity test are all valid. This is because the value of r is greater than the value of r (0.468). The results of the reliability test of all research instruments on the principal leadership of the Madrasah and teacher performance proposed in this study are reliable because the value of r is greater than the value of r , so that the items of research instrument items are reliable and can be used as a valid or correct measurement tool in producing information about the principal leadership variables and teacher performance in Gonvermental of Madrasah Ibtidaiyah of Bandar Lampung City in this study.

Testing the analysis requirements is carried out, before conducting a hypothesis test namely the classic assumptions test. This research uses inferential analysis with regression techniques and the classical assumption test which includes normality test, multicollinearist test, and heteroscedasticity test.

The results of the normality test of the Madrasah principal leadership variables and teacher performance can be seen in the table below.

Table 1: Normality Test Results

Research variable	Kolmogorov-Smirnov(a)		
	Statistic	df	Sig.
Madrasahprincipal Leadership	0,071	132	0,190
Teacher Performance	0,076	132	0,060

Source: Results of data processing through SPSS version 20, 2019

Based on the table, the r count value of the leadership of Madrasahprincipalmaster (0.190) and teacher performance (0.060) is greater than the level used (0.05). This means that the data on the leadership of Madrasahprincipalmaster variables and teacher performance are normally distributed and can be used to test hypotheses about the relationships between variables.

Table 2: Multicollinearity Test

Model	Tolerance	VIF
Madrasahprincipal Leadership	0,987	1,013

Source: Results of data processing through SPSS version 20, 2019

Based on the above results, it can be concluded that the tolerance value on the Madrasah principal leadership variable is $0.987 > 0.10$, and the VIF value is $1.013 < 10.00$. Based on the results above, it can be concluded that the data above shows there is no multicollinearity.

Table 3: Heteroskedacity Test

Model	Signifikansi
Madrasahprincipal Leadership	0,780

Source: Results of data processing through SPSS version 20, 2019.

Based on the test results above, it can be concluded that theMadrasahprincipal Leadershipvariable has a significance value of $0.780 > 0.05$ then there are no symptoms of heterokedacity because the significance value > 0.05 .

The results of the first hypothesis test in the study found that there is a positive and significant influence on the leadership of Madrasah principals on the performance of teachers of the Govermental Of Madrasah Ibtidaiyah in the Bandar Lampung City which is significant as shown in the following table:

Table 4: Test Results Significance of the Leadership Influence of Madrasah Principal master towardTeacher Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2073,037	1	2073,037	1623,825	0,000 ^b
	Residual	165,963	130	1,277		
	Total	2239,000	131			

a. Dependent Variable. Teacher Performance
 b. Predictors. (Constant), Leadership of MadrasahPrincipal

Source: Results of data processing through SPSS version 20, 2019

Based on the calculation results of the regression significance test in the table, it is known that the value is smaller than the level used (ie 0.05) or $0,000 < 0.05$ so that the hypothesis in this study is accepted. The results of the calculated F value are also more than the value of the F table that is $1623.825 > 1,000$. Thus it can be interpreted that there is a positive and significant influence on the leadership of Madrasah leaders on teacher performance in the Govermental Of Madrasah Ibtidaiyah in Bandar Lampung City. Or in other words the leadership of the Madrasahprincipal and teacher performance in Govermental Of Madrasah Ibtidaiyah of Bandar Lampung City there is a positive effect that is if the leadership level of the Madrasahprincipal is high, then the teacher's performance will increase.

Based on the results of the first hypothesis test, it is known that the leadership of the Madrasah held in the Governmental Of Madrasah Ibtidaiyah of Bandar Lampung City has a positive and significant direct effect on teacher performance. The results of this study are in line with the opinion expressed by Maman Ukas [20] which states that "leadership is the ability possessed by a person to be able to influence others, so that he wants to do something that can help achieve an intent and purpose." research conducted by Rompas and Sumarauw [17], with the results of the study there are 93.7% the influence of school leadership on the effectiveness of teachers' work and the leadership role of school principals in improving teacher performance more prominently in terms of school principal as teacher educators teachers in Gethsemane Christian Vocational School of Manado. Carudin's research [16] also found that there is a significant influence between the principal's leadership on the teacher's teaching performance. Ismail's research [21] explains that the principal's leadership directly influences the teacher's teaching performance by 11.4% and indirectly influences the teacher's teaching performance by 57.9%. Suhartini's research [19] explains that there is a significant influence of the principal's leadership on teacher performance by 0.438 or 43.8%.

Based on the findings and relevant research findings, this shows that the Madrasah principal as the person responsible for controlling the quality of education in schools, has been able to improve teacher performance including being able to provide guidance and direction to teachers, staffs and students and provide encouragement to spur and stand a principal for the sake of progress and inspire the school to achieve its goals. In addition the principalmaster of Madrasahs has also been able to become a role model for all school personnel (teachers, students and administrative staffs), have skills in management and knowledge that are qualified so that they can protect all elements of the school, able to make plans and implement the planning program with maximum results .

Madrasah principal leadership must be able to develop its role as a formal leader oriented to the duties and responsibilities in developing and achieving educational goals in general and specifically by trying to move all of his subordinates in practical level, so they can produce graduates in accordance with what is expected by the community in general . This is intended as a strategic step in efforts to improve and develop the performance of teachers, so that it is expected to be able to improve high performance.

From the explanation above, it can be said implicitly that through the leadership of a good Madrasah principal will be able to direct and improve the performance of teachers in carrying out their duties and obligations in school as an educator with a full sense of responsibility.

The finding of the influence of Madrasah principal leadership, self-confidence and professional development together on teacher performance in the Governmental of Madrasah Ibtidaiyah of Bandar Lampung City, it is a new finding because it is difficult to find relevant research that is searched through google and google scholar. So it can be said that research on the influence of Madrasah principal leadership, self-confidence and professional development on teacher performance in the Governmental of Madrasah Ibtidaiyah of Bandar Lampung City is possible recent research.

Based on these results it can be understood that teacher performance can improve to be more optimal if the principal leadership of the Madrasah increase. Thus to improve teacher performance, the principalmaster must increase the effectiveness of his leadership continuously. of Madrasah Ibtidaiyah of Bandar Lampung City.

IV. Conclusion

Based on the results of research and discussion can be concluded as follows (1) There is a positive and significant influence of Madrasah principal leadership on teacher performance in Governmental of Madrasah Ibtidaiyah of Bandar Lampung City because the t value is greater than the t table value of $40.297 > 1.960$ so the hypothesis in this study is accepted. When the leadership of the Madrasah principal increases, it will be followed by an increase in teacher performance in the Governmental of Madrasah Ibtidaiyah of Bandar Lampung City.

References

- [1]. Basri, Hasan. (2017). Disorientation of Madrasah Education in Indonesia. *Potensia: Journal of Islamic Education*, 3 (1), 61-81.
- [2]. Fattah, Nanang. (2008). *Educational Management Platform: PT Remaja Rosdakarya*.
- [3]. Fitrah, Muh. (2017). The role of the principal in improving the quality of education. *Journal of Quality Assurance*, 3 (1), 31-42.
- [4]. Hartini, Sri. (2017). Effect of Principal Visionary Leadership and School Climate on School Effectiveness. *Journal of Educational Administration*, 21 (2), 151-159.
- [5]. Kartono, Kartini. (2018). *Leader and Leadership: Rajawali Press*.
- [6]. Liu, Tsung-Ming. (2015). Junior High School Students' Perceptions Of Service Learning For Admission To High School. *Procedia-Social And Behavioral Sciences*, 197, 75-82.
- [7]. Matsuoka, Ryoji. (2019). Concerted Cultivation Developed In A Standardized Education System. *Social Science Research*, 77, 161-178.
- [8]. Midthassel, Unni Vere. (2004). Teacher Involvement In School Development Activity And Its Relationships To Attitudes And Subjective Norms Among Teachers: A Study Of Norwegian Elementary And Junior High School Teachers. *Educational Administration Quarterly*, 40 (3), 435-456.
- [9]. Robbins, Stephen P. (2006). *Organization Theory: Structures, Designs, And Applications*, 3 / E: Pearson Education India
- [10]. S ardirman, Am. (2006). *Teaching Learning Interaction & Motivation*. Jakarta: Rajawali Pres.

- [11]. Supardi (2014). *Teacher Performance*. Jakarta: Raja Grafindo Persada.
- [12]. Sweetland, Scott R, & Hoy, Wayne K. (2000). School Characteristics And Educational Outcomes: Toward An Organizational Model Of Student Achievement In Middle Schools. *Educational Administration Quarterly*, 36 (5), 703-729.
- [13]. Syamsul, Herawati. (2017). Implementation of Principal's Leadership in Improving Teacher Performance at the Middle School Level Junior High School. *Idarah: Journal of Educational Management*, 1 (2).
- [14]. Prajitno, S. B. 2013. *Quantitative Research Methodology*. Journals. Bandung: UIN Sunan Gunung Djati.
- [15]. Wahjosumidjo. (2011). *principal's leadership*. Raya Grafindo Persada. Jakarta
- [16]. Carudin. (2011). Effects of Principal Leadership and School Work Climate on Teacher Performance. *Equilibrium: Journal of Educational and Economic Research*. 1 (2), 229 - 245. *Journal of Buana Sciences*. 3 (1), 80-85.
- [17]. Rompas, Parabelem T.D., Sumarauw, Hendrik J.R. (2011). The Effect of Principal Leadership on Increasing the Effectiveness of Teachers' Work in Gegtsemani Christian Vocational School in Manado. *Ed Vocational: Journal of Technology and Vocational Education*, 2 (2), 28 - 37.
- [18]. Sugiyono (2008). *Educational Research Methods: Quantitative, Qualitative and R&D Approaches*: Alfabeta.
- [19]. Suhartini, Grandson. (2014). The Influence of School Principal Leadership and School Culture on Teacher Professional Commitment and Its Implications on Teacher Performance (Survey on Economics Teachers in Public High Schools in Kuningan District). *Equilibrium: Journal of Educational and Economic Research*. 2 (1), 50 - 59.
- [20]. Ukas, Maman. (2004). *Introduction to Management*. Bandung: Agnini
- [21]. Ismail, Taufik. (2017). Leadership, Compensation, Work Motivation, and Performance of Public Elementary School Teachers. *Journal of Educational Administration*, 24 (1). 60-69.

Nizam Pahlepi. "The Influence of Madrasah Principals' Leadership on Teacher Performance in Min Bandar Lampung City". *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 9, no. 5, 2019, pp. 43-47.