



Contents lists available at [Journal IICET](http://journal.iicet.org)

JPGI (Jurnal Penelitian Guru Indonesia)

ISSN: 2541-3163(Print) ISSN: 2541-3317 (Electronic)

Journal homepage: <https://jurnal.iicet.org/index.php/jpgi>



The effect of madrasah principals' leadership style and work environment on the teachers performance

Sriwijayanti Sriwijayanti¹, Happy Fitria², Achmad Wahidy²

¹ Madrasah Aliyah Negeri 1 Musi Banyuasin, Indonesia

² Universitas PGRI Palembang, Indonesia

Article Info

Article history:

Received Jul 24th, 2021

Revised Aug 9th, 2021

Accepted Aug 30th, 2021

Keyword:

Principal

Strategy

School competitiveness

ABSTRACT

The goal of this research is to determine the influence of the Madrasah Principal Leadership Style and Work Environment on the performance of Sekayu District State MT teachers. The analysis was carried out in the district of Negeri Sekayu MTs. This type of study is quantitative in descriptive terms. 84 respondents with data collection techniques in the form of a questionnaire were the sample in the analysis (questionnaire). Documentation and. The findings show that: 1) there is an effect on teacher performance of the principal's leadership style, 2) there is an impact of the working environment on teacher performance, 3) there is an influence on teacher performance between the principal's leadership style and the working environment together.



© 2021 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license

(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

Corresponding Author:

Sriwijayanti, S.,

Madrasah Aliyah Negeri 1 Musi Banyuasin, Indonesia

Email: yantisunardi@gmail.com

Introduction

The development phase of a country, education is believed to have a very central role. Under Law No 20, Article 3 of 2003 on the National Education System, it notes that the roles of national education are to build capacities and form the character and culture of a dignified nation in the sense of educating the life of the nation. It is definitely not easy to meet these aspirations, however, and there are several factors that have always been an obstacle until now, such as poverty, underdevelopment and even cultural turmoil.

In enhancing the standard of education, the principal is one of the most significant components. This is because the principal is directly accountable in schools for the teaching and learning process. As specified in Article 12, paragraph 1, of Government Regulation No 28 of 1990, which states that the principal is responsible for carrying out educational activities, school administration, Encouraging and using and improving services and resources for educational workers and others. As administrators, principals must have basic skills, [1], namely: (1) technical skills; (2) human relationship skills (human relationship skills); and (3) conceptualabilities. Meanwhile, the principal is a person who leads an educational institution or school and mobilizes, influences and supports all parties involved in the institution to achieve common objectives, according to [2].

Leadership has evolved scientifically over time, along with the evolution of scientific leadership pioneered by scientist Frederick W. Taylor grew into a leading scientist in the early 20th century and later. Leadership no longer depends exclusively on talent and experience, Training future leaders in planning readiness, however.

The style of leadership will directly display the confidence of a leader in the skills of his subordinates. This implies that the style of leadership is action and strategy, as a result of a mixture of ideology, talents, attributes, attitudes, which a leader frequently applies when attempting to control the performance of his subordinates.

The work atmosphere that is often expected in schools is a condition in which the school and its environment for teaching and learning activities are in a very healthy, relaxed, calm, and friendly state. The atmosphere is a relaxed and friendly working environment that will also enhance and boost the efficiency of educational staff. In accordance with the vision and mission, the school's favorable working environment will automatically impact the successful achievement of implementation in achieving school goals. The school environment is a composite variable generally accepted as standards and social structures and aspirations held by various participants that are planned for and conveyed to members of that community. The party and communicated to that group's members [3].

[4] The environment of learning has a considerable effect on the success of student learning. Since a conducive atmosphere provides teachers whose work and learning are growing with a feeling of security and independence. Leaders who also utter threatening language result in less respectful teachers, which inevitably leads to apathy. School assignments are considered repetitive and tedious activities, so it is only performing their duties even though they do tasks, so a harmonious partnership between school leaders and teachers is required to work hand in hand to retain the factors that affect the working atmosphere. Teachers genuinely decide the success of a country's education [5]. The teacher is primarily determined by the progress of the school reform, since the teacher is the leader of learning, facilitator, and as the hub of learning initiatives. Teachers must also continue to freely establish themselves, not depending on the principal's and supervisor's initiative alone. To be able to improve and enhance the professional performance of a teacher, implementation of teacher professional duties requires guidance from different parties, particularly school principals.

heading like According to [6], competent teachers are teachers who are profoundly conscious of what is being taught, can teach it efficiently, effectively, and have a strong personality. It has been clarified in Law No 14 of 2005 on teachers and lecturers, Article 1, that teachers are trained teachers with the primary task of teaching, Teaching, guiding, directing, teaching, assessing and evaluating students by formal instruction and education in early childhood education. Elementary education and secondary schooling. To become a skilled teacher needs many qualifications to be met, according to Hamalik in Ahmadi (2018: 45), as follows: (a) has teaching skills; (b) has teaching skills; (c) has good and integrated skills; (d) is mentally healthy; (e) can be in good health; (f) has vast experience and knowledge; (g) has the spirit of Pancasila; and (h) a good citizen.

The output of teachers is also one of the factors that determines the standard of an educational institution (school). Since the success of teachers is the product of teacher-created and created practice. Teachers therefore really decide the standard of education, the achievement or failure of the learning process, whether the objectives of education and learning are met. Facilities and technology organisation, students, media, tools and learning opportunities. Good performance of teachers can build productivity and efficiency in learning and can shape the discipline of students, madrasahs and teachers themselves. If it is accompanied by good supervision, encouragement and direction, the performance of educators can be increased.

Related research results, such as those conducted in SD / MI Cluster III Nimbokrang, Jayapura Regency by [14] Under the title Influence of Leadership, Principal Competence and Work Environment on Teacher Performance. The findings showed that: the impact of the leadership of the principal on teacher performance was 0, 80.6 percent; The impact of primary competence on teacher performance by 80.6%; the impact of the working environment on teacher performance by 80.6%; the impact of primary school leadership and primary competence on teacher performance by 64.4%; the impact of primary leadership and work environment on teacher performance by 76.4%; the influence of primary competence and work 76.6 percent; the effect on teacher success of principal leadership, principal integrity, and work environment was 79.4 percent. Related research results, such as those conducted in SD / MI Cluster III Nimbokrang, Jayapura Regency [14] under the title Influence of Leadership, Principal Competence and Work Environment on Teacher Performance. The findings showed that: the impact of the leadership of the principal on the performance of the teacher was 0, 80.6 percent; the effect of principal competence on the performance of the teacher Similarly, [7] The influence of encouragement for teacher work and the leadership style of the Principals on the performance of SD Biak Numfor SD students, Papua. The findings showed that: (1) there is a moderate and substantial positive impact of teacher work motivation on teacher output in part; (2) In part, the principal's leadership style has a positive and important impact on teacher performance. (3) The enthusiasm for teacher work and the leadership style of school principals together have a clear and important positive impact on teacher success in the district of Biak Numfor. The equation both explores the leadership style of the principal regarding teacher efficiency. The distinction between researchers and previous researchers is that a research population of 72 teachers at SD

Biak Numfor has been used by previous researchers, A population of 84 teachers from MTs Negeri Sekayu District was used by the researchers.

[8] Entitled The Impact of Job Environment and School Culture on Teacher Success (MA Studies in Cilacap Regency) has almost the same findings. The results of the research can be inferred as follows; 1) The effect of the work environment on teacher success obtained a value of 28.4 percent, this value is included in the low group. 2) The effect of school culture on teacher success is 53.7 percent, and this importance is included in the group that is high enough. 3) In MA Cilacap Regency, the effect of the working environment and school culture on teacher efficiency is 55.1 percent, which is categorized as very high. The equation both discusses the learning environment, the working environment, and the success of teachers. The discrepancy between the researchers and the previous researchers was that the previous researchers used a population of teachers from the MA district of Cilacap, while the researchers used a population of 84 state MT teachers in the district of Sekayu.

The findings are not much different [9] The Impact of Madrasah Principal Leadership, Organizational Environment and Job Motivation on Teacher Performance. The results show that there is an effect on the performance of the teachers at MTs Negeri Tanggamus from the leadership of the head of the madrasah, there is an influence on the performance of the teachers at MTs Negeri Tanggamus. The cumulative effect of principal leadership, organizational environment, and job motivation on teacher success at MTs Negeri Tanggamus by 0.406 percent. The equation both explores the leadership style of the principals of the school, working environment on teacher efficiency. The distinction between scientists and previous researchers is that a research population of 1077 was used by previous researchers.

Other related studies, such as the Impact of Organizational Structure and Leadership Style on Teacher Performance in Private Secondary Schools, [8] The Effect of Organizational Structure and Leadership Style on Teacher Performance in Private Secondary Schools. The goal of this analysis is to examine the influence of organizational structure and leadership. Private junior high school teachers in the city of Palembang, while researchers used a population of 84 MTs Negeri Sekayu District teachers. Leadership on teacher success in Palembang private secondary schools. The findings showed that: (1) the organizational structure had a positive direct effect on teacher performance; (2) leadership had a positive direct effect on teacher performance. Private junior high school teachers in Palembang City are proposed to enhance teacher efficiency to pay attention to the variables of good organizational structure and leadership are assumed to be variables that can enable good teacher performance to be generated. The correlation between researchers and previous studies also explored the success of teachers in leadership styles. The sample of recent researchers was 326 teachers out of 1,773, the discrepancy between scientists and previous studies.

This study was carried out with trained teachers at MTs Negeri Sekayu District, which is a national standard MTs State School, both from the teacher's experience and from educational qualifications. Researchers found that some aspects were not healthy, such as the existence of groups between teachers so that the teacher often clashes with each other during teaching hours. Not only did they go to class and not infrequently, some teachers were also seen talking in the teacher's space. Since the gentle principal also makes educators less disciplined in terms of time and attendance for teaching (absent).

Researchers noticed many issues, including the leadership of the principal, based on findings or observations made by researchers, which also made teachers view their responsibilities to school as insignificant, a work atmosphere that was too relaxed that diminished teacher work discipline. Some teachers have a bad passion for teaching, as can be seen by their indiscipline. With regards to the attendance of the teacher in class. It was found that there are some teachers in the classroom who have not finished delivering subject matter, especially for students. Various contributing variables include; Through visiting events, national day celebrations, and school examinations, the availability of time found in the syllabus is cut short, so that the content can not be communicated to students as a whole. For example, teacher professional development; there are still teachers applying old habits, such as conventional styles of teaching, no effort to improve themselves, no further education, They do not want to take the time to take part in research events, such as conferences, seminars and other academic activities. Not infrequently, an evaluation of student assignments is not immediately provided by the teacher. This is demonstrated by the notebooks of the students that the teachers concerned have not evaluated. If teaching in class does not have a lesson plan package, there are also teachers, so that it relies only on the talents that reside in him alone when presenting subject matter in class.

As a consequence of the less than ideal climate of leadership and work, this is what happened. Leaders should be able to prepare, educate and invite their teachers, both individually and simultaneously, to function efficiently and effectively. Proper Leaders are supposed to be able to handle the company well By having a

community in the educational organization they lead that can be used as an example. A shared aim must be accomplished, it must be achieved together by leveraging all the talents in the educational organization that exist. In order to get the desired outcomes, what is in the worker is to function optimally

Method

From October to November 2020, this research was conducted at MTs Negeri Sekayu District. Quantitative analysis approaches are the methodology used in this research. The quantitative research method is to see the effect partially among the existing variables, [10]. [10] A variable is an attribute of persons, objects or their existence or meaning, Organizations or events that have some differences and then draw conclusions that are decided by the researcher for analysis. Variable is the research object, or what a study's point of focus is (Arikunto, 2010: 161). Here, the variables in quantitative research consist of: Madrasah Principals' Leadership Style (X1) on Teacher Success (Y), Job Environment (X2) The Leadership Style of Madrasah Principals (X1) and Work Environment (X2) on Teacher Results, while testing hypotheses jointly (Y). Then all the collected data will be analyzed and processed with quantitative analysis to test the hypothesis that has been formulated.

[10] Population is a generalization field consists of: objects/subjects with certain quantities and characteristics to be analyzed by researchers and then conclusions are drawn. So not only persons, but also artifacts and other natural objects, are the population. The number of objects/subjects and other objects is also not just a community. [11] The entire research topic is the population. If anyone tries to explore all the elements that occur in the field of science, then the analysis is a population study. With a total of 84 teachers, the population in this study were teachers at MTs Negeri Sekayu District. In this analysis, the sampling technique uses saturated sampling, that is, all population members are used as samples. This is accomplished because there are less than 100 respondents in the population.

Results and Discussions

The Impact of Madrasah Principals' Leadership Style on Teacher Performance

The principal's leadership style component consisted of 4 (four) predictor dimensions in this analysis, namely the dimension of the instructive style, the dimension of the consultation style, the dimension of the participation style, and the dimension of the delegation style. It can be achieved by using the SPSS version 22 software to assess the descriptive interpretation of the data on the principal's leadership style variable. Based on the effects of the above t-test estimation, the significance value is considered to be 0.000. H_0 is refused because the significant value (probability) is less than 0.05. This implies that H_a is known, because the principal's leadership style has an impact on X1 on Y, amounting to $0.000 < 0.05$ and the value of $8.707 > t$ table 1.666, so it can be inferred that H_{a1} is acknowledged. Therefore, the principal's leadership style has an impact on X1 on Y, amounting to $0.000 < 0.05$ and the value of $8.707 > t$ table 1.666, so it can be inferred that H_{a1} is recognized, which implies that between X1 and Y there is a major influence.

The results of the validation analysis calculation for the key leadership style component note that there are four invalid items, so that the four statements are discarded and only 26 (twenty-six) statement items are used for further testing. For the work climate variable, the results of the study validation calculation note that there are eight invalid items, so that the eight statements are discarded and only 22 (twenty-two) statement items are used for further research. The results of the validity analysis calculation for the teacher output variable note that there are four invalid items, so that four statements are discarded and only 26 (twenty-six) statement items are used for further testing. The data prerequisite test then progressed to the reliability test. After the SPSS version 22 program has been determined, it is understood that the t variable is The principal's leadership style variable is considered to have obtained a value greater than the r table, The working environment variable is greater than the r table, and a value greater than the r table is given to the teacher output variable, so it can be assumed that all research variables are declared accurate.

A madrasah principal had many activities or rituals as long as the researcher carried out the research that it was valid, but the madrasah principal was always a school leader whose main role and purpose was as a guiding force to influence teachers and staff to undertake tasks so that a successful learning process was achieved. Although the principal is busy almost every day with meetings at the local city hall, as a chief, he does not forget his duties at school. It was clear during the meeting that all the teachers and staff were very excited about the principal's leadership style. At the conference, the head of the madrasah addressed online teaching and learning opportunities and invited them to join. To engage in the socialization of the use of apps in teaching and learning events, such as zoom sessions, the whole teacher council, google classroom, e-

learning, And some that can be used as media for learning. To help the teacher council develop their professional skills, the principal of the madrasah held this outreach. The predominant style of leadership that is more prevalent is seen in the instructive style and consultative style metrics.

Researchers found many issues based on findings or observations made by researchers, including the leadership of the principal, which also makes teachers underestimate their school responsibilities, a work atmosphere that is too relaxed decreases the discipline of teacher work. There are several teachers who have low teaching enthusiasm, which can be seen in terms of the teacher's attendance in class from their indiscipline. It was discovered in the classroom that some teachers, especially students, had not finished delivering the subject matter. Various contributing variables include; Through visiting events, national day celebrations, and school examinations, the availability of time found in the syllabus is cut short, so that the content can not be communicated to students as a whole. For example, teacher professional development; there are still teachers who apply old habits, such as conventional styles of teaching, no effort to improve themselves, no further education, no education, Do not continue to teach, do not want to take the time to take part in scientific events such as workshops, Workshops and other events in academia. Not infrequently, an evaluation of student assignments is not immediately provided by the teacher. This is demonstrated by the notebooks of the students that the teachers concerned have not evaluated. There are also teachers who do not have a learning plan when teaching in class, so they rely only on their expertise when presenting classroom content.

The Impact Of The Work Environment On The Output Of Teachers

In this analysis, the work environment variable consists of 3 (three) dimensional indicators, namely the dimensions of the teacher-principal working relationship, the atmosphere of the room, And the ambience of instruction. It can be achieved using the SPSS version 22 software to assess the descriptive interpretation of data on the job environment variable.

Based on the effects of the above t-test estimation, the significance value is considered to be 0.000. Ho is refused because the significant value (probability) is less than 0.05. And the lesson ambience. Using SPSS version 22 software to test the descriptive meaning of data on the work environment variable, this can be done. The significance value is assumed to be 0.000 based on the results of the above t-test calculation. Ho is rejected when there is less than 0.05 in the significant value (probability).

The work atmosphere that is often expected in schools is a condition in which the school and its environment for teaching and learning activities are in a very healthy, relaxed, calm, and friendly state. The atmosphere is a relaxed and friendly working environment that will also enhance and boost the efficiency of educational staff. The school's beneficial working environment would automatically in conjunction with the vision and mission, they influence the successful achievement of execution in achieving school goals.

The working environment is one of the factors influencing teacher performance during the research process, including if the contact between teachers is good, their performance is good, the above documentation shows that teachers are able to work together to fill student assessments in the webinar process of training, teachers support each other if any other problems help. Although the webinar took place for about 3 hours, they did not feel bored or bored because they still enjoyed the webinar. One of the above teachers said that if we work with people who are on a journey with us, the job would be light but heavy. The more prevalent work environment is seen in the room atmosphere measures and the relationship between teachers and madrasah principals

The Effect Of Madrasah Principals' Leadership Style And Work Environment On Teacher Performance

In this analysis, the teacher output variables consisted of 7 (seven) dimensional measures, namely the preparation of lesson plans, experiences with learning, Evaluation of the achievement of student learning, implementation of follow-up outcomes of the evaluation of learning achievement, professional production, development of educational insights, and mastery of academic study materials according to the topic being taught. It can be achieved by using the SPSS version 22 program to assess the descriptive interpretation of data on teacher performance variables. It is understood, on the basis of the above values, that the significance value for the effect of X1 and X2 on Y at the same time or together is equal to $0.000 < 0.05$ and the value of $F_{count} 127.265 > F_{table} 3.11$, so that it can be inferred that H_{a3} is acknowledged, which means that X1 X2 has a significant effect on Y at the same time.

Throughout the report, researchers found that there are several factors that decrease teacher efficiency, including; The kindness of the madrasa principal in terms of patience sometimes makes teachers more comfortable in the sense that it sometimes makes them not responsive in terms of teaching, the notebooks of

students are often slow to review, making their tasks pile up even more. In teacher performance, it appears that professional development and the development of educational insights are the more dominant indicators..

Conclusions

Based on the findings of the research that has been done, it can be concluded that there is a significant impact of the leadership style of the headmaster of themadrasah on the performance of teachers in MTs Negeri Sekayu District, there is a significant effect of work environment on teacher performance at MTs Negeri Sekayu District, And the leadership style of the head has an impact. Madrasah and work together on the success of teachers in the district of MTs Negeri Sekayu.

References

- Ahmad. Principal's Leadership Resistance One of the Principal's Deciding Factors for Success, Yogyakarta, Deepublish, 2016.
- Kristiawan, et al, respectively. Management of Education, Yogyakarta, Deepubli, 2017.
- Fiser, *The School Work Environment's inspiration and atmosphere*, 2010.
<http://Media.Diknas.Go.Id/Media.Document/467.Pdf>, 2010, H, 1.
- Pidarta. The Administration of School, Jakarta, PT Bina Aksara, 2005.
- Mulyasa. Curriculum 2013 Development and Implementation, Bandung, PT Remaja Rosdakarya, 2016.
- Alma. Professional Instructor (Mastering Teaching Techniques and Skills), Bandung, Alfabeta, 2014.
- Yawan. The Impact on Teacher Efficiency of Teacher Job Encouragement and Principal Leadership Style at SD Biak Numfor, Papua, Mathematics and Science Education Journal, 4(2), 184-194, 2016.
- Ridwan. The Impact of Job Environment and School Culture on Teacher Success (MA Studies in Cilacap Regency), Postgraduate Student Scientific Journal, Educational Administration, 1 (2), 137-144, 2013.
- Efiana, Sumadi, Suntuoro. *Journal of Educational Quality Control, The Impact of Principal Leadership, Organizational Environment and Job Motivation on Teacher Performance*, 4 (1), 2016.
- Sugiyono. Methods of Quantitative Analysis, Bandung, Alfabeta, 2018.
- Arikunto. Practical Method Testing Procedures, Jakarta, Rineka Cipta, 2010.