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# THE RELATIONSHIP BETWEEN THE LEADERSHIP STYLE OF THE MADRASA HEAD WITH PROFESSIONAL COMPETENCE AND TEACHER PERFORMANCE IN MAN 1 BOGOR REGENCY

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***Abstract.*** *This research is an attempt by the author in analyzing the leadership style applied by the madrasa head and professional competence in Madrasah Aliyah Negeri 1 Bogor Regency. This research effort aims to: (1) Determine a positive relationship between the leadership style of the madrasa head and professional competence; (2) Find out the positive relationship between the leadership style of madrasa principals with teacher performance; (3) Find out the positive relationship together between the leadership style of the madrasah head and professional competence and teacher performance in Madrasah Aliyah Negeri 1 Bogor Regency. This research is a quantitative non-experimental research using correlational methods. Based on the results of research with a trial between two research variables obtained by the leadership style of the head of the mdrasah with professional competence and teacher performance calculated using Pearson obtained a value of 0.827. The coefficient of determination in this analysis obtained 0.092, which means 92%. First, The variable of professional competence can be assessed from the madrasa head leadership style variable. Regression line Y1 = 21,735 +308 X. Second, there is a relationship between the leadership style of madrasah principals and teacher performance. The results of the consideration analysis between the research variables obtained the value of the relationship between the leadership style of madrasas with teacher performance obtained a coefficient of success value of 0.686. The coefficient of determination in this analysis obtained 0.470, which means 47,%. Teacher performance variables can be seen by the madrasa head leadership style variables. Regression line Y2 = 11.163 + 735X. Third, there is a positive relationship between the principal's leadership style with professional competence and teacher performance, calculated with Pearson consideration and the communication coefficient value obtained as much as 0.827, which means 82.7%. The regression line Y1 = 21,735 + 11,136 Y2 + 308 X. Based on these results it can be concluded that there is a difference between the leadership style of madrasah heads and professional competence and teacher performance in Madrasah Aliyah Negeri 1 Bogor Regency.*

**Keywords***: Madrasah Head Leadership Style, Professional Competence, Teacher Performance*

***Abstrak.*** *Penelitian ini merupakan sebuah upaya yang dilakukan penulis dalam menganalisis adanya gaya kepemimpinan yang diterapkan oleh kepala madrasah serta hubungannya dengan kompetensi profesional dan kinerja guru di sebuah Madrasah Aliyah Negeri 1 Kabupaten Bogor. Upaya Penelitian ini bertujuan untuk: (1) mengetahui adanya hubungan yang positif antara gaya kepemimpinan kepala madrasah dengan kompetensi profesional; (2) mengetahui adanya hubungan yang positif antara gaya kepemimpinan kepala madrasah dengan kinerja guru; (3) mengetahui adanya hubungan yang positif secara bersama-sama antara gaya kepemimpinan kepala madrasah dengan kompetensi profesional dan kinerja guru di Madrasah Aliyah Negeri 1 Kabupaten Bogor. Pendekatan dalam penelitian ini merupakan pendekatan kuantitatif non eksperimental dengan metode korelasional. Berdasarkan hasil penelitian dengan uji korelasi antara dua variabel penelitian diperoleh bahwa hubungan gaya kepemimpinan kepala*

*mdrasah dengan kompetensi profesional dan kinerja guru yang dihitung dengan korelasi pearson diperoleh nilai 0,827. Nilai koefisien determinasi dalam analisis ini diperoleh 0.092 yang berarti 92%. Pertama, Variabel kompetensi profesional dapat dijelaskan dari variabel gaya kepemimpinan kepala madrasah. Garis regresi Y1=21.735 +308 X. kedua, ada hubungan antara gaya kepemimpinan kepala madrasah dengan kinerja guru. Hasil analisis korelasi antara variabel penelitian diperoleh bahwa nilai hubungan antara gaya kepemimpinan kepala madrasah dengan kinerja guru diperoleh koefisien nilai korelasi sebanyak 0,686. Koefisien determinasi dalam analisis ini diperoleh 0,470 yang berarti 47,%. Variabel kinerja guru dapat dilihat dijelaskan oleh variabel gaya kepemimpinan kepala madrasah. Garis regresi Y2=11.163 + 735X. Ketiga, ada hubungan positif antara gaya kepemimpinan kepala madrasah secara bersamaan dengan kompetensi profesional dan kinerja guru, dihitung dengan korelasi pearson dan nilai koefisien korelasi yang diperoleh sebanyak 0,827 yang berarti 82,7%. Garis regresi Y1=21.735 +11.136 Y2+ 308 X. berdasarkan hasil tersebut dapat disimpulkan bahwa adanya hubungan antara gaya kepemimpinan kepala madrasah dengan kompetensi profesional dan kinerja guru di Madrasah Aliyah Negeri 1 Kabupaten Bogor.*

**Kata Kunci***: Gaya Kepemimpinan Kepala Madrasah, Kompetensi Profesional, Kinerja Guru*

## INTRODUCTION

Teachers are competent members of the community (capable, capable, and have authority) and gain the trust of the community or government to carry out their duties, functions and roles and responsibilities, both in educational institutions through school pathways and outside school institutions (Syatra, 2013, p. 56) The teacher is one of the main factors in the world of education which has a very important role as a determinant of the quality of education. According to Syarif Hidayat (Hidayat, 2012, p. 71) a teacher is a person who makes a great contribution to society and the country

The teacher is someone who has contributed greatly to society and the country. High or low culture of a society and the State, largely depends on the education and teaching provided by teachers. This is due to teachers who are in the forefront in implementing education. Teachers as one of the human resources who have an important role to improve the welfare of humanity.

The quality of human resources is the main potential to fulfill needs. One of the main ones the determining factor for the quality of human resources is education. Indonesia has a law about education in the Law on the National Education System No. 20 of 2003 Article 3 Functions and Objectives of National Education. Showing superior human resources attitudes and behavior wherever and whenever, in different positions and levels (M. Dahlan R, 2016, p. 103)

It is from the teacher's role that makes his level higher than others. In general in the world of education there are so many roles that must be performed by a teacher, including, the teacher as a learning designer, the teacher as a learning manager, the teacher as an evaluator, the teacher as a counselor, the teacher as the curriculum implementer. There are so many roles that must be done by a teacher, so this makes the teacher the center of attention in order to improve the quality of education.

According to Dahlan (M.Dahlan, 2016) Teachers are very instrumental and have a significant role in the intellectual, spiritual, and emotional maturity of students. In the world of education, the teacher component is very important, namely the person who is responsible for educating the lives of the students, and is responsible for all attitudes, behavior and deeds in the context of fostering students to become capable, decent people, useful for the homeland and the nation.

The teacher also has a very important position in the learning process. Because a learning is not possible to do alone without involving various elements or

components that have a link in the learning process, which one component is the teacher. the teacher is the first person to introduce science to his teaching both inside and outside the school environment, in the school the teacher is the main educator replacing parents so that what the teacher does will be imitated by his students, the teacher as the person who is considered to be the most correct in everything things, so what they say will tend to be followed. The existence of the teacher as the main figure in the lives of students, especially in schools, the busyness of parents, ignorance of parents, will take turns with the presence of a teacher at his side.

The low quality of teachers is certainly caused by differences in the quality of performance, competencies and abilities possessed by teachers, which in turn will affect the performance of teachers in improving the quality of education generally and the quality of learning in particular. Continuous and continuous improvement and development of the conditions of the teacher above is absolutely necessary to fit the expected qualifications and competencies. to get qualified teachers cannot happen and is available on its own, but must be planned and continuous preparation and development.

Therefore, teacher performance is an important element in the world of education The quality of teacher performance is crucial in the outcome of the quality of education itself (Siti Nurbaya, 2015, p. 118) According to Abd. Madjid (Madjid, 2016, p. 11). Teacher performance is the result achieved by the teacher in carrying out the tasks given to him based on skill, experience and sincerity. Teacher performance is related to teacher competency, meaning to have good performance the teacher must be supported by good competence.

Without having good competence, a teacher will not be able to have good performance. in the Islamic view there is a hadith that narrates how important a person has competence, especially in this case a teacher who is a professional position who is required to have a competency.

عَنْ أَبىْ هُرَيْرَةَ رَضِيَ اللهُ عَنْهُ قَا لَ : قَا لَ رَسُوْ لُ اللهِ صَلَى اللهُ عَلَيْهِ وَسَلَّمَ
إِذَا وُسِّدَ الأَ مْرُ إِلىَ غَيْرِ أَهْلِهِ فَنْتَظِرْ السَّا عَةَ (رواه البخا رى )

From Abu Hurairah r.a he said Rasulullah SAW said: "If an affair (work) is left to someone who is not an expert, then beware of the coming of the moment (doomsday, its destruction)". (H.R. Bukhari)

Therefore teachers must have competence, one of the competencies that must be possessed by a teacher is Professional competence. where this competency is one of the most important factors of the quality of education.

Teachers who have this competence will make learning activities effective and fun. As an educator, the teacher must fulfill the professional requirements, namely having competence, to make learning activities more optimal. In the world of formal education teachers are divided into two regions, namely teachers in schools and teachers in madrasa.

Teachers in schools are under the supervision of the ministry of education and culture while the madrasa is under the supervision of the ministry of religion. Madrasa as one of the Islamic educational institutions in Indonesia where there is also a leader, also known as the head of the madrasa.

The madrasa head is the highest leader in the madrasa. madrasa head has an important role in determining everything and is responsible for all fields related to madrasas. In leadership there are three interrelated elements, namely the human element, the element of means and the element of purpose. To be able to treat these elements a leader has his own way, and that way is also called leadership style.

In the opinion of Tjutju and Suwatno in Barnawi (Barnawi, 2017, p. 67) leadership is the ability and strength of someone (read: leaders) to influence the mind (mindset) of others so that they are willing and able to follow their will and inspire others to design something more meaningful.

Leadership as a management function is very important to achieve organizational goals (Wahjosumidjo, 2011, p. 15). Leadership style is not talent or inheritance, but something that can be learned and practiced and applied according to the situation at hand. as for according to Eka Prihatin (Prihatin, 2011, p. 104) Leadership style is a way or technique of someone in carrying out a leadership.

The most appropriate leadership style is a style that can maximize productivity, job satisfaction, growth and easily adjust all situations. Leadership style is the way a leader influences the behavior of subordinates to want to work productively to achieve organizational goals. Leadership style that does not involve subordinates in making decisions will result in disharmony between the leader and the leader. So that with a good leadership style, it will have a good impact on improving the resulting performance, and good performance is certainly obtained from adequate abilities or competencies (Irfan Paizal, 2019, p. 23)

Based on these problems, the questions arise: (1) is there a positive and significant relationship between the leadership style of the madrasa

head and professional competence; (2) whether there is a positive and significant relationship between the leadership style of the madrasah headmaster and teacher performance; (3) whether there is a positive and significant relationship between the leadership style of the madrasah head and professional competence and teacher performance in Madrasah Aliyah Negeri 1 Bogor Regency.

The purpose of this study is to find out; (1) there is a positive and significant relationship between the leadership style of the madrasah head and professional competence; (2) there is a positive and significant relationship between the leadership style of madrasah principals and teacher performance; (3) there is a positive and significant relationship between the leadership style of the madrasah head and professional competence and teacher performance in Madrasah Aliyah Negeri 1 Bogor Regency.

## METHOD

This research approach is a non-experimental quantitative research with correlational methods. Correlational research is research that is intended to find out the relationship of a variable with other variables. The relationship between one and several other variables is expressed by the magnitude of the correlation coefficient (bivariate) and significance (statistically significant) (E. Bahruddin, 2016, p. 9).

While the data collection techniques in this study were observation, questionnaires in the form of questionnaires, interviews and documentation studies in addition to relevant supporting data.

Data collection techniques in research is a very strategic step, because the main goal in conducting research is to obtain data. So the data collection techniques used in this study are in the form of a questionnaire. The questionnaire was compiled based on indicators from each dimension of this research variable and then distributed to all teachers in Madrasah Aliyah Negeri 1 Bogor Regency. The data analysis technique used in this study is a simple regression technique using a linearity test that is seen based on the ANOVA table and the model summary by using the SPSS program version 25 for windows.

For data analysis in this study using the Pearson correlation test technique, and linearity test with a simple regression technique using the help of the IBM SPPS Statistics Version 25 program.

This research lasted for 4 (four) months, namely in December 2019 until March 2020. While the location of this study

was conducted at Madrasah Aliyah Negeri 1 Bogor Regency. The subjects in this study were all teachers in Madrasah Aliyah Negeri 1 Bogor Regency, the data used in this study were questionnaires that had been distributed to all teachers in Madrasah Aliyah Negeri 1 Bogor Regency as the population.

## FINDINGS AND DISCUSSION

In this test a statistical analysis is performed which shows that the relationship between these three variables and the contribution of one independent variable to two independent variables. For regression analysis and correlation is used to find the model and the strength of the relationship between independent variables with independent variables. To find the contribution of independent variables to the dependent variable. Hypothesis Test Relationship Between Madrasah Principal Leadership Style (X) and Professional Competence (Y1) and Teacher Performance (Y2).

In this study in terms of hypothesis testing, the authors use the t test and F test in the analysis of multiple regression.

Relationship between Madrasah Head (X) Leadership Style and Professional Competence (Y1)

The hypothesis to be tested in this section is: the leadership style of the madrasah head is related to the professional competence of teachers in Madrasah Aliyah Negeri 1 Bogor Regency.

The following t test results can be seen according to the table below:

**Tabel 1.**

Variable regression test X

with VariableY1

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 21.735 | 5.818 | | 3.736 | .001 |
| | Madrasa head leadership style | .308 | .202 | .303 | 1.526 | .141 |

a.Dependent Variable: professional competence

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 24.663 | 1 | 24.663 | 2.330 | .141[b] |
| | Residual | 243.497 | 23 | 10.587 | | |
| | Total | 268.160 | 24 | | | |

a. Dependent Variable: professional competence

b. Predictors: (Constant), madrasa head leadership style

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .303[a] | .092 | .052 | 3.25374 | .092 | 2.330 | 1 | 23 | .141 |

a.Predictors: (Constant), madrasa head leadership style

b.Dependent Variable: Professional Competence

Based on the calculation data above, it is known that the Sig value for the relationship between the leadership style of the madrasa head and professional competence is 141> 0.05 and shows that the r count is smaller than the r table (303 <2.069), another way is to look at the t value , where t arithmetic (303) is greater than the price of t table (2.069), so that the alternative hypothesis (Ha) which reads: "there is a significant relationship between the leadership style of madrasas with professional competence" is rejected.

The r square determination coefficient is 0.92, which means that 92% of the relationship between the leadership style of the madrasa head (X) and professional competence (Y1). The following is a regression line Y1 = 21.735 + 308 X. The constant value is 21,735. this can be interpreted if the leadership style coefficient of the madrasa head is 0, then the professional competence is positive that is 21,735. The regression coefficient value of the madrasa head style leadership variable is positive, that is 308. this can be interpreted every increase in madrasa head leadership style by 3, then professional competence will also increase by 303. Based on the interpretation of the correlation coefficient r (count), the value of r count is 303 including not having a very strong level of relationship on the two variables in the hypothesis .

So it can be concluded that there is no positive and significant relationship between the leadership style of madrasa principals with professional competence.

The hypothesis to be tested in this section is "there is a positive and significant relationship between the leadership style of madrasas and

teacher performance. The hypothesis is an alternative hypothesis.

**Tabel 2.**

Variable X regression test with

Variable Y2

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 11.163 | 4.685 | | 2.383 | .026 |
| | Madrasa head leadership style | .735 | .163 | .686 | 4.519 | .000 |

a. Dependent Variable: Teacher's Performance

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 140.147 | 1 | 140.147 | 20.420 | .000[b] |
| | Residual | 157.853 | 23 | 6.863 | | |
| | Total | 298.000 | 24 | | | |

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), madrasa head leadership style

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .686[a] | .470 | .447 | 2.61976 | .470 | 20.420 | 1 | 23 | .000 |

a. Predictors: (Constant), madrasa head leadership style

b. Dependent Variable: Teacher's Performance

Based on the calculation data above, it is known that the Sig value for the relationship between the leadership style of the madrasa head and professional competence is 0,000> 0.05 and shows that the r count is greater than the r table (4,519> 2,069), another way is by looking at the t value , where t arithmetic (4,519) is greater than the price of t table (2,069), so that the alternative hypothesis (Ha) which reads: "there is a significant relationship between the leadership style of the madrasa head with professional competence" is accepted.

The coefficient of determination r square of 0, 470 which means 47% of the relationship between the leadership style of the madrasa head (X) with professional competence (Y1). The following is a regression line Y2 = 11,163+ 308 X. The

constant value is 11,163. this can be interpreted if the leadership style coefficient of the madrasa sa head is 0, then the professional competence is positive that is 11,163.

The regression coefficient value of the madrasa head style leadership variable is positive, that is 308. this can be interpreted every increase in madrasahead leadership style by 3, then professional competence will also increase by 308.

Based on the interpretation of the correlation count of 308 includes having a very strong relationship level on the two variables in the hypothesis.

So it can be concluded that there is a positive and significant relationship between the leadership style of madrasa principals with teacher performance.

The hypothesis to be tested in this section is "there is a positive and significant relationship between the leadership style of madrasas with professional competence together with professional competence and teacher performance. The hypothesis is an alternative hypothesis.

**Tabel 3.**

Variable X regression test with variables Y1 and Y2

**Coefficients**[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .058 | 4.693 | | .012 | .990 |
| | Madrasa Head Leadership Style | .577 | .135 | .539 | 4.281 | .001 |
| | Professional Competence | .511 | .133 | .485 | 3.851 | |

a.Dependent Variable: Teacher Performance

**ANOVA**[a]

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 203.711 | 2 | 101.855 | 23.765 | .000[b] |
| | Residual | 94.289 | 222 | 4.286 | | |
| | Total | 298.000 | 224 | | | |

a. Dependent Variable: Teacher Performance

b.Predictors:(Constant), Professional Competence, madrasa head leadership style

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .827[a] | .684 | .655 | 2.07024 | .684 | 23.765 | 2 | 22 | .000 |

a. Predictors: (Constant), Professional Competence, madrasa head leadership style

Based on the calculation data above, it is known that the Sig value for the relationship between the leadership style of the madrasa head and professional competence is 0,000> 0.05 and shows that the f count is greater than the f table (23.765> 4.26), another way is to look value of f, where f arithmetic (4,519) is greater than the price of f table (4.26), so that the alternative hypothesis (Ha) which reads: "there is a simultaneous relationship between the leadership style of the madrasa head with professional competency and teacher performance" is accepted.

The coefficient of determination r square of 0, 684 which means 68.4% of the relationship between the leadership style of the madrasa head (X) with professional competence (Y1). The following is a regression line Y1 = 21,735 + 11,163 Y2 + X. The constant value is 11,163. this can be interpreted if the leadership style coefficient of the madrasa head is 0, then the professional competence is positive that is 11,163. The regression coefficient value of the

madrasa head style leadership variable is positive, that is 735. this can be interpreted every increase in the style of leadership of madrasa by 7, then professional competence will also increase by 735. Based on the interpretation of the correlation coefficient r (count), then the calculated f value of 735 includes having a very strong relationship level on the two variables in the hypothesis.

So it can be concluded that there is a simultaneous positive relationship between the leadership style of madrasah leaders with professional competence and teacher performance.

## CONCLUSION

From the research findings above, a number of conclusions can be drawn, namely the more appropriate leadership style applied by madrasa principals, the better the relationship with professional competence and teacher performance. Based on the results of testing the hypothesis has been proposed at a number of conclusions from the results of research in Madrasah Aliyah Negeri 1 Bogor Madrasah Regency.

1. Based on the results of research conducted on teachers in MAN 1 Bogor Regency,Hypothesis testing (Correlation X with Y1) there is no positive and significant relationship between the leadership style of madrasa principals with professional competence. The r count value is 303, while the r table can be 2.069, because the r count value> r table (303 <2.069), based on the t test it can be t calculated (2,069), meaning that there is no relationship between the leadership style of the madrasah headmaster with competence professional.
2. Based on the results of research that has been conducted on teachers in MAN 1 Bogor Regency, Hypothesis testing (Correlation X with Y2) there is a positive and significant relationship between the leadership style of madrasa principals with teacher performance. The r count value is 4.519 while the r table can be 2.069, because the r count value> r table (4.519> 2.069), based on the t test, it can be t calculated (2,069), meaning that there is no relationship between

the madrasa head leadership style and teacher performance .

3. Based on the results of research conducted on teachers in MAN 1 Bogor Regency,testing Hypotheses (Simultaneous Correlation between X with Y1 and Y2) there is a positive and significant relationship between the leadership style of madrasa principals with professional competence and teacher performance.The calculated value of f is calculated while the r table can be equal to 4.26, because the value of r count> r table (23.765> 4.26), based on the t test it can be calculated (4.26), meaning that there is a positive relationship and jointly significant between the leadership style of madrasas and teacher performance in MAN 1 Bogor Regency.

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